To my poor mother, who spent all her life only working either on fields or in kitchens, feeding her family jovially and dedicatedly with restless dreams of a merry future never coming true and, who passed away before a relieving sigh for a short rest on the ruthless soil of philanthropy and misanthropy

And to my dear wife, who is hopeful and resolute enough to have the same dreams as her mother in-law, doing her best in order for me to set roots into the soil of philanthropy and misanthropy

MUĞLA UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING

**ATTITUDES OF ENGLISH LANGUAGE TEACHERS TO
MOTIVATIONAL STRATEGIES IN LANGUAGE LEARNING**

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YENER KELEŞ

ASSIST. PROF. DR.ŞEVKİ KÖMÜR

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Üye   Üye

Yrd. Doç. Dr. Eda ÜSTÜNEL   Yrd. Doç. Dr. Sebahattin DENİZ

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1. Motivasyon

2. Motivasyon Stratejileri

3. Ödev

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1.Motivation

2. Motivational Strategies

3. Task

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2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir

        ()

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    Yazarın İmzası: Tarih : 30/07/2007

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı   : Yener KELEŞ
Doğum Yeri : Gümüşhane
Doğum Yılı : 1972
Medeni Hali : Evli

EĞİTİM VE AKADEMİK BİLGİLER

Lise   1988-1991   : Kartal Endüstri Meslek Lisesi -İstanbul
Lisans 1992 -1996   : Ankara Üniversitesi Amerikan Kültürü ve Edebiyatı – Ankara
Yabancı Dil   : İngilizce

MESLEKİ BİLGİLER

1996-2007 : Muğla Üniversitesi Sıtkı Koçman Yabancı Diller Yüksekokulu – Muğla

ABSTRACT

This study is aimed at investigating attitudes of English language teachers in Muğla University, preparatory School to motivational strategies in language learning. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect on students' performance in language learning. Students at preparatory schools start learning English with great enthusiasm but their enthusiasm does not last long and as a result, they lose motivation, this lack of motivation causes them to either fail or leave schools before the completion of courses. So we need to analyze teachers' attitudes to language learning. Teachers' attitudes to motivational strategies have been found to be effective in terms of increasing students' success in language learning because success, to some extent, depends on motivation in language learning contexts, and motivation can be increased through motivational strategy use.

Data used in this study was collected from 36 teachers of English at Muğla University, Preparatory School. A questionnaire consisting of Likert scale type questions derived from the literature was used to solicit teachers' attitudes to motivational strategies. Data collected by the questionnaire was used for a descriptive study. For this purpose, SPSS 11.0 (Statistical Programming for Social Sciences) was used to analyze the questionnaire. It was observed that no significant differences existed between teachers' attitudes to these strategies and what is stated in the literature.

Key Terminology: Motivation, Motivational Strategies, Task.

ÖZET

Bu çalışma Muğla Üniversitesi, Yabancı Diller Yüksekokulu İngilizce Öğretmenlerinin dil öğreniminde motivasyon stratejilerine olan yaklaşımlarını araştırmayı amaçlamaktadır. Motivasyon stratejileri öğrencilerin dil öğrenme performanslarında uzun süreli ve sistematik başarı elde etmek için uygulanan motivasyona dayalı etkileri içerir. Hazırlık okullarındaki öğrenciler İngilizce öğrenmeye büyük bir coşkuyla başlıyorlar ancak bu coşku çok uzun sürmüyor, sonuç olarak öğrenciler motivasyon kaybına uğruyorlar. Bu motivasyon eksikliği ya öğrencilerin başarısız olmalarına ya da onların eğitim süresi bitmeden eğitimi terk etmelerine neden olmaktadır. Bu yüzden öğretmenlerin dil öğretimine karşı yaklaşımlarını araştırmak gerekiyor. Öğrencilerin dil öğrenme başarılarını artırmada öğretmenlerin motivasyon stratejilerine karşı yaklaşımlarının etkili olduğu ortaya çıkmıştır. Çünkü başarı belli bir oranda dil öğrenme ortamlarına motive olmaya bağlıdır ve motivasyon, motivasyon stratejilerinin kullanımıyla artırılabilir.

Bu çalışmada kullanılan veriler Muğla Üniversitesi Hazırlık okulunda görev yapan otuz altı öğretmenden toplanmıştır. Likert Ölçeğine göre hazırlanmış ve literatürden alınan sorulardan oluşan bir anket ve hocalarla yapılan görüşmeler aracılığıyla veri toplandı. Elde edilen veriler SPSS 11,0 (Sosyal Bilimler İçin İstatistik Programı) kullanılarak analiz edildi ve söz konusu kurumun öğretmenlerinin bu stratejilere yaklaşımıyla literatür arasında bir fark olmadığı saptandı.

Anahtar Kelimeler: Motivasyon, Motivasyon Stratejileri,

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CHAPTER I: INTRODUCTION

1.1. Introduction

Throughout the history of foreign language teaching every institution or individual in the business of teaching a foreign language has done a lot to reach its goal, that is, to teach foreign languages. Teachers have been trained. Buildings equipped with laboratories and full of materials concerning foreign language teaching have been designed and allocated for teaching languages. Curricula have been designed (Graves, 1996) to plan the step by step language teaching processes in advance, much research into linguistic and psychological aspect of language learning has been done so far. Ranging from Grammar Translation Method to Communicative Language Teaching, language learning theories have been developed (Richards and Rodgers, 2001) Concisely speaking, a lot of time, effort, money and labor have been invested in teaching foreign languages.

However, alongside these efforts, we need to bear in our minds the fact that students, as the subjects of teaching foreign languages, are not empty boxes to be filled with ready-made rules, systems, regulations and assumptions. For attaining the goal of teaching a foreign language successfully, we need to come to the realization that, apart from preparing necessary conditions for language teaching, we should regard the issue of foreign language teaching from the perspective of students as much as we do from the linguistic and technical side. That is to say, learners should be triggered to acquire and internalize linguistic elements because success in language context depends, to some extent, on how motivated the learners are.

Starting from this departure point, motivational strategies help all people concerned with teaching a foreign language – whether teachers, institutions or educationalists- to understand the very nature of students and, as a result, to teach languages with a certain degree of success. These strategies remind us that students are social beings who share the sense of belonging to a group or becoming members of a group. So teachers, who are informed of these strategies, will first of all have

good relations with students and will respect them as individuals deserving the right to express themselves freely (Maslow, 1962). They will help students to know each other and form group norms to be obeyed by members of the classroom as a small unity of a society.

Those teachers, who are acquainted with motivational strategies, keep in their minds the fact that students have needs, desires and will accordingly take those needs and desires into consideration while planning lessons and choosing and sequencing activities for teaching a foreign language. Bandura (1993) points out that the same teachers will be cognizant of the fact that students have language learning- related fears coming from the past experiences and they will create opportunities in order for those students to overcome this fear of making mistakes and therein, will help them experience success needed for acquiring high performance.

Maintaining student motivation until the end of a long course is another troublesome issue faced in teaching a foreign language since even those students are highly motivated at the beginning might lose motivation as the course procedes. In order to prevent this, implementing motivational strategies is a means in our service to maintain student motivation during the learning period as motivated students who have the intention of learning a language should be shown what steps to take for action-specific strategies in the future (Dörnyei and Otto, 1998).

1.2. Background of the study

Second language learning is not only the acquisition of linguistic elements. Socially and culturally bound issues which serve as the primary channel of social organization should be taken into consideration in the corporation of a wide range of elements of the second language culture. For that reason, it isnot surprising that there has been a diversity of theories and approaches in the study of motivational determinants in second language learning. The most influential motivational theory in the second language field has been proposed by Robert Gardner, who literally founded the field.

According to Gardner the reason for studying a language is '*Integrative orientation' (integrative motivation) which* postulates that an individual's motivation to learn a language springs from the desire for cultural and linguistic integration (Gardner and Tremblay, 1994a). Incentives for language acquisition in this motivational theory were effort, desire to learn the language (also known as valance) and attitudes towards learning the language. *Integrative Motivation* was also supported by other sociolinguistic researchers (Giles and Byrne, 1982) stating that learners' identification with the group that speaks target language is directly connected to learners' success in language acquisition. Another sociolinguist Schumann (1978) set forward the idea that language acquisition is a matter of acculturation and that the motivation to learn the second language increases when the learner decides to experience success in acculturation.

But Gardner and his associates were criticized (Dörnyei, 1994a; Oxford and Shearin, 1994) for their notion of *integrative orientation* because this social psychological approach to count for language acquisition was not sufficient to explain *Instrumental* (practical) *motivation. Instrumental motivation* is learning a language for an instrumental purpose such as, entering a better school, getting a better job, earning more money and so on and so forth.

Dörnyei (1990a and 1990b) suggests that for language learners *instrumental motivation* could possible be more significant than *integrative orientation* because foreign language learners have rare experience with the community of the target language and therefore they are less likely to have contact with the group. To Dörnyei, instrumental goals have more contribution to motivation for foreign language learning and integrative reasons for foreign language learners are determined more by attitudes and beliefs about foreign language and culture. He points out that additional components such as 'intrinsic' and 'extrinsic' motivation; goal setting; cognitive components like 'attribution theory'*,* 'learned helplessness'*, and* 'self-efficacy'*;* 'self-confidence'; 'need for achievement'*;* and 'course-specific, teacher-specific'*,* and 'group-specific' components should be embedded into earlier

paradigms to compensate for the lack of motivational aspects of second language learning (Dörnyei, 1994a).

Dörnyei (1990a and 1990b) also continues to express his belief in the idea that *instrumental motivation* and need for achievement are closely related to each other. In his point of view, these two factors have effect on foreign language learners at an intermediate proficiency level and below whereas integrative motivation might be necessary for the students to beyond the intermediate level in foreign language learning.

In line with Dörnyei, Crookes and Schmidt (1991) draw attention to external and behavioral characteristics. They maintain the idea that learners decide to choose, pay attention to, and engage in second language learning; persist or persevere in the activity of learning over an extended period of time after interruption and maintain a high level of activity. In the following chapter, a detailed theory of motivation will be provided as literature review.

1.3. Statement of the problem

In spite of its accepted potential for enhancing student motivation and-as an outcome- their performance, the amount of research in motivation was less than one/ third of total research in second language acquisition literature until early 1990s (Dörnyei,2001). The reason for this lack of research in second language learning from a psycholinguistic perspective was the fact that until then second language learning was approached from a linguistic viewpoint.

1.4. Research Question:

The study is aimed at finding the answer to the question:

What are the attitudes of English Language Teachers at Muğla University, Preparatory (Prep) School to motivational strategies in language learning?

1.5. Significance of the Problem

In the prep-school of Muğla University, a considerable number of students learning English either fail drastically in completing the course or drop out of the course, which poses a threat to the desired rate of success in teaching English in the institution. This problem of failure and drop-out is more or less valid for other schools of Turkish universities. In Muğla University presumably 60 percent of students attending prep school do not have to pass prep school in order to enroll in their departments. As a result, students under discussion lose their motivation dramatically to learn English.

Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Dörnyei, 2001). Gathering data and identifying teachers' attitude to motivational strategies is a corner stone in informing teachers on how to sustain and increase student motivation consciously. Should the teachers of Prep school of Muğla University gain favourable attitudes to motivational strategies and be informed of how and when to customize them to obtain and enhance student motivation, their doubtless contribution to performance achievement of their students and therein to their institution will be incontrovertible**.**

It is almost no doubt that findings of this study will shed light on an endeavor to inform teachers of English in Turkey, specifically those in Muğla University, Prep school of benefits of motivational strategies for boosting the quality of English teaching. Teachers who are made aware of significance of these strategies and develop positive attitudes to the strategies will realize the motivating quality of strategies for building good relations with students (Csikszentmihalyi, 1997a) and as they develop good relations with their students, a crucial juxtaposition for the beginning, they will yearningly strive to make use of strategies for improving student self-confidence (Niederhauser1997), those of increasing integrative and instrumental motivation (Corrıa 1999) to make language learning experience more realistic for their students. Thereinafter, because these teachers are already convinced of the

relationship between motivation and success (Dörnyei, & Csizer, 1998), they will go one step further to task-related strategies (Dörnyei, 2001a) for the improvement of the quality of the tasks they manipulate in the classroom.

1.6.Operational Definitions

Motivation:

As Williams&Burden define, motivation is mental and emotional arousal leading to conscious decision to act, which promotes sustained intellectual and/or physical effort for attaining a goal or goals (Williams&Burden, 1997; 120)

Motivational strategies:

Dörnyei states that motivational strategies are techniques and strategies geared towards promoting an individual's goal related behaviour (Dörnyei, 2001a; 28)

Task:

An activity that learners are busy with to arrive an outcome from given information through some process of though (Prabhu, 1987; 24)

1.7.Conclusion

This chapter was an introduction chapter covering the introduction and background to the study, the statement of the problem and the significance of the study. The second chapter is review of the literature that the study is based on. The third chapter is about the methodology of the study following the sequence of participants, instruments, data analysis procedures. The fourth chapter presents the findings of the study by analyzing the data. The fifth chapter is dedicated to the discussion of findings of the analysis, implications and limitations of the study as well as suggestions for further research.

CHAPTER II: LITERATURE REVIEW

2.1. Introduction

This study explores attitudes of 36 English as Foreign Language (EFL) teachers at Preparatory School of English, Muğla University during the 2006-2007 academic year. Teachers' attitude towards motivational strategies play an important role as these strategies render a substantial service in motivating learners to learn and therefore, they determine learners' success or failure (Dörnyei, 2001a). The thesis is aimed at finding the answer to the question: What are the attitudes of EFL at Muğla University, Prep School towards motivational strategies?

As basis and departure point for the thesis, studies; concepts and models of motivation are the first subjects of concern in this chapter. Secondly theories of motivation will be elaborated to give an in-depth dimension to the thesis with a view to elucidate those who have intellectual curiosity to become acquainted with motivation as a discipline of social sciences. Lastly, in view of introducing teachers of English to classroom motivational strategies and enabling them to analyze and use them in language teaching   classroom, light will be shed on these classroom motivational strategies.

2.2. Motivational Models Concepts and Studies

Gardner's Motivational Model

Before presenting his theories of motivational determinants of second language acquisition, we need to explain two concepts proposed by Gardner and Lambert (1995: 271). *Integrative motivation* refers to positive disposition towards second language group and *instrumental orientation* is related to pragmatic gains of second language proficiency such as getting a better job higher salary.

In his integrative motive, Gardner suggests that motivation to learn a second language depends on the positive feelings towards the community that speaks the

language (Gardner, 1988: 82-3). The integrative motive is made up of three components:

1. Integrativeness includes interest in foreign languages, attitudes towards the second language community reflecting willingness and interest in social integration with members of other groups.

2. Attitudes towards the learning situation comprises the attitudes towards the language teacher and second language course

3. Motivation which is effort, desire and attitude towards learning.

The socio-educational model is concerned with the role of individual differences in the learning of second language. This model gives priority to three distinct aspects of second language acquisition (Gardner and Macintyre, 1993a: 159):

1. Antecedent factors (which can be biological or experiential such as gender, age or learning history).

2. Individual difference variables (intelligence, language aptitude, motivation, language anxiety).

3. Language acquisition context.

According to this model, individual difference variables affect second language attainment in formal and informal learning contexts. This will result in both linguistic and no-linguistic outcomes.

Tremblay and Gardner's Revised Model

For adoption of a wider vision of motivation, Tremblay and Gardner (1995: 505) extended Gardner's social psychological model of second language motivation. Their revised model suggests a *language attitudes → motivational behavior →achievement* sequence. What is new about this revised model is the inclusion of three variables between attitudes and behavior like *goal salience* as related to learner's use of specific goals and goal-setting strategies, *valance* including desire to learn the second language and attitudes towards learning the second language and

self- efficacy comprising anxiety and performance expectancy (the expectancy to be able to perform various language activities by the end of the course).

Clement's Concept of Linguistic Self-Confidence

Self- confidence is a term first introduced by Clement and his colleagues (Clement et al, 1977). It refers to the notion that a person has the ability to accomplish goals or perform tasks completely. Clement and his colleagues found evidence that in communities where different languages live together, the extent to which members of the languages have contact with each other, will be a major motivational factor in learning the other community's language. This contact will determine the future desire for inter-cultural communication and the extent of identification with the second language group. Thus, linguistic self-confidence in Clement's view is primarily a social component although it has a cognitive component (the perceived language proficiency). Clement et al (1994) showed that in contexts where there is indirect contact with second language culture through media, as in the case of English, self-confidence has a significant motivational influence in foreign language situations.

Noels and her Colleagues' Work on Self-determination in Second Language Studies

In the treatment of self-determination theory in second language contexts, Kim Noels and her colleagues developed a new instrument for assessing second language learners' orientations from a self-determination perspective (Noels et al, 1999, 2000). They developed a questionnaire that measures various types of intrinsic and extrinsic orientations in second language learning. They wanted to relate the obtained measures to various antecedent variables such as competence, freedom of choice, anxiety, and the intention to continue second language studies.

Applying the intrinsic/extrinsic continuum and scale developed by Noels and her colleagues can be particularly useful in educating autonomous, self-regulated second language learners (Noels et al, 1999).

Schumann's Neurobiological Model

Stimulus and appraisal are the key terms in Schumann's neurobiological theory. According to this model, the brain appraises the environmental stimuli it receives and this appraisal leads to an emotion which consequently leads to a behavioral response. That is to say, second language acquisition, according to the model, is emotionally driven and emotion underlies most cognition (Schumann, 1998).

Dörnyei and Otto's Process Model

The motivated behavior in this model (Dörnyei and Otto, 1998) is divided into three main phases:

Preactional phase: This phase is concerned with choosing a course of action to be carried out. The sub processes are *goal setting, intention formation, the initiation of the intention enactment.* For goal setting process to reach a concrete outcome that is an actual goal, wishes /hopes, desires and opportunities should be pursued seriously.

For directly initiating, the antecedent need is *intention* which already involves *commitment.* Adding commitment to a goal is crucial but not sufficient to energize action. The goal should be translated into concrete steps the individual will take. For that reason we need:

1. *Action schemata* (sub tasks to implement and relevant strategies to follow) and

2. *The time frame (*specifications regulating the actual timing of the onset of action).

For *action launching (*Heckhausen and Kuhl, 1985: 137*)*, we need two other conditions: the availability of necessary *means and resources* and the *start condition.*

Actional phase: when the individual takes on task (e.g.: enrols in a language course), he is committed to action and the emphasis shifts from decision making to the implementation of action or in other words, 'choice motivation' is replaced by 'executive motivation'. The learner generates sub tasks and implements them, appraises the process and applies action control mechanisms.

Post actional phase: This phase begins after the goal has been achieved or when the action is interrupted for a long period of time (eg: a holiday). The accomplished action outcome is evaluated and the learner contemplates the possible inference to be drawn for future actions. This critical retrospection contributes to the accumulated experience, allows the learner to form *internal standards* for comparing actual and potential performance, the same retrospection also helps the learner to set *action- specific* strategies for future action.

2.3. Theories of Motivation

Expectancy- value theories

Underlying belief in expectancy-value theories (Pintrich and Schunk, 1996: Wigfierd, 1994) is the idea that human beings are innately active learners who have an inborn curiosity and are urged to discover their environment and deal with challenges. That is why the main issue in these value theories is what directs and shapes learners' inherent motivation rather than what motivates them. According to these theories, motivation to perform a task is the product of the individual's *expectancy* of success in a task and *the value* the individual gives to success on that task. If the learner thinks s/he can attain the goal and gives incentive value to the goal, s/he will be highly motivated.

Expectancy of success

'Expectancy' dimension is related to the question of *'can I do this task?'* From an educational point of view, factors that determine the expectancy of success are *attribution theory, self-efficacy theory, and self-worth theory.*

Attribution theory (Bernard Weiner, 1992) is based on the assumption that people try to understand determinants of their past successes and failures and different types of casual attributes affect behavior differently. Most common attributions are ability, effort, task difficulty, luck, family background help or hindrance from others.

Self-efficacy theory concerns the judgments people make about their capabilities to carry out certain tasks. In accordance with these judgments, their sense of efficacy along with aspiration, amount of effort and persistence will determine their choice of activity. Bandura (1993) states that self- efficacy is determined by previous *performance, vicarious learning* (learning through observing models), *and verbal encouragement by others, one's psychological reaction* (e.g.: anxiety). People with a lower sense of self-efficacy perceive difficult tasks as personal threats, instead of concentrating on how to perform the task successfully. They think of personal deficiencies as obstacles. As a result, they lose faith in their capabilities and are likely to give up.

Covington (1992) maintains the idea that according to *self-worth theory* people have a high tendency to maintain a fundamental sense of personal value and worth especially in the face of competition, failure and negative feedback. So a learner spending insufficient time preparing for a test can use lack of sufficient striving as a mitigating excuse for poor performance rather than admit a lack of competence, which would cause more damage to the student's self concept.

Value

Expectancy theories explain individuals' performance in different situations. But they do not address the question *Does the individual want to do the task?* Here value (also known as valance, incentive value, attention value and attainment value) is at work.   Most of theorists using expectancy-value model put focus on the expectancy component. Because of lack of focus on value component of the model, Eccless & Wigfield, 1995 cited in Dörnyei, 2001: 21) developed a model of task values by defining them in terms of four components:

1. *Attainment value* is the personal importance of acquiring a skill and accomplishing a task;

2. *Intrinsic value* is interest or appreciation of the subject/skills in question and also pleasure resulting from doing the activity;

3. *Extrinsic utility value* is awareness of the extent a task relates to either current or future goals as well as what role learning plays in improving one's life quality and making a better person;

4. *Cost* is the negative value component including factors such as expended effort, time and various emotional costs such as anxiety and fear of failure. The general value of a task is the combination of the inter-relatedness of these four components and this value is supposed to determine the strength or density of the behavior.

2.4. Goal Theories

Most of the early research on general motivation was directed towards human needs.   Maslow (1970), who distinguished five classes of needs in his need hierarchy, was the most important figure in Humanistic Psychology. He classifies needs as psychological, safety, love, esteem and self-actualisation. Martin Ford (1992, cited in Brophy, 1998:6) developed a theory of human motivation putting goals into six categories:

1. Affective goals: pleasure, happiness, entertainment, and physical well-being

2. Cognitive goals engaging in intellectual curiosity and creativity, attaining understanding, maintaining positive self-evaluation;

3. Subjective organization goals: experiencing a sense of harmony with people and states of doing better than usual;

4. Self-assertive social relationship goals: Experiencing a sense of individuality, self-determination, superiority and obtaining social support from others;

5. Integrative social relationship goals: belongingness social responsibility, equity and giving support to others;

6. Task goals: Mastery, task creativity, management (handling tasks with organization and efficiency).

In recent research the concept of *need* has been replaced by *goal* as the engine to trigger action and provide the direction of action. Therefore, in goal theories the cognitive perception of goal properties is regarded as the basis of motivational process. Two goal theories, Goal-setting theory and Goal-orientation theory, are striking:

Goal-setting Theory

According to Locke and Latham's (1990) *goal-setting theory,* human action is caused by purpose and in order for action to take place goals have to be set and pursued by choice. Goals may differ in the degree of their *specificity, difficulty and goal commitment.*

Goal-setting theory is compatible with expectancy-value theories because commitment is considered to be enhanced when people think the goal can be achieved (expectancy) and important (values). Locke (1996, cited in Dörnyei, 2001: 25) gives the summary of findings of past research under five points:

1. when the goal is difficult, the achievement is great,

2. when the goal is specific and explicit, the performance is precisely regulated,

3. Goals that are both specific and difficult lead to the highest performance,

4. When goals are specific and difficult, commitment to goals is most critical (when the goals are easy and vague, it is not hard to get commitment because it does not require much dedication to reach easy goals).

5. When the individual is convinced that the goal is important and attainable, high commitment to goals is achieved.

They direct attention and effort towards goal-related activities. As individuals adjust their effort to the difficulty level a task requires, goals regulate effort expenditure. Goals provide persistence until the goal is accomplished. They make it possible to search for relevant action plans or task strategies.

Goal-Orientation Theory

This was designed for the purpose of explaining children's learning and performance in school setting. Ames (1992) summarizes that the theory draws attention to two contrasting achievement goal orientations which are adopted by students towards their academic work.

1 *Mastery orientation* is related to the pursuit of mastery goals with the focus on learning the content. Mastery goals are also known as *task involvement goals* or *learning goals.*

2 *Performance orientation* is related to the pursuit of performance goals with the focus on demonstrating the ability, getting good grades.

Performance goals are also known as *ego-involvement goals*. Therefore, mastery and performance goals represent different criteria for success and different reasons for engaging in an activity. Central belief in a mastery goal is that effort will lead to success and main concern is one's own improvement. However, in a performance goal learning is the onlygoal we achieve, which brings public recognition as a result.

2.5. Intrinsic Motivation Theories

Self determination

It was traditionally believed that extrinsic motivation can undermine intrinsic motivation. Some studies indicated that students will lose natural curiosity to engage in an activity if they have to do it to meet some extrinsic requirements. However, other studies did not find any negative relationship between the two, which paved the way for Deci and Ryan (1985) to replace intrinsic/extrinsic dichotomy with a more elaborate term called *self-determination theory.* According to this theory, different regulations exist, depending on how these regulations are 'internalized', that is, how much they have been transferred from outside to inside the individual. These regulations can be put on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation. Provided that extrinsic rewards are sufficiently determined and internalized, they can be connected or can even initiate motivation.

Deci and Ryan (1985) also report on the findings that the more people have the opportunity to experience a particular behavior, the more self-determined they will be in performing the behavior. The fundamental human needs that individuals seek to satisfy are *autonomy* (deciding what to do and how to do it), *competence* (developing and exercising skills for manipulating and controlling the environment) and *relatedness* (feeling close and connected to other individuals).

Students need to experience intrinsic motivation in classrooms that support satisfaction of these needs. If such a support is lacking, they will feel controlled rather that self-determined and therefore their motivation will primarily be extrinsic rather than intrinsic.

Flow

Csikzentmihaly (1993) observed people when they were absorbed in activities they enjoyed. He expected to find that most flow experiences (peak experience of motivation) occur during moments of leisure and entertainment. Instead, he found that they usually occur during active involvement in challenging task that stretch our physical and mental abilities. Dimensions of the flow of experience are clear goals and immediate feedback about effectiveness of our responses to the activity; frequent opportunities for acting decisively and personal skills well suited to the challenges of the activity; action and awareness emerge; concentration on the task, worries and concerns that are temporarily suspended; a sense of potential control, transcending our ego boundaries and a sense of growth being a part of some greater entity; time passing faster and the activity becoming worth doing for its own sake.

Major threat to flow potential in school is anxiety. If students face excessively challenging situations that they can not handle, they will prefer the freedom of safe routines to the flow opportunities of challenging activities. Rathunde & Whalen (1993, cited in Brophy, 1998:8) suggest that teachers can encourage flow experiences by:

a) being knowledgeable about their subjects, enthusiastic in teaching them and acting as models,

b) urging but also helping students to achieve challenging but reasonable goals,

c) Providing a combination of instructional and emotional support which will make it possible for the students to approach learning tasks confidently and without anxiety.

Social Learning Theory

One of the concerns in literature was whether what one does has an influence on what happens in the world. Rotter's social learning theory (Rotter, 1975; Rotter & Mulry, 1965) recognized a contingency between one's behavior and experiment outcomes. According to Rotter (1975), individuals who see a contingency between

their behaviors and their outcomes have *internal control orientations*. That is, they believe that they have the potential to affect their world. Numerous studies show that an internal control orientation is favorably connected to academic achievement (Stipek, 1980); grades (Gruen, Korte& Baum, 1994); persistence or effort (Gordon, James&Shorty, 1977); feeling of pride after success and shame after failure (Weiner, 1979).

In contrast, individuals who believe that they are powerless, that what they do is unconnected to anything that happens to them are said to have *external control orientations*. They are likely to believe that there is no sense in investing energy and effort in their endeavors as outcomes will be the same regardless of their efforts.

A Theory of Primary versus Secondary Control

The distinction in the research literature made between primary and secondary control (Rothbaum, Weisz& Synder, 1982; Band&Weisz, 1988) is concerned with both social learning theory and self-determination theory. Primary control, which is similar to actual control, exists during the time when individuals try to take charge of a situation and succeed. Those individuals who believe that they can change the world (i.e. those who have internal control orientations operate with primary control). To put it another way, primary control can be defined as a process whereby a person changes her environment so as to fit her interests, needs and desires. People who have primary control will be quick to make choices and decisions in situations that offer them real opportunities.

Secondary control, on the other hand, is a form of control that is influential during the absence of primary control. If primary control is changing the environment so as to fit our desires and needs then secondary control is trying to change ourselves to fit the uncontrollable environment. When people come face to face with situations that are beyond the range of their control, they frequently use one or more of four secondary control strategies that could possibly maintain at least

some control. These four secondary control strategies are predictive control, illusory control, vicarious control, and interpretive control.

Predictive Control

Individuals who do not have primary control over a situation will feel comfortable about the situation if it is predictable. A person who failed after a certain period of time on a job and who believed from the beginning that he would fail, would not feel as bad about that failure as he would if he believed from the beginning that he would succeed. In this example we should realize that predicting outcomes is so crucial to one's sense of well-being that it can override the need to be successful.

The ability to make predictions about one's environment influences one's sense of well-being in other ways. For example, if unpleasant stimuli are predictable, if we know when they are coming, how long they will last, we will respond better to those unpleasant and uncontrollable stimuli, we can prepare ourselves for negative experiences and as a result, we will deal with those experiences more effectively (Lefcourt, 19973).

Illusory Control

The next secondary control, illusory control, is about the tendency to attribute one's success and failure to chance or luck. Individuals who believe that they are simply lucky and that the do not need to take control of a situation to turn that situation are lucky to maintain such perceptions even in the face of random events and outcomes.

Vicarious Control

With this strategy, individuals reflect on a situation, survey it, decide who has control in the situation; they develop a positive and productive manner towards that

person. Sometimes those individuals influence situations through their relations with that powerful person.

Interpretive Control

This strategy refers to attempts made by individuals to understand and draw meaning from uncontrollable situations. If people can make sense of how and why a particular situation functions the way it does, they feel they have control over the situations, even they do not. So a person who has experienced an uncontrollable event such as the loss of a loved one, try to find meaning in the tragedy looking for new insights in his life and himself.

2.6. Social Psychological Theories

In social psychology the key concern is the idea that attitudes have directive influence on behavior because one's attitude towards a target influences the person's responses to the target. There are two theories dealing with how this process takes place:

The theory of reasoned action

According to Ajzen and Fishbein (1980) the main determinant of action is an individual's *intention to perform a particular action.* This intention is determined by factors such as attitude towards the behavior and subjective norm that is person's perception of the social pressures put on him to perform the behavior in question. If there is a conflict between the two determinants, the importance of attitudinal and normative concerns will determine the final intention.

The theory of planned behavior

This theory (Ajzen, 1988) is an extension of the theory of reasoned action but *perceived behavioral control* is added to it. This component refers to the perceived ease or difficulty of performing the behavior (e.g. perceptions of needed recourses

and obstacles). Then we can predict behavioral performance from people's intentions to perform the behavior or from their perceptions of control over the behavior.

Behavior Reinforcement Theories

According to behaviorists, reinforcement is the primary basis for establishing and maintaining behavior. A reinforcer is defined as anything that increases or maintains the frequency of a behavior. For example, when a student finishes an assignment, this behavior can be reinforced by giving verbal or written praise, awarding high grades.

When behaviorists explain how to establish and maintain desired behavior patterns, they stress the importance of *control* rather than *motivation*. Reinforcement is used to put behavior under stimulus control. They will gain access to reinforcement. Any behaviors incongruent with the desired pattern are extinguished through non-reinforcement or suppressed through punishment.

With respect to everyday motivation in the classroom, teachers are advised to reinforce students when they display desired learning efforts and withhold reinforcement when the do not. Teachers are even advised to punish students, if necessary, for persistently displaying incompatible behaviors (O'Leary& O'Leary, 1977; Schloss& Smith, 1994).

There have been cognitive models which place more emphasis on learners' subjective experiences such as their needs, goals or motivation-related thinking. These cognitive models of motivation include the concept of reinforcement but they portray its effect through learners' cognitions. How much a reinforcer can motivate task engagement depends on how much learners value the reinforcer, how much they believe gaining access to the reinforcer will be worth the costs in time, effort.

2.7. Need Theories

Need theories were among the first theories to emerge as alternatives to behavior reinforcement theories. According to these theories, behaviors are responses to felt needs. These needs may be inborn and universal (e.g. hunger, thirst) or learned through cultural experiences (e.g. achievement, power). Maslow (1962, cited in Brophy, 1998:5) suggested that needs function within a hierarchy arranged in the following priority:

1. Psychological needs (sleep, thirst),

2. Safety needs (freedom from danger, anxiety, threat),

3. Love needs (acceptance from parents, teachers, peers),

4. Esteem needs (confidence in one's ability),

5. Needs for self-actualization (self-expression, satisfaction of curiosity).

In the classroom, Maslow's hierarchy implies that students who come to school tired or hungry are unlikely to be absorbed in lessons because unless their lower needs are satisfied, higher needs may not even be recognized. Likewise, students who feel anxious or rejected are unlikely to take the intellectual risks in overcoming confusion and constructing clear understandings. They are even less likely to try to be creative when working on assignments. In order to motivate our students, we need to address their lower needs along with their higher needs that are more closely related to school learning.

In regard with classroom applications, goal theories put the emphasis on the establishment of supportive goals in order to encourage students to adopt learning goals without any pressure that students might feel because of task goals. Students will concentrate their energy on learning without the fear of failure or resentment because of tasks that they view pointless.

Motivational Strategies

The main concern in designing a feasible framework of motivational strategies is to decide how to organize the long list of relevant motivational techniques into separate themes. A taxonomy based on the process-oriented model was developed by Dörnyei and Otto (1998). Following from the initial arousal the motivation to the completion and evaluation of the motivated action, the key units in this model include creating the basic motivational condition which are related to setting the scene for the effective use of motivational strategies; generating student motivation, which is equal to pre-actional phase in the model; maintaining and protecting motivation as the actional phase of the model; encouraging positive self-evaluation corresponding to the post-actional phase of the model.

Encouraging the Basic Motivational Conditions

Before we make any further attempts to generate effective motivation, we must meet some preconditions to employ successful motivational strategies. The most important of these motivational conditions are appropriate teacher behaviors and a good relationship with the students; a pleasant and supportive classroom atmosphere; a cohesive learner group with appropriate group norms.

Appropriate Teacher Behavior and a Good Relationship with the Students

Almost everything a teacher does in the classroom is a powerful motivational tool since teacher behavior has a motivational influence on students. Teachers play a significant role in socializing and shaping the motivation of their students through their personal characteristics, verbal and nonverbal behavior and classroom management practices.

Motivational teacher influences are manifold: specific teacher behaviors persuade students to engage in on-task behaviors. The key element is to establish *mutual trust* and *respect with the learners* (Alison, 1993). Those teachers who have

established this relationship will find opportunities to talk with the students and let them know that they, as teachers, think about their students and recognize their individual efforts. *Enthusiasm* is believed to be another factor in motivationally successful learning. Enthusiastic teachers convey a great sense of commitment and excitement about their subject matter not only in words but also by their body language. So students take those cues about how to respond to school activities.

A Pleasant and Supportive Atmosphere in the Classroom

For the implementation of this condition, a little justification is required since any teacher is aware of the fact that student anxiety created by a tense classroom atmosphere is one of the most potent factors that inhibits effective learning and second language motivation (McIntyre, 1993; Young, 1999). In a psychologically safe classroom atmosphere where students are encouraged to express their opinions and where they feel they are protected from ridicule and embarrassment, learner involvement will be highest.

A Cohesive Learner Group with Appropriate Group Norms

Group characteristics have motivational influences and central to these characteristics is the level of cohesiveness among the class members. Fragmented groups which are characterized in an uncooperative way can easily become ineffective and thus diminish the individual member's commitment to learn. Among factors that promote group cohesiveness is time spent together, learning about each other, contact, interaction, cooperation with each other and so on.

Group norms are social products and in order for a group norm to be long-lasting and constructive in a group, it should be openly discussed and willingly adopted by members. A great deal of research shows that unless accepted as right or proper by majority of the class members, norms determined by a teacher are unlikely to become effective group norms (Ehrman and Dörnyei, 1998). Dörnyei and Malderez (1997) argue that it is beneficial to form a norm building procedure early in

the group's life by formulating potential norms, justifying their purpose to support them, discussing them by the whole group and finally agreeing a mutually accepted set of class rules.

Generating Initial Motivation

School attendance is compulsory for students and the content of the curriculum is almost always selected on the basis of what society – rather than the learners themselves- considers important (Brophy, 1998). Schoolwork is considered to be the least rewarding among the adolescents and they describe their experience as boring and unenjoyable.

This means that teachers need to generate positive student attitudes towards learning. The strategies to achieve this are divided into four main groups as enhancing the learners' language-related values and attitudes; increasing the learners' goal-orientedness; making the curriculum relevant for the students and creating realistic learner beliefs.

Enhancing the Learners' Language-related Values and Attitudes

Developed during the past, an individual's subjective value system, beliefs, and feelings related to one's position in the social world is organized. These values determine the individual's preferences. Therefore, by promoting language-related values and attitudes, some consequences in motivation can be achieved. We need to distinguish between three main dimensions according to Eccles and Wigfield's (1995, cited in Dörnyei, 2001:124) value typology:

1. *The intrinsic value* of the process of second language learning: the key issue in generating interest is to arouse the student's curiosity and attention to create an attractive image for the course.
2. *Integrativeness* comprises various second language-related attitudes and general interest in foreignness and foreign languages. According to this value, there is a need to make second language real by introducing learners to

its cultural background using authentic materials and promoting contact with the native speakers of the second language.

3. *Instrumentality* refers to the consequences springing up from the mastery of second language. For most students, language learning is a means to achieve other goals through the knowledge of second language. So instrumental strategies can remind students that they need to complete tasks successfully to accomplish their valued goal, provide opportunities that offer extrinsic rewards such as good grades, prizes, celebration.

Increasing Learners' Goal-orientedness

In an ordinary classroom many students do not really understand why they are involved in a learning activity, the official group goal may not be the only group goal. Therefore, it is beneficial to increase the group's *goal-orientedness,* i.e. the extent to which the group is attuned to following its official goal.

Initiating a discussion with your students for an outline of group goals is the most open way to achieve this goal-orientedness. Identifying those goal features that increase student performance most, building in activities that can promote simultaneous pursuit and attainment of many different goals are some key issues in goal setting. We need to emphasize that the initial effort to establish a sense of direction and a common purpose for the group needs to be followed by recurrent review of the original goals in view of progress made towards them.

Making the curriculum Relevant for Learners

Good learners who tend to do the work even a subject does not arouse high intrinsic motivation share the belief of the curriculum designers that the program is describable and valuable. In order to increase this effect, the general principle offered to teachers is: find out your students' goals and the topics they want to learn and build these into your curriculum as much as possible. Unless students regard the material they are taught as worth learning, they are not motivated to learn. If

students fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost.

Creating Realistic Beliefs

Unrealistic learner beliefs at the beginning of a language course about how much progress to expect, how fast this progress should have a significant function because there might be an inevitable disappointment as a result of these unrealistic beliefs. For that reason, a key motivational issue is to sort out some of the far-fetched expectations and get rid of the preconceived notions and prejudices that are likely to hinder second language attainment.

In order for students to correct their faulty assumptions they need to develop an informed understanding of the nature of second language acquisition and reasonable criteria for progress; should be aware of the fact that the mastery of a second language can be achieved in a number of different ways, using diverse strategies and therefore the key to success is to discover for themselves the methods and techniques by which they learn best.

Horwitz (1988) in the Beliefs about Language Learning Inventory (BALLI) Questionnaire put student beliefs in five areas:
1   Difficulty of language learning,
2   Foreign language aptitude,
3   The nature of language learning,
4   Learning and communication strategies,
5   Motivation and expectations.

For encouraging students to determine realistic beliefs, discussions are an effective way towards these goals. During these discussions, the BALLI can be administered to students as a starting point in analyzing popular beliefs.

Maintaining and Protecting Motivation

Unless motivation is actively nurtured and protected during the actional phase of motivational process, the natural tendency to lose sight of the goal, to get tired or bored will result in the initial motivation gradually diminishing. Therefore, an effective motivational repertoire should include motivation maintenance (or executive motivational) strategies that can help to prevent this from happening.

In executive motivational strategies, five areas seem to be relevant for classroom application:

1 Setting proximal subgoals ,
2 Improving the quality of the learning experience,
3 Increasing the learners' self-confidence,
4 Creating learner autonomy,
5 Promoting self-motivating learner strategies.

Setting Proximal subgoals

Setting proximal subgoals has a powerful motivating function by providing advance organizers as well as immediate incentive and feedback. (Pintrich and Schunk 1996, cited in Dörnyei, 2001:128) offer four main principles that can be applied in classroom setting:

1. Goals should be clear and specific, referring to concrete outcomes,
2. Goals should be challenging and difficult but not outside the range of students' capabilities,
3. Both proximal and distal goals should be set. For example, teachers can design a learning agreement with each student that specifies a series of subgoals that lead to larger goals,
4. Teachers should provide feedback (informational input or extrinsic rewards) that increase students' self-efficacy for obtaining the goal,

Improving the Quality of the Learning Experience

Not only researchers but also practitioners agree that learner engagement and persistence is closely related to the quality of the learning experience. The question is:' *what do we mean by the quality of learning experience?*' Schumann (1998) distinguishes five major environmental facets to describe quality of learning experience: novelty, pleasantness, and goal/need significance, self and social image. It is really no doubt that during their learning experience, students assess the intrinsic enjoyment and the personal goal-specific relevance of various tasks; they check their progress and how well they are approaching their overall goal and how their social and personal image is affected as a result of task completion.

For promoting the quality of learning experience (Dörnyei, 2000), the intrinsic enjoyment of participating in learning tasks can increase. A lot of recommendations have been made as to how to promote this intrinsic quality dimension such as making the tasks varied and challenging, including the novel elements and relating the content of the task to the learners' natural interests.

Another issue to be taken into consideration is enhancing the learners' social image because for students school is the most important arena. Therefore, they should feel at ease doing tasks no matter how conducive they are. An effective way to make the person feel good about the course and the role he or she plays is creating situations in which the person can demonstrate his or her strengths. Similarly, the learners' social image can be enhanced by avoiding criticisms and corrections that can be humiliating.

Increasing the Learner's Self Confidence

The significance of linguistic self-confidence has long been recognized in the field of second language. The matter is how to maintain and increase the students' self- confidence and self-esteem in the face-threatening context of classroom. Students have to babble like a child in the second language with a lack of sufficient

resources which causes further anxiety as a result of the public nature of most teacher-student interaction (Good and Brophy, 1998). However, to increase student's self-confidence, teachers can enable their students to think that competence is a controllable aspect of development and they can help to dispel unrealistic fears, self-confidence of second language competence can be promoted by providing regular experiences of success and drawing attention to what learners can rather than cannot do. Provided that students feel that they have an important part to play, they can be motivated by giving them the feeling of making a useful contribution (Alison, 1993). Sometimes a small personal word or encouragement is sufficient. By making the learning context less stressful and providing learners with strategies to cope with anxiety-provoking situations, teachers can reduce the classroom anxiety.

Creating Learner Autonomy

Becoming an independent learner-that is, an autonomous learner- is an assumption made in language teaching methodologies (cf. Benson, 2000; Little, 1991; Wenden, 1991; Warden and Lin 2000; Dörnyei, in press). How can we foster learner autonomy? Allowing real student choices, sharing responsibility with the students for organizing their learning process and giving them positions of genuine authority and encouraging student contributions, peer teaching and project work are among the key issues to include; different types of practices related to the development of autonomy are approaches concerning independent interaction with learning materials; independent interaction with educational technologies; emphasizing the direct promotion of behavioral and psychological changes in the learners, e.g. strategy training; dealing with changes in the relationship between learners and teachers in the classroom and learner control over the planning and evaluation of learning; extending the idea of control over the planning and evaluation of learning to the curriculum as a whole (Benson, 2000).

Promoting Self-motivating Learner Strategies

It has been understood that, even without any assistance from teachers, some learners are more successful in keeping up their goal commitment than others.

Recent research has turned increasingly to the learners to explore what they can do to maintain their initial motivation (Corno, 1993; Snow et al, 1996). An important role of a teacher is to raise students' awareness of relevant strategies and to remind them at appropriate times of the usefulness of these.

Six types of self-motivating strategies have been developed by Kuhl (1987) under the label of *action control strategies*. Following Kuhl's research, Corno and Kanfer (cited in Dörnyei, 2001:109) documented considerable action maintenance strategies in the literature of educational psychology. They proposed four large classes of volitional strategies:

1. *Metacognitive control strategies* involve intentionally ignoring attractive alternatives or relevant aspects and adopting let's get down to doing it attitude (e.g. *think of first steps to take and get started right away*)

2. *Emotion control strategies* involve managing emotional states that might disrupt or inhibit action (e.g. *sing to yourself when you are nervous).*

3. *Motivation control strategies* involve enhancing motivational basis of intentions to pursue a goal (e.g. *pat yourself on the back for good work).*

4. *Environmental control strategies* involve manipulating aspects of the individual's environment in a way that creates safeguards against undesirable environmental temptations (e.g. *move away from noise and distraction).*

As the last point to take into consideration in this chapter, are motivational strategies. For manipulating these strategies in language teaching, they have been classified in literature according to their functions (Brophy, 1998; Dörnyei, 1998, 2001a; Glasser, 1992; Jones & Jones, 2001; Littlejohn, 2001; Scheidecker & Freeman, 1999; Spaulding, 1992; Stipek, 1998; Alison, and Halliwell, 2002; Brophy, 2004). The classification of these motivational strategies will help us in conclusion chapter to draw conclusions and make comments on the attitudes of the teachers of Muğla University, Prep school.

2.8. Classroom motivational strategies

In the direction of what teachers should do and how they should behave for increasing or sustaining student motivation, researchers developed strategies to give a helping hand to the problem of student motivation (Jones & Jones, 2001). They came to terms with teachers' responsibility to use motivational strategies to motivate students (Dörnyei, 2001b) because teachers are supposed to take responsibility for students' effective learning as one of the key factors (Crookes, 2003). In order to create positive effects on learners' behaviours and make learners engaged in learning, teachers use motivational strategies that increase learners' goal-relatedness. For that reason, it is not surprising to classify motivational strategies for teachers to cater for students' motivational drives.

This classification is presented in accordance with the sequence of items of motivational strategies listed in the questionnaire that was administered to the teachers (strategies that are used by teachers before, during and after the lessons). They will be dwelled on as follows: goal-related strategies; strategies for improving teacher commitment; strategies for building good social relations with students; strategies for improving students' self-confidence; anxiety-related strategies; task-related strategies; strategies to increase integrative and instrumental motivation; feedback-related strategies.

2.9. Strategies for building good social relations with students

Teachers' behaviours and relationships with their students can be very influential in increasing or sustaining student motivation (Dörnyei & Csizer, 1998) because having good relations with the teacher and classmates is a pulse that initiates the sense of comfort and willingness to get involved in the tasks contrived for language learning (Csikszentmihalyi, 1997a). Mutual understanding, respect and trust for developing a relationship between a teacher and students is the panacea for the establishment of above mentioned good social relationship. Such relations will serve teacher' intentions to they show interest in their students.

Students' participation in decision making processes of rules to be obeyed in the classroom, as well as participation in those related to the teaching and learning processes should be taken into consideration by teachers. Otherwise, in the case of teachers as absolute power in deciding rules and processes of language learning, teachers may run the risk of breaking the rules. For that reason, teachers and students should commonly agree on a consensus on the issue (Brophy, 1998).

While trying to establish good relations with students, two of the requisites that teachers should bear in their minds are the judicious use of punishment and praise. Frequent use of punishment causes students to take the teacher as their opponent, leading to a so-called war between the teacher and the students for obtaining the powering in class, this situation makes learning impossible (Brophy, 1998). On the other hand, students will be sceptical of teachers' treatment and the motivating attribute of praise will lose its significance if teachers excessively praise students (Spaulding, 1992).

2.10. Goal-related strategies

If teachers train their students to learn how to set realistic goals for themselves (Slavin 2000, cited in Yücel, 2003:30), externally imposed goals will not cause them to lose their effectiveness over time (Brophy, 1998). In this respect, goal-setting provides students with extra motivational reasons for learning (Dörnyei, 2001a). To take an example, students will be better motivated and concentrate on the activity and therefore, their rate of success in attaining the goal will increase provided that teachers ask students to listen to two people introducing themselves and then tell what their names are.

Expecting a lot from students in an unrealistic way can cause teachers to be disappointed when they notice that students can not achieve the goals they want them to (Scheidcker & Freeman, 1999) because this will cause students to lose their determination to learn. On the other hand, whether teachers believe that their

students can achieve a goal or not, has a remarkable influence on students' motivation. For that reason, by setting goals lower than what students can do, a teacher will make the students sense his or her low expectation of theirs (Glasser, 1992).

2.11. Strategies for improving teacher commitment

As long as teachers are committed to their jobs and enjoy the thing they are doing, students will be convinced that the knowledge teachers are trying to supply with them is of great use for them (Csikszentmihalyi, 1997b). Teachers can above all improve their commitment by exploring students' beliefs and approaches that may determine their preferences and approaches to classroom activities (Hedge, 2000). This sort of teacher enthusiasm help students construct positive values as well as attitudes that develop into integrative motivation. Preparing extra supplementary materials for the students in need of more exercise, meeting students individually, and explaining subjects that are not understood sufficiently, providing substantial assistance to needy students as well as enthusiasm for the profession are among the ways to be followed for teacher commitment. One way of displaying this enthusiasm is continuous desire, by teachers, to learn and study (Spaulding, 1992).

2.12. Anxiety-related strategies and Strategies for improving students' self-confidence

When students start learning a foreign language, because of the intrigue system of the language that does not match that of the mother tongue for them to retrieve from, they encounter numerous difficulties. These difficulties make the students either feel that they are in capable of learning a foreign language or become laden with anxiety that inhibits learning (Krashen 1982, cited in Richards, & Rodgers., 2001). The depression of anxious students may be so high in the classroom that it may result in avoidance from taking part in activities or skipping classes to feel relaxed (Horwitz, & Cope, 1986). To find a solution to the existing problem springing from the perceived difficulty by the students, if not too frequently, teachers

should bring in tasks that are easy even for low-achievers in order for them to have the chance to experience success so as to maintain motivation (Brophy, 1998). Nonetheless, it is essential that teachers pay particular attention to the difficulty of tasks in that, students strive for tasks that are moderately challenging (Csikszentmihalyi, 1997b).

Apart from introducing challenging tasks, teachers should also convey a belief to students that providing they put required effort into learning, everyone can learn. In so doing, teachers will help students gain self-confidence and refrain from attributing their failure to lack of ability that is impossible to improve. Rather than that, students will have an inclination to attribute their failure to lack of effort that can be improved within time. A cooperative and autonomous learning atmosphere in which students set their own learning goals will not only lead to students' self-confidence but will also maintain and protect their motivation (Ryan& Deci, 2000a).

As in the nature of learning a foreign language, it is unavoidable to make mistakes but students are afraid of making mistakes for the fear that either their peers or the teachers will humiliate them due to the mistakes they make. Scheidecker and Freeman (1999) advise teachers to make use of particular motivational strategies as a means to lower student anxiety to the minimum. Sheidecker & Freeman, (1999) maintain the notion that teachers should bring humour into classes, create a supportive atmosphere in which students and teachers agree on a friendly consensus with respect to their reciprocal relations. If students are involved in the process of decision making and given some control on what they should learn to the extent that makes it reasonable, they will feel less anxious and more motivated and therefore a sense of self-determination towards learning (Williams & Burden, 1997). Helping students create a cohesive learner group makes the learning an enjoyable experience that contributes to students yearning for becoming a member of the class (Dörnyei, 2001b). Training learners on how to use learning strategies are motivational strategies that help teachers consolidate a pleasant and supportive classroom atmosphere (Sheidecker & Freeman, 1999). Doubtlessly speaking, training learners on how to use learning strategies effectively help them see to difficulties that show

up during learning process independent of external help, which makes them autonomous and motivated learners free from learning anxiety (Littlewood, 2001; Jones & Jones, 2001).

2.13. Strategies to increase integrative and instrumental motivation

Students' integrative motivation can be increased by creating a positive and open-minded disposition towards the second language and its speakers (Dörnyei, 2001a). For the accomplishment of this goal, teachers should include a sociocultural component in their curriculum. As an ensuing result of this component, learners should be encouraged to keep contact with second language speakers and second language medium. For effective exposure to second language and the development of positive views about second language learning it is also vital to enable students to conduct explorations on second language community via the use of communication channels such as the internet, finding pen-friends.

Oxford (1999) draws attention to greater prominence of instrumental motivation in theory and research notably in foreign language environment. For that reason, teachers should promote students' awareness of instrumental values connected with the knowledge of second language. To begin with, teachers may remind students regularly that mastery of second language is a gateway to the fulfilment of their valued goals. It is also beneficial for students to remind them the significance of second language in the world by pointing out its potential utility not only for themselves but also for their community (Dörnyei, 2001a).

2.14. Task-related Strategies

Glasser (1992) points out that the main reason why students complain is boredom induced by the work done in the classroom rather than difficulty of the work that they have to do in the classroom. Boredom stems from the monotony created by the teacher in the classroom. Boredom and monotony are detrimental to student motivation as they inhibit student from concentrating on the tasks and

activities in the classroom. Therefore, for many students, the main criterion for teacher effectiveness is not being boring. What teachers should do to prevent boredom and monotony is customizing teaching by supplying variety in teaching (Dörnyei, 2001a).

Teachers can accomplish this variety by customizing tasks used for teaching. If teachers manage to change the tasks not for the sake of making arbitrary changes but so as to provide students with tasks that are attractive, relevant in content to students and compatible with students' competence; they guaranty variety (Dörnyei, 2001a). In so doing, teachers make learning enjoyable and stimulating because they will have found tasks that correspond to student needs, competence and interests. Another corner stone teachers need take into consideration when customizing tasks is paying particular attention to finding tasks that will trigger students' motivational and engagement volition. Teachers should also make it certain that tasks to be used are challenging enough, authentic, visually supported, humorous, competitive in a favourable way and that they provide the opportunity for students to interact. Interactive tasks enable students to have discussions, to do projects, to role play in such a motivating way that students will not be bored. Authenticity in tasks, on the other hand, will make it possible for students to acquire the outside of classroom information that students give attachment to because it is believed that authentic tasks are rehearsals for students' actual life applications (Bachman & Palmer, 1996). Tasks that are humorous sand visually supported via the use of technological aids such as funny cartoon characters, videos, overhead projectors and computers lead to recreation and enjoyment for students (Ur, 1984).   Student boredom can also be precluded if teachers use new and unexpected tasks in the teaching and learning medium (Dörnyei, 2001a).

2.15. Feedback- related strategies

Feedback provided by teachers not only helps students be informed of the development of their linguistic mastery and pitfalls but also makes it possible for students to gain self- confidence and therefore reassures them that their progress in

language will continue. However, teachers should be wary of their attitude towards giving feedback to students. Parrott (1993) sets forward the idea that drawing students' attention to their weaknesses in writing may even be counter-productive. He argues that although some students like being explicitly corrected and seem to be learning from it, this attention drawing may discourage students from taking risks and that teachers should just diagnose problems, provide remedial guidance and correct very little of written student products. That's why teachers had better take into consideration the fact that feedback should be provided in such a way as to hinder students from losing self-reliance and feeling stupid in the classroom due to the mistakes they make.

What matters is not only how to give feedback but also how to give feedback so as to have a positive impact on students' learning. Parrott (1993) suggests that teachers discuss their approach to correction with students and vary it according to the wishes of individuals and learners as unvarying teacher approach to correction may be frustrating for students. He maintains the idea that an objective evaluation may be good for a student who expects the teacher to be honest whereas, it might not be that good for another student who is doing his or her best but progressing very slowly. Another issue to keep in mind in feedback giving is the fact that praising students just by saying well done or wonderful may have a positive impact on learner motivation but does not have any implications of how to improve (Williams & Burden, 1997).

The last consideration to pay particular attention in feedback-related strategies is how immediately teachers should give feedback to students. The most salient function of feedback is bringing about changes in learners behaviours. Doubtlessly, immediate feedback that is made promptly contributes substantially to this perceived value. However, feedback that is given distant in time can no longer be an effective motivator and contributor (Slavin 2000, cited in Yücel, 2003:31). Computer-assisted instruction is an invaluable medium in providing feedback both for teachers and students as teachers may unintentionally delay giving feedback immediately to students in the concern to get through the work (Dörnyei,2001b).

2.16. Conclusion

For language teaching to be effective it is teacher's responsibility to take different strategies into account. However it is really difficult for teachers to be efficient motivators because they have to deal with different strategies for different students. So teachers' responsibility, in that sense, is becoming en expert of where to use what strategy. This kind of decision making is related to how to apply the correct strategy to the learning case of each individual student under discussion. As long as teachers can choose and apply corresponding strategy, expected successful and effective teaching comes true. Spaulding (1992) discloses that the ability to apply the required strategy in accordance with the situation faced by the teachers entails knowledge of all of the strategies. For that reason, teachers should become acquainted with strategies that are imposed externally on them. The purpose of this study is identifying teachers' attitudes towards motivational strategies is training teachers in such a way as to enable them to exploit the classroom-specific components of motivation.

CHAPTER III: METHODOLOGY

3.1. Introduction

This study investigates teachers' attitudes towards motivational strategies. As motivation is directly associated with language achievement, attitudes of teachers towards motivational strategies affect the degree of success at Preparatory School of Muğla University. Departing from the findings obtained from this study, teachers teaching English at the Preparatory School of Muğla University can be trained to increase their use of motivational strategies with a view to increasing language mastery of students learning English at the preparatory School. The study is aimed at finding the answer to the research question:

What are the attitudes of EFL teachers at Muğla University, Prep School to motivational strategies in language learning?

In this chapter information will be provided about the study participants, the instruments used to obtain the data. Subsequently, the data collection procedure and the data analysis strategies will be provided as well.

3.2. Setting

This study was conducted at English preparatory School of Muğla University, teaching English to the students who failed in the exemption exam at the beginning of the academic year. For some departments such as Tourism and Hotel Management, Civil Aviation, Tour Operating, and Electronics and Computer teaching, English preparatory classes are compulsory, the students have to succeed in the proficiency exam to be graduated from the university, otherwise they don't get graduation certificate. However, for students of Economics and Administrative Sciences, preparatory classes are voluntary. Although they may fail in the proficiency exam, they attend their undergraduate program. Both voluntary and compulsory students do not have to repeat the class, which means they are allowed to start their undergraduate education.

3.3. Participants

Thirty six teachers working at the Preparatory School of Muğla University participated in this study.   The questionnaire was administered to 36 participants and all of the 36 participants returned their questionnaire for a return rate of 100%. The instructors participating in the study ranged from 25 to more than 45 years of age and had teaching experience ranging from1and 5 to more than 20 years. For most of the teachers the bulk of their experience has been at Muğla University. Nine instructors had degrees higher than BA.   Details of the respondents` backgrounds can be seen in Table1 below:

Table 3.1. Background Information of Interview Participants

Participants	Age	Total years in teaching	Qualifications they have	Other settings taught	Teaching experience of at M.U.
I 1	34	11 years	B.A	Public school	9 years
I 2	34	10 years	B.A	-	10 years
I 3	33	10 years	B.A	-	10 years
I 4	34	10 years	M.A	-	10 years

Interviews were intentioned to be conducted with eight teachers chosen randomly from among the 36 teachers who completed the questionnaire but only four teachers could attend the interviews. The interview questions were derived from the strategies towards which the teachers were neutral rather than being positive. The interview questions were piloted to provide reliability and after the piloting necessary changes were made.   Ages of the interviewees range from 33 to 34. The least experienced interviewee has 10 years teaching experience, and the most experienced interviewee has 11 years teaching experience. One of the interview participants has MA degree. The other three participants have BA/BS degrees.   One of them had worked in a public school before starting to work in their present institution.   Their

teaching experience in the present institution ranges from 10 to 11 years. The background information about the interview participants is provided below.

3.4. Instruments

Two data collection instruments, a questionnaire and interviews, were drawn on in this study to gather data. The questionnaire technique is often used because little time is required for the implementation of this technique, participants are not required to perform extended writing in this technique, and it is easy to process. Moreover, it is an efficient and viable way of gathering data from large sample groups (Oppenheim, 1992; Nunan, 2004). The interview technique is usually employed to provide participants with the chance to express their thoughts in their own words to obtain more detailed data (Seidmen, 1998; Nunan, 2004).

The questionnaire (see Appendix A) consisted of 49 questions derived from the literature (Brophy, 1998; Dörnyei, 2001a; Dörnyei & Csizer, 1998; Littlejohn, 2001; Spaulding, 1992). The aim of this section was to solicit the attitudes of teachers towards motivational strategies. Therefore, different terms were used in the five-point Likert scale by the researcher. Participants were asked to rate the items from 1 to 5 corresponding to the terms *not important at all*, *not very important*, *neutral*, *important*, *very important.* The data collected in this part of the questionnaire was intended to help obtain the answer to the research question. The questionnaire was previously used by Yücel (2003) in a study to determine teachers' perceptions to motivational strategies. In this study the researcher eliminated relevant strategies to prevent repetition of the strategies and as a result chose 49 strategies to be employed.

Questions used in the questionnaire were sequenced in the order of using strategies before, during and after a lesson. Questions from 1 to 7 were related to strategies used by teachers before teaching a class, questions from 8 to 38 were related to the strategies used while teaching a class, and questions from 39 to 49 were related to the strategies used for feedback or after teaching. It is also possible to categorise the questions in the questionnaire according to the strategy types

employed. Questions from 1, 2, 3, 4, 7, 21, 22, 24, 25, 26, 27, 35, 41, 45, 48, and 49 cover strategies for building good social relations with students. Questions 18, 19, 39, 40, and 41 are related to strategies for improving teacher commitment. Questions 15, 17, 20, 23, 28, 42 and 43 comprise anxiety-related strategies and strategies for improving students' self-confidence.   Goal-related strategies are involved in questions 11, 12 and16.   Task-related Strategies are included in questions 5, 6, 8, 9, 10, 13, 14, 29, 30, 31, 32, 33, 34, 36 and 37.   As for feedback-related strategies there are questions 44, 46 and 47. The reliability of the questionnaire was assessed by using reliability scale from SPSS 11.0

R E L I A B I L I T Y   A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases =   32.0   N of Items = 49

Alpha =   .7891

     Apart from the questionnaires, interviews (see Appendix B for an interview schedule) were employed in this study. Interviews were used in this study to get the viewpoint of the interviewees. Through the use of interviews, four participants were provided with the opportunity to express their attitudes towards motivational strategies in their own words. The interview questions were semi-structured. That is, depending on the answer provided by the interviewees, the questions were put another way if the answers were not satisfactory or too obscure to understand.

     3.5. Procedures

     The questionnaire items were structured by drawing on the relevant literature in motivational strategies. Then the questions were organized in line with the literature review section of the study in constructing the questionnaire. In order to overcome any potential deficiencies of the questionnaire, and to ensure its working as intended, it was piloted on November 16th, 2006 with 10 English teachers. The teachers were all teaching English at Muğla University, Prep School, with at least two years teaching experience.   Their comments were evaluated, and as a result of this

evaluation, the wording of five items was adjusted to prevent them from being ambiguous.

After that, the questionnaire was delivered to 36 English teachers of Muğla University's prep-school on November 6th, 2006. The researcher held a meeting with the participants before delivering the questionnaires in order to inform them about why they were being asked to complete the questionnaires. In this meeting, participants were also requested to take the questionnaires seriously. The questionnaire was distributed to the participants. After the questionnaire was completed by the participants, the researcher collected them the same day. Thirty six questionnaires were returned. Then, the data obtained through questionnaire was analysed by the researcher through Statistical Packages for Social Sciences (SPSS).

The researcher structured the interview questions according to the data obtained from the questionnaires to understand participants' attitudes towards motivational strategies. The interview questions structured by the researcher were also piloted with the help of an English teacher at Muğla University to see whether they were understandable and appropriate to obtain the intended data. Four teachers who had been chosen randomly were interviewed on February 10th, 2007 to solicit their attitudes towards motivational strategies. The interviews were tape recorded and then transcribed by the researcher on February 15th.

3.6. Data Analysis

Statistical Packages for Social Sciences (SPSS 11,0) was used to analyze the quantitative data in this study because the purpose was to learn the attitudes of teachers towards motivational strategies in the part B section of the questionnaire. Chi-squares were calculated for the analysis of Likert Scale type questions to examine the distribution of the responses given by the participants.

Categorization was employed for the analysis of interviews. The questions in the interview were categorized according to items in the questionnaire towards which

the teachers were neutral. Data collected through interviews were examined to find out what their attitudes towards these items were. In that sense, the interviews were used to draw conclusions about teachers' attitudes to motivational strategies. The data were examined with the research question of the study and questionnaire results were kept in mind to contribute to answering the research question.

CHAPTER IV: DATA ANALYSIS

4.1. Introduction

In this study the collected data is concerned with what the attitudes of the teachers working at Muğla University, Preparatory School of English to motivational strategies are. The findings of both the questionnaires and interviews will be analyzed to answer the following research question:

What are the attitudes of English teachers at Muğla University, Prep School towards motivational strategies?

The data acquired from both the questionnaire and the interviews administered to the English Language teachers working at Muğla University were analyzed using both descriptive and inferential statistics. Statistical Packages for Social Sciences (SPSS 11.0) was used to compute the frequencies and chi-square of each item in part B of the questionnaire.

4.2. Teachers' Attitudes towards Motivational Strategies

The questions in the questionnaire were designed to investigate teachers' attitudes towards motivational strategies. There were 49 Likert-scale questions in this part. The following scale was used in this part of the questionnaire:
Not important at all: 1   Not very important: 2   Neutral: 3   Important: 4
Very important: 5

For each question, chi-squares were computed, and the results were interpreted. In Table 5, the results of the analyses of the teachers' responses to the questions aiming to investigate the teachers' attitudes towards motivational strategies are presented.

Table 4.1.The Teachers' Attitudes towards Motivational Strategies

							$\chi 2$
Que. No.	Questions It is important to me to ...	1	2	3	4	5	2
A1	Involve students in creating the rules to be obeyed in the classroom at the beginning of the term.	2	2	8	13	11	14.27
A2	Try to learn what students think about learning process.	0	2	7	14	13	10.44
A3	Emphasize the usefulness of the language in finding a job.	1	1	2	13	19	38.44
A4	Involve students in decision making about the learning.	0	0	7	15	14	3.167
A5	Consider students' needs rather than tests while preparing tasks.	0	1	5	17	13	17.77
A6	Consider students' interests rather than tests while preparing tasks.	0	1	12	16	7	14.00
A7	Prepare for lessons in such a way as to promote learning.	0	0	0	17	19	0.111
A8	Raise students' curiosity by introducing unexpected tasks	0	0	7	14	15	3.16
A9	Give clear instructions for tasks to students.	0	0	4	2	30	40.66
A10	Provide guidance about how to complete tasks for students.	0	0	1	10	24	23.02
A11	Set up learning goals that are both clear and achievable for students.	0	0	2	14	20	14.00
A12	Encourage students to select specific, short-term goals for themselves.	0	0	7	14	15	3.167
A13	State the purpose of every task.	0	1	2	20	13	22.77
A14	Vary instruction style.	0	1	6	15	14	14.88

A15	Communicate a belief to my students that everyone can learn when required effort is demonstrated.	0	1	2	9	24	37.55
A16	Teach my students learning strategies.	0	1	3	15	16	21.11
A17	Bring humour to the classroom to help decrease student anxiety	0	0	5	20	11	9.50
A18	I demonstrate that I enjoy what I do in the classroom.	0	1	2	16	17	25.11
A19	Show my students that I value L2 learning as a meaningful experience.	0	1	3	20	12	25.55
A20	Show my students that L2 learning produces satisfaction in my life.	0	2	6	18	10	15.55
A21	Develop a good relationship with my students.	0	0	4	20	12	10.66
A22	Make my students feel that I really care about them as people.	0	0	2	14	20	14.00
A23	Encourage my students to take risks without fear of feeling stupid.	0	0	1	10	25	24.50
A24	Share my personal interests in the L2 with my students.	0	3	9	11	12	5.571
A25	Share my interests with my students.	0	2	15	8	11	10.00
A26	Be willing to talk to my students about their personal problems.	2	3	11	12	8	11.50
A27	Help my students to get to know one another.	0	2	13	14	7	10.44
A28	Use tasks that do not exceed my students' competence.	0	1	7	16	12	14.00
A29	Make tasks challenging enough for my students.	0	9	17	9	1	14.22
A30	Offer a variety of tasks.	0	1	4	18	13	20.66
A31	Use tasks that allow my students to have fun in the classroom.	1	1	5	22	7	41.77
A32	Use tasks that are interesting for my students.	1	0	4	21	10	26.00
A33	Use game-like competitions in the classroom.	1	0	9	17	9	14.22

A34	Use tasks that allow students to interact with each other.	0	0	2	17	17	12.50
A35	Avoid comparing my students to one another.	0	0	6	8	22	12.66
A36	Use authentic tasks (tasks that are believed to prepare learners for real life applications).	1	2	5	22	6	40.38
A37	Regularly use group activities where students can mix.	0	1	6	22	6	28.65
A38	Invite native speakers to classes whenever it is possible.	6	1	14	8	7	12.56
A39	Prepare additional materials for my students who need more exercises.	0	1	5	12	18	18.88
A40	Meet my students who need help individually outside of class time to explain subjects that are not understood clearly.	0	3	14	12	7	8.222
A41	Organize out-of-class activities with my students.	6	8	9	9	4	2.611
A42	Make sure that my students experience success regularly.	0	0	6	17	12	5.200
A43	Communicate a belief to my students that mistakes are a natural part of learning.	0	0	3	10	23	17.16
A44	Show my students how much they have learned.	0	0	3	18	15	10.50
A45	Be consistent in my reactions to my students.	0	0	2	16	18	12.66
A46	Give immediate feedback that does not embarrass my students.	0	0	4	12	20	10.66
A47	Give feedback to my students in such a way as to enable them to improve their performance.	0	0	1	12	23	20.16
A48	I praise my students when they succeed.	0	0	1	8	27	30.16
A49	I show my disapproval to my students when they demonstrate undesirable behaviors.	0	1	6	13	16	15.33

$\chi 2$ = Chi-square

Great deals of the results obtained from the analysis of the questions aimed at investigating the teachers' attitudes towards motivational strategies are either significant or highly significant. These significant or highly significant results are a reflection of the strong positive attitudes of the teachers towards almost all of the motivational strategies. However, the teachers reported stronger attitudes towards some of the strategies than they did for the others. For the strategies covered in 3, 5, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 22, 23, 30, 31, 32, 34, 35, 36, 37, 39, 43, 45, 47, 48, 49 the majority of the participants reported that they find the strategies very important. These strategies and their types are presented in Table 3.

Table 4.2. Strategies towards which the Teachers Reported the Strongest Attitudes

Que. No.	Questions It is important to me to ...	Strategy Type
22	Make students feel that I really care about them as people.	Strategies for building good relations with students
48	Praise students when they succeed.	
11	Set up learning goals that are both clear and achievable for students	Goal-related motivational strategies
16	Teach my students learning strategies.	

3	Emphasize the usefulness of the language in finding a job.	Strategies for improving teacher commitment and integrative/instrumental motivational strategies
18	Demonstrate that I enjoy what I do in the classroom.	
16	Teach my students learning strategies.	
19	Show my students that I value L2 learning as a meaningful experience.	
20	Show my students that L2 learning produces satisfaction in my life	
39	Prepare additional materials for my students who need more exercises.	
45	Be consistent in my reactions to my students.	
49	Show my disapproval to my students when they demonstrate undesirable behaviors.	
9	Give clear instructions for tasks to the students.	Task-related strategies
10	Provide guidance about how to complete tasks for students.	
13	State the purpose of every task.	
5	Consider students' need rather than tests while presenting tasks	
30	Offer a variety of tasks.	
31	Use tasks that allow my students to have fun in the classroom.	
32	Use task that are interesting for my students.	
34	Use tasks that allow my students to interact with each other.	
36	Use authentic tasks (tasks that are believed to prepare learners for real life applications).	

37	Regularly use group activities where students can mix.	
14	Vary instruction style.	
15	Communicate a belief to my students that everyone can learn when required effort is demonstrated.	Anxiety-related strategies and strategies for student increasing self-confidence
23	Encourage students to take risks without fear of feeling stupid.	
35	Avoid comparing students to one another.	
43	Communicate a belief to my students that mistakes are a natural part of learning.	
47	Give feedback to my students in such a way as to enable them to improve their performance.	Feedback-related strategies

4.2. Results and Discussion

Two of the strategies for building good relations with students were found by the majority of the teachers to be very important for motivating students. A significant number of the teachers participating in the survey considered A22 and A48 to be effective in developing good relations with their students. A22 is concerned with making students feel that the teacher really cares about them as people. Most of the teachers attached great importance to the strategy, which means that they regard their students as individuals worthy of being respected and taken into consideration. A 48 is a remark postulating that teachers should praise their students when they succeed. Likewise, most of the teachers reported a positive attitude towards this strategy, which safeguard students' sustained motivation. However, it is

interesting to notice that the same teachers reported A1, A4, A21, A24, A25, A26 and A27 to be just important rather than very important.

As for goal- related motivational strategies, the teachers reported A11 and A16 to be very important for student motivation in language teaching.   It is also vital to set up learning goals that are both clear and achievable for students' extended motivation and successful completion of language learning process. Twenty teachers out of thirty six the questionnaire was administered to reported their strong attachment to A11 stressing the importance of setting up realistic and achievable goals for students. This may show the teachers' beliefs that when the students have a goal to achieve they are more likely to put more effort because goals are initiatives that make students know why they do what they do in the classroom. Reasonably enough, students who are not trained to get learning strategies are mostly demotivated in language learning. Teachers in the survey expressed their deep concern for the importance of teaching students learning strategies in A16 by a majority of sixteen teachers out of thirty six teachers responding to the strategy. A small number of the participants reporting positive attitudes under the scale of not very important but just important for A12 is noticed.

Participant of the survey also showed their strong positive attitudes towards A18, A19, A20, A39, A45, A49 and A3 categorized under strategies for teacher commitment and integrative and instrumental motivation strategies. The teachers seemed to believe that emphasizing the usefulness of English in finding a job, stated in A3, is motivating for their students as 19 out of 35 teachers reported believing that the strategy is very important perhaps because English is a path to many jobs in Turkey. This case is quite evident in Muğla where people earn their living through interaction with tourists. Demonstrating their positive attitudes towards A18, A19, A20; the teachers, by approximate rate of two out of three, most probably wanted to convey the message that in language teaching it is essentials for teacher to show their students that the experience of being an English teacher is both spiritually and materially a satisfactory pursuit. Therefore, it is obvious that the teachers attach particular importance to these strategies as a means to trigger students' volition and

motivation to start to learn a language. What sounds interesting about strategies for teacher commitment and strategies for integrative/instrumental motivation is the lack a few participants reporting positive attitudes under the scale of very important for A7, A38, a40 and A41.

The significance of task-related strategies as milestones for motivating learners to learn a language efficiently is incontrovertible. Under this category the strategies available in the study for the positive attitude of the teachers are A5, A9, A10, A13, A14, A30, A31, A32, A34, A35, A36 and A37. In A5 teachers prefer considering student needs rather than tests while presenting task This positive attitude is the most appreciated attitude for the start of presenting motivating tasks that the teachers think their students would need because rather than tests students become the starting point of departure for language teaching. Thirty teachers out of thirty-six in A9 give attachment providing students with clear instructions for the presentation of the tasks. This high rate of favorable attitude to the strategy is a manifestation of how importantly the teachers value the strategy. This percentage is the justification of how important it is to give clear instructions to students in order for them to appropriately understand what the purpose of a teaching process is and respond accordingly for the learning to take place. Another way to protect and maintain student motivation throughout the strenuous process of language learning is providing students with guidance about how to complete task. Finding A10 very important, twenty-five participants out of thirty-six express their priority in sustaining student motivation provided by clear instruction though proving students with guidance about how to complete tasks. Majority of the participants reported that stating the purpose of every task in A13 is influential in ensuring students' task-related motivation. Varying instruction style in A14 as well as offering variety in tasks in A30 gained a favorable attitude maybe because the teachers want to disclose that this strategy is another turning point to task-related student motivation. Most of the teachers participating in the survey developed considerable positive attitudes to A31, A32, and A34 stresses the significance of teachers' use of tasks that allow students to have fun, to interact with each other and those that are interesting for students. By assigning great attachment to strategies A36 and A37, the teachers

confirm the requisite conditions for the language learning of highly motivated learners such as using authentic tasks and group activities where students can mix and learn through the use of real life applications and interaction with different people. What sounds interesting about task-related strategies is that there are only a few participants reporting positive attitudes under the scale of very important for strategies A6, A8 and A29. Those participants find the strategies just important.

Under the category of anxiety-related strategies and strategies for improving students' self-confidence, the attitudes of the teachers responding to the questionnaire were analyzed and attachment was assigned to A15, A23, A35 and A43. A remarkable majority of teachers with a rate of twenty-four participants out of thirty-six reported A15 is very important. Most probably because the teachers presuppose that communicating a belief to their students that every one can learn a language under the condition of demonstrating required effort is the first principle for providing and maintaining student motivation in language learning. So the teachers try to convince their students to take the first step of putting effort into language learning, which is a vehicle that is needed throughout the long, strenuous process of language learning. The positive attitude the participants developed towards A23 by twenty-five out of twenty-six is a solid proof for the attention the teachers pay to encouraging their students to take risks without feeling stupid as learners are afraid of losing face by asking questions or making mistakes that might humiliate them in front of their peers and teacher. By showing a positive attitude towards A 35 with a rate of twenty-two teachers out of thirty-six, the participants of the survey avoid not only student comparison but also the potential threat that might be caused by comparing students to one another.

In doing so the teachers show how sensitive they are in decreasing student anxiety that is naturally caused by the heavy burden of learning a new language which is likely to inhibit learning with ease. The positive attitude the teachers develop towards A43 with an approval rate of twenty-three out of thirty-six participants is also worthy of taking into consideration as the teachers agree to the assertion that communicating to the students the belief that mistakes in language

learning are a natural part of learning. It seems that the teachers are aware of their students' anxiety that might arise from the fear of making mistakes during the process of language learning and mastery. However, the lack of a few participants' reporting positive attitude under the scale of very important towards motivational strategies under the category of anxiety-related strategies and strategies for improving students' self-confidence in A28 and A42 is also present in the data gathering.

Lastly, the attitudes of the participants are towards the motivational strategies related to feedback strategies. The teachers under discussion developed comparatively favorable attitudes just towards A47. Twenty-three questionnaire respondents out of thirty-six accepted the importance of giving feedback to their students in such a way as to enable them to improve their performance. The majority of positive attitude to this strategy puts emphasis on feedback that guaranties students' continuous motivation to try and learn. Some of the participants reported no highly positive attitudes towards A44 and A46 under the category of feedback-related strategies and they found them just important.

CHAPTER: V CONCLUSION

5.1. Introduction

This study intends to analyze the attitudes of English language teachers at Muğla University, Preparatory School to motivational strategies. The purpose of investigating the attitudes of subjects is to prepare a platform for the teachers to realize the importance of these strategies in language teaching and enable them to develop positive attitudes towards these strategies. If the teachers of Muğla University develop positive attitudes to the strategies, they will be convinced to use them in their language teaching. The use of motivational strategies by the teachers in language teaching will pave the way for the students learning English at the institution to be motivated to learn the language and sustain this motivation throughout the whole one- year period of language learning. This prolonged process of motivation achieved by the application of motivational strategies will provide a means for the students to increase their rate of success in learning English and therefore the success of Muğla University, Preparatory School since being motivated to learn a language is directly in proportion to being successful in learning and mastering the language.

One of the most crucial subjects of concern among the teachers of Muğla University Preparatory School has been complaints about students' lack of motivation. Students starting to learn English at the institution gradually lose their motivation. A considerable number of them no longer show interest in learning English as time passes. It is obvious that the teachers engaged in fulfilling curriculum-related requirements of the institution might not be able to speculate on how difficult it is for language learners to concentrate on language learning for an extended period of time. Acquiring data about the teachers' attitudes to motivational strategies will provide a means for the teachers to turn their faces to interpersonal, psychological and social difficulties that students experience during the process of English language learning. These difficulties will be overcome by the recognition and informed use of motivational strategies. An agreed consensus among teachers

about the significance of motivational strategies will built up a bridge between students and teachers for the sake of successful language teaching and learning. The consensus will be a remedy to the problem of lack of student motivation.

Provided that teachers at the preparatory school manage to motivate their students to learn the language, this achievement will not only contribute to the success rate of the institution, but also will make it possible for the students to be successful language learners even after the formal language training in the institution and will turn them into good users of the language in their real lives. Student motivation in language learning will also serve as an aid to enhance rate of success for those who have supplementary English courses in their departments after passing the final exam at the end of one-year language teaching at the prep school. In that sense, language learning process at Muğla University is not a process that comes to an end after completing the prep school. One of the major factors that preclude students taking supplementary English courses in their departments from sustaining language learning is lack of motivation. Those students reported that the long, strenuous process of language learning at the prep school causes them to lose the enthusiasm to go on studying English in post prep, supplementary courses. For that reason, enabling the teachers to form a discussion platform for the judicious use of motivational strategies in the prep school will also empower supplementary English course takers with the inert volition to continue the process of language learning. The prolonged student motivation can also be an initiative for students of department like tourism management and hospitality whose teaching medium is thirty percent English as well as some engineering departments whose instruction medium is totally English. Students who will study at these departments after the prep school will, to certain extent, be able to read and understand authentic materials in their domains write academic compositions and synthesize the texts in their domain. This positive attitude developed by the students will contribute to the quality of English language medium at Muğla University as a whole.

The third reason for investigating the topic is relatively small number of research done on motivation in literature (Dörnyei & Csizer, 1998). That's why the

study also aims to make contribution to the studies conducted on motivation in literature. By investigating teachers' attitudes to motivational strategies, the study is additionally designed to render a service in filling the gap in an EFL context as research conducted on teachers' attitudes towards motivational strategies is only limited to a few studies.

The findings of this study will be used to answer the following research question:

What are the attitudes of English teachers at Muğla University, Prep School towards motivational strategies? In order to answer the research question, teachers' reported attitudes in the questionnaire towards motivational strategies will be discussed. A further discussion will be presented about the results of the interviews made with teachers. Apart from these discussions, pedagogical implications based on these discussions, implications of the study as well suggestions for further study will be presented in the last chapter.

5.2. Results and Discussion

The first result drawn from the questionnaire was on strategies for building good relations with students. The majority of the teachers reported favorable attitudes to these strategies. Through praising the teachers come to the realization that they should convince their students to realize that they can succeed in language learning and that their products are cared and valued (Jones & Jones, 2001). The teachers' attitudes towards the use of praising as a means of motivating their students are in line with traditional understanding of classroom motivation which was based on reinforcement theory (Spaulding, 1992). Teachers believe in making students feel that they are cared for as people and avoiding comparing students to one another. These good relation developing strategies are considered to be important by the teachers. The teachers think that everybody likes being valued by other people as a person and most people dislike being compared with others as they want to be accepted as they are (Dörnyei, 2001a).

Another set of strategies towards which teachers reported positive attitudes are goal-related strategies. Teachers find it important to set up learning goals that are both clear and achievable for their students. So it seems that the teachers are aware of the fact that students can achieve and be motivated to do a task only when they know clearly what they are expected to. Besides, it is ensured that the teachers are also aware that students can do a task only if they think it is some think they can (Dörnyei & Csizer, 1998).

The teachers reported positive attitudes towards strategies aiming to increase students' instrumental motivation. The teachers reported that they both emphasize the usefulness of the language in finding a job as a motivational strategy very often and they believe this is very important. This may indicate that the teachers believe the main factor leading their students to learn English is their concerns about finding a good job in the future. The English language is a gatekeeper to many jobs in Turkey and students need to learn it to improve better prospects.

Strategies related to presentation of tasks properly are highly valued by the teachers in terms of motivating their students which is in line with the findings of the study conducted by Dörnyei & Csizer (1998). Perhaps the teachers believe that the way a task is presented can determine how much the task is perceived as motivational by students (Dörnyei, 2001a), or they find exploiting presentation-related motivational strategies easier than using other task-related motivational strategies. Presentation related strategies require the teachers to do no or little extra work; however, other task-related strategies, such as using authentic tasks or using game-like competitions, may require the teachers to do extra work to find such tasks in resources beyond their course book.

Another set of strategies to which high attachment was given is anxiety-related strategies. The teachers highly value these strategies perhaps because they believe language learning classes make students anxious because students in language classes are required to use a language in which they are not very competent. As they have to explain their thoughts and opinions through a language in which they are not

very competent, students usually fear that they might make a mistake and as a result they can be mocked by their peers (Dörnyei, 2001a). The teachers, therefore, may highly value encouraging students to take risks without fear of feeling stupid and communicating a belief to students that mistakes are a natural part of learning. In this way, they may want to help their students to feel self-confident to use the language without the fear of embarrassment and making mistakes (Dörnyei, 2001a).

However, not majority of teachers reported positive attitudes towards strategies about involving students in decision making and their learning perhaps the decisions about the learning of students have already been made by the curriculum and because the curriculum is too rigid to manipulate for taking students' decisions into consideration and the teachers do not want to run the risk of falling behind the curriculum by taking students' decisions into consideration. Contrary to the negative opinions expressed by the teachers about involving students in decision about their learning, a great deal of research shows that unless accepted as right or proper by majority of the class members, norms determined by a teacher are unlikely to become effective group norms (Ehrman and Dörnyei, 1998). Dörnyei and Malderez (1997) argue that it is beneficial to form a norm building procedure early in the group's life by formulating potential norms, justifying their purpose to support them, discussing them by the whole group and finally agreeing on a mutually accepted set of class rules. In the literature it is stressed out that in the case of teachers as absolute power in deciding rules and processes of language learning, teachers may run the risk of breaking the rules. For that reason, teachers and students should commonly agree on a consensus on the issue (Scheidecker and Freeman, 1999; Brophy, 1998). Dörnyei and Murphey(2003)draw attention to the importance of setting up group norms with students as a means to drive students to be motivated to a language. In a Hungarian investigation about promoting group cohesiveness and setting up group norms they reported that group related dynamics as agreed upon consensus for the execution of overall task of language learning has not been given due importance.

To find out the reason why they do not think it is essential to involve students in these processes, four teachers were asked to express their views on the issue. One of the teachers communicated her concern for judicious use of involving students in decision making about their learning because she thinks students do not know anything about what to learn and how to learn. For that reason she suggests that students should be guided by their teachers in making decisions about their learning:

> The rules about their learning are not something
> they can only decide on their own. You have to
> guide them because when a teacher when a
> student, I am sorry, comes to a prep class in the
> beginning of the year, they do not know, most of
> them don't know anything about what they are
> going to learn how they are going to learn and
> what does learning a language involve.

Another teacher also expresses uncertainty about involving students in decision making about their learning because she thinks that language learning process is something that students are not aware of and that if students are involved in this process, they will not take it seriously. She also maintains the idea that students will not be happy to set their learning goals perhaps because she thinks it is difficult for students to make sound judgments about their learning because they are not aware of the process of language learning. For that reason, although she is not against involving students in decision making about their learning, she thinks there should be limits to students' making decisions about their learning:

> I am not very certain about this as much as the rules
> to be obeyed in the classroom because language
> learning is a difficult process, they are not aware of
> the language learning process and they are not
> taking this process seriously and if you let them
> involve in decision making about their learning,
> they might not be happy to set their goals. I don't

> say we shouldn't involve them in decision making about their learning but they should have some limits.

In regard with helping students outside the classroom for things they do not understand during teaching time in the classroom one teacher in the interview group communicated her strong belief in the importance of helping students outside the classroom but she also reported that she does not help students outside the classroom as much as she used to do in her first years of teaching. In her personal point of view the reason for not being able to helping students is being tired and losing the enthusiasm:

> Well of course to speak honestly; I really believe that a teacher should help students not only in the classroom but outside the classroom. In the first years of my teaching, I really did this for a long for a long time but when years go by feel that you are tired. You lose the enthusiasm, you lose the tolerance, and you lose everything

What can be inferred from what is said is that throughout the ever lasting tiring and strenuous experiences of teaching teachers lose the enjoyment and enthusiasm they have at the very beginning of their teaching experience. However, it was highlighted in the literature by Dörnyei (in press) that autonomy supporting environment in language learning helps students increase their intrinsic motivation. So a correlation between autonomy and motivation has been recognized in second language learning. Relevant research explored the importance motivational impact of teachers' communicative and helping style on learner motivation as a macro strategy in language motivation and teaching. In a study with English teachers in Taiwan Warden and Lin (2000) argue that in authoritarian cultures teachers are not facilitators but presenters of knowledge.

Another interviewee although she implies that she openly expresses the idea that helping students outside the classroom is an effective way of language teaching, she was drawing attention to the lack of time in helping students with the points they do not understand. So it would not be faulty to disclose that teachers at the current institution are so busy with fulfilling the requirements of the curriculum that they do not have the time to do something towards which they have positive attitudes:

> Yes, I can honestly tell you what I feel about this. I think teachers should. It would be very nice if I could do this. If had enough time, I would love to do such a thing. I don't have enough time as much as I would like to have but I still, sometimes, not very frequently but sometimes, meet my students outside the classroom and help them in their problems of the language but I wish I could do it more because I think it is a very effective way to teach language individually.

The last interviewee reported that she agreed to the effectiveness of helping students outside the classroom but she also communicated a concern that if this help turns into a habit, students will not listen to the teachers during in-class teaching time. So the last interviewee insists that students first learn in the classroom, and then they may ask for help just in case probably because she is afraid that students might not benefit fully from in-class teaching:

> Yes, but of course this is not it must not be a habit, okay? Because this is not a private course or something. If they say that if I don't understand any questions in the classroom, I can go to my teacher, they won't listen to me in the classroom. First in the class and then if they are in really need, it is okay.

Regarding the motivational strategy to invite native speakers to classes three of the interviewees regarded the strategy from a positive point of view. One of them thinks that it is motivating for the students to be exposed to native speakers. She maintains the idea that the students will be proud of themselves when they see that they can speak to native speakers and can understand what they say:

> This is important to motivate them because when they can find out that they can speak to a native speaker and they can understand what a native speaker tells and they can respond to a question asked by a native speaker, they feel motivated and they feel that 'okay, I can do it' so this is important.

The second interviewee favors the strategy as he thinks that inviting a native speaker will be a criterion for students to see how much English they have learnt. He claims a very interesting dimension of language teaching in Turkey with Turkish teachers by saying that students can speak Turkish to us instead of English as we know Turkish. For that reason, he says, students will have a genuine opportunity to practice English:

> Of course. If they can find a native speaker, it is really a good idea because students can understand how much English they have learnt, they can have the chance to practice because we are, we learnt English in Turkey and sometimes students can speak Turkish to us because they know the teachers can speak Turkish so when they meet a native speaker, they may have the change to practice.

The third interviewee is for students' being exposed to genuine native speaker talk, as well. She puts forward the idea that although students may not understand anything, hearing the language from the native speaker helps them improve their sound system and pronunciation.

> they are learning a foreign language and they will be exposed to a native speaker of a foreign language. Even If they don't understand anything, it would be a benefit to hear the language from the native speaker, I guess and more, I think that they would learn something from a native speaker: they would learn about the accent, pronunciation, at least.

In a study conducted by Dörnyei and Csizer (1998) it was found out that the participants of the Hungarian teachers underutilize this strategy because it is difficult to find native speakers in Hungary. However, Muğla University is quite different because Muğla is full of tourists; it is easy to find native speakers.   The last interviewee in the study is skeptical of the strategy 13 as she says it might not work very well to have native speakers. She postulates that the native speaker should be someone who is trained in the field of English Language Teaching. She is drawing attention to some native speakers who are employed by universities. Those people are ordinary native speakers who are not qualified enough to teach English professionally because they do not have pedagogical background of language teaching:

> .If we can, yes but sometimes when we invite them, students don't take it very seriously, they begin to ask some serious questions although it is just trying to get them speak English it doesn't work very well. I am not in very favor of, maybe not all native speakers but some one professional in our field, in

> language teaching it can be because those
> professional will

For the strategy related to taking students' interests rather than test the first interviewee seems to have grasped the importance of taking student interests into consideration rather than tests in motivating students to become active participants in language learning process. She sets forward the idea that if we do not take student interests into consideration, they will not be interested in the topics; they will not have the volition to do the tasks:

> Well of course he should first of all consider the students' interests because if our students are not interested in the topics, they don't want to do anything, they don't want to struggle about the topics so not the test but the interest is important. So priority must be give to student interest rather than tests.

Brophy (1998) states that the curriculum is almost always selected on the basis of what society – rather than the learners themselves- considers important. That's the reason why schoolwork is considered to be the least rewarding among the adolescents and they describe their experience as boring and unenjoyable. According to Hedge (2000), teachers can above all improve their commitment by exploring students' beliefs and approaches that may determine their preferences and approaches to classroom activities. For promoting the quality of learning experience Dörnyei (2000) states that in order to increase the intrinsic enjoyment of participating in learning tasks and improve the quality of learning teachers can take into consideration the interests of students. The second interviewee, on the other hand, believes in the utility of taking student interests into consideration but at the same time, he holds the view that this process is time consuming because teachers have to obey the requirements of the curriculum and they have to complete a set of three books within a period of one-year teaching time:

> May be a good idea but it might be a bit time
> consuming to organize a lesson according to
> students' interests. Yes, we can say it might be time
> consuming as I, as we thought before, we have a
> curriculum, we have to obey it and we have to
> complete three books so we are short of time.

The last interviewee believes in the importance of students' interests rather than tests while teachers prepare tasks, too. She bases students' curiosity on bringing in tasks that attractive. So it is her point of view that students will do their best to do the tasks on the condition that those tasks are interesting for them. Concentrating on tests all the time in her point of view, on the other hand, is not the aim of the institution and she believes that if teachers give priority to tests, students will be bored:

> first of all, interests because if we could bring
> some interesting tasks that could attract their
> attention, they are really very much interested in
> them, then they do their best to do the tasks but if
> we just concentrate on tests, tests ,tests all the time,
> they will be bored. I mean this is not our aim.
> Tests are important but first of all they should learn
> and then the tests

As of the strategy to bring humor into classroom to decrease student anxiety, Krashen (cited in Richards & Rodgers, 2001) points out that anxiety inhibits learning. From the view point of Horwitz & Cope (1986) the depression of anxious students may be so high in the classroom that it may result in avoidance from taking part in activities or skipping classes to feel relaxed. To find a solution to the existing problem springing from the perceived difficulty by the students, Sheidecker and Freeman, (1999) maintain the notion that teachers should   bring humor into classes.

The first interviewee states that bringing humor into classroom is motivating or that when there is fun something is worth learning. She puts the emphasis on the general fact that as human beings, we are motivated to learn or we learn more when there is fun in learning. She comes to terms with the notion that humor is a vehicle to decrease student anxiety. Nonetheless, she claims that not all of the teachers can have the ability to be humorous and that being humorous is a personality problem:

> Yes. Certainly because if there is fun when they are learning something, when a person is learning something if there is fun, it is clear that it will really be worth so if you are doing while you are learning something if you are having fun, it will be something really motivating for you, but bringing humor is about a personality problem. A teacher can have a sense of humor all the time. You know it is a talent so a teacher can not have a sense of humor all the time but if he has it will be a good point to decrease student anxiety because all the students shouldn't feel that school or a class or learning something is something always serious

About the strategy related to giving immediate feedback that does not embarrass students it was pointed out in the literature that although some students like being explicitly corrected and learn from their mistakes, drawing students' attention to their mistakes can be counter-productive (Parrott, 1993). For that reason, teachers should provide their students with feedback so as to make it possible for students to gain self- confidence and therefore reassure them that their progress in language will continue (Williams & Burden, 1997).

The first interviewee reports that particular attention should be paid to giving immediate feedback to students in if student is corrected when he is producing language, he or she might be demotivated because some students are very sensitive

about the way and when or how they are corrected. She voices her concern for immediate feedback that does not embarrass students by reporting that she avoids correcting immediately students when they are individually doing something with the language in front of the whole class as it might be embarrassing for them:

> I generally, I immediately err, give feedback about
> their mistake but not when they are talking
> individually in the classroom. I want them to hear
> me and I believe that when a person is speaking on
> his own, in front of the classroom, all the friends are
> listening and the teacher is listening it is really a
> difficult situation so I avoid giving immediate
> feedback about his mistake when he is individually
> doing something , when he is trying a do something
> individually but if he is in a group, I can easily give
> him immediate feedback not to make him
> demotivated because some students are really
> sensitive and they can easily be demotivated with
> their mistakes.

Another interviewee warns about immediate feedback, as well. She believes that how immediate feedback should depend on the student as well as the task and that teachers know when to give feedback or whether to give immediate feedback or not. What she implies here is that sometimes students might be embarrassed with the immediate feedback or that because some tasks might be so difficult for students that it is no good to correct students about every mistake they make:

> Most of the teachers know when to give feedback,
> when is the correct time for giving feedback
> whether to give immediate feedback it is very good
> to give immediate feedback but sometimes it is
> dangerous, I guess. The immediacy of feedback
> depends of the task; it depends on the student it

> changes. I can give immediate feedback to students,
> a week or an hour later I can feel that I shouldn't
> say this at this time.

The last interviewee, like the other ones has deep concern for immediate feedback that does not embarrass and discourage students from being courageous enough and trying to do the language-related tasks. She claims that it is pointless to correct every mistake students make because correcting them all the time will discourage students and result in students' lack of self-confidence. So she argues that it is better to correct the most deadly mistakes if teachers do not want to prevent students from learning by correcting them too frequently.

> I try not to do it very often because if I correct them
> all the time, some of them are very shy, they talk in
> a very different way, I just push them to talk, I will
> lose them so yes but sometimes very deadly
> mistakes which must be corrected that time, I just
> correct them. If you correct students too frequently,
> they think that 'I can't speak; I make mistakes all
> the time so I just say please speak because I also
> make mistakes while speaking. In writing yes,
> because I read their texts, I have to correct them,
> they don't say anything else but because this is
> speaking, in speaking it is something that prevents
> their learning all the time just correcting them

Under the same feedback-related strategies, teachers in interview group were, at the same time, asked to report their personal points of view about showing students how much they have learnt. Apart from this, they were asked to tell what effect such feedback would create on students. In literature in a study on the use of motivational strategies in Taiwan Dörnyei (in press) puts special emphasis on student efforts. He argues that in an ability-driven and achievement-based educational

tradition teachers should recognize the importance of the students' effortful engagement in the learning process and promote their efforts.

The first teacher answering the interview question personally conveyed the belief that like other people, students also are curious to know how much they have learnt or if they have made any progress. So she expressed positive attitude towards showing students how much they have learnt. She holds the view that showing students how much they have learnt will have positive feedback on their learning as it will lead students to speculate on their leaning and make necessary changes in their learning accordingly. But for low-achievers who are also anxious about their learning, she believes that they will be demotivated if their classmates know their mistakes so she insists that exam results should be directly told to those students not to their friends for fear that those students might be demotivated :

> Yes. For all of them I agree that a teacher should show the students how much they have learnt because it is important. A person always wonders about how successful he or she is or how much he can she can do and how much she can't do and it is important in language teaching so I always try to show them that you are doing this but you can't do this because this is the reason and etc and I think eer, some quizzes or some short exams that I do in my classroom and I make my students believe that these exams are not taken into consideration for their passing final exam or for the success of the whole year but I am doing this small test or the quiz just to show them how much progress they have made, to show them and to show myself. Well, generally it depends on the student's personality as I mentioned before to decrease or to increase the motivation of those who are worried about their

progress but generally if you give the paper to the student himself or herself, especially for the students who are anxious about their progress, if you give the paper to the student himself not to a friend to have it checked, it does not demotivate them and err and because these students come to me outside the classroom and can easily ask what is the problem with their learning process.

Another teacher in the interview group claims that it is teachers' responsibility to show students how much they have learnt. She reports that she informs students of the progress they have made comparing their past and present language-related situation, which paves the way for the students to be convinced that they can learn the language. In that sense informing students of the progress they have made is a vehicle that provides students with prolonged motivation that is needed for the continual efforts of language learning:

I think the teacher has the responsibility to show them how much they have learnt because if the teacher doesn't show, students ask, some responsible students ask: 'teacher do you think I am progressing? I feel that I don't progress' but we just sit and talk about his grades for example, his beginning ,his situation at the beginning of the program, in the middle of the term. I say. 'Look you weren't able to do this, but now you are able to do such things, this is progress, look at your writing.' So he thinks that 'okey I think I will be successful not I will be successful, I have to be successful'. For the motivated students there is no problem because they just have the feeling that they are going to pass.

However, it is interesting to see that the same interviewee also does not refrain herself from telling low-achievers that they are not making progress because they have not fulfilled the requirements for making progress. This might be due to the fact that teachers are fed up with the students who are not doing anything to learn language and that they are afraid that those low-achievers might have negative impact on students who are doing very well. Besides, teachers have been observing those students and they come to the conclusion that those low-achievers attend school for nothing but because their parents push them not because they want:

> There are some who are not going to be successful so to be honest, I just them 'you are not going to successful, okey? Because you haven't, I mean, fulfilled the responsibility, you haven't done your homework, you haven't brought your books, you have not done anything for yourselves, you just came here and sat in the classroom' I think those students should see the reality.

5.3. Implications of the Study

Although it is not the subject of this study to see how much teachers at Muğla University Preparatory School apply motivational strategies to their teaching, throughout the questionnaire and interviews it has been found out that most of teachers at the institution are aware of the importance of applying these strategies but they report that they do not have the chance to do so for some reasons. The major reason why they can not apply the strategies to their teaching is the set curriculum that they have to strictly obey. Teachers participating in the data collection of the study reported that because they have to follow the curriculum, most of the time they can not find enough time to cater for the needs of their students. To take an example, in the data collection by means of a questionnaire it was found that teachers were neutral to strategies such as taking into consideration the interests of students rather

then tests and helping students outside the classroom. When they were asked to express their opinions on these strategies in the interview, they reported that because the education is based on traditional success criterion and because they have to finish a set of three books, they do not find the time to incorporate student interests into their teaching because it is time consuming. They also reported that although they feel some students are falling behind the program and that they feel those students need some assistance outside the class; due to the requirements of the curriculum they can not do that. That is why the teachers need to be allowed to be more flexible, freer in doing the things, which they believe will motivate their students.

Apart from the lack of time in applying motivational strategies, throughout the data collection tools it can be inferred that, as one teacher especially draws attention honestly, teachers are gradually losing their enthusiasm to teach efficiently. This sense of fatigue will doubtlessly prevent teachers from enthusiastically meeting the requirements of motivating students. Therefore, it is essential that teachers' working hours should be planned judiciously. Their working hours should be organized in such a way that they should not be busy with official bureaucratic obstacles that will kill their idealism and enthusiasm to teach. Rather than that, their working hours should be organized in a way that they will be most useful to their students.

Data in the study shows that the teachers are fed up with putting a lot of effort in teaching those students who do not have the least responsibility to take on their teaching. For that reason in order to save time for teachers to dedicate more time to those students who have the responsibly, it sounds like a practical idea to have less students of two-year departments as those students come to their departments without taking university entrance exam and do not have the habits of studying regularly. If Muğla University manages to have more students of four-year departments, the efforts invested in language teaching will yield productive results and the success rate at the department will increase.

5.4. Limitations of the Study

The study was conducted at Muğla University preparatory school with 36 teachers. For that reason, the results of the study can only be attributed to show that these teachers have positive attitudes towards motivational strategies in their teaching. It would not be appropriate to generalize this situation to all of the English teachers working in preparatory schools in Turkey working in different conditions than the participants of this study. Muğla University is a Turkish-medium university and most of the students attending the preparatory school do not have English teaching medium in their domains.

As instruments for data-gathering, the researcher used only a questionnaire and interviews to gather data to answer the research to understand what attitudes the teachers have towards motivational strategies. Another limitation of this study is that the researcher did not use a classroom observation instrument to see if the teachers really reflect their positive attitudes to their teaching in the classroom.

5.5. Suggestions for Further Research

This study investigated the attitudes of English teachers at Muğla University towards motivational strategies. However, another study could be conducted to see how much teachers use these strategies during their teaching. Further research can be carried out through classroom observations to understand significant differences between the teachers' attitudes to motivational strategies and their real use of motivational strategies. Observations may also help to reveal the effectiveness of strategy use. An ethnographic type of study based on diary keeping about the motivational practice of teachers during their teaching could also be conducted for the same purpose. One more study can also be centered around perceptions of teachers and students on motivational strategies or reflections of students about their teachers' practice of motivational strategies.

Language teaching has always been a troublesome issue in Turkey. A large-scale study on perceptions of both teachers and students about motivational strategies as well as effectiveness of teachers' motivational strategy use throughout the whole country may provide useful data about the problems in language teaching data for finding solutions to the problem of language teaching in the country.

Finally a research can be conducted to see what previous attitudes students have towards language learning before they start language learning at universities. Such a study might provide invaluable data about students' language learning barriers as a means to solve language learning problems resulting from student perceptions and past language learning failures.

5.6. Conclusion

The data collected from the teachers through questionnaires and interviews has been analyzed. After the analysis it can be concluded that the participating teachers of Muğla University, Preparatory School have positive attitudes towards motivational strategies. No significant differences exist between the literature and the attitudes of the teachers towards motivational strategies

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APPENDIX A: QUESTIONNAIRE

Dear colleagues,

I am currently enrolled in MA TEFL program at Muğla University. I am conducting a research on teachers 'attitudes to motivational strategies at Muğla University School of Foreign Languages.

Your answers to this questionnaire will make an invaluable contribution to my research. Your completion of the questionnaire will be regarded as consent in order to use the data supplied for purposes of this research. **The personal background information you provide will be used only for this research and under no circumstances will be shared.**

If you have any questions please do not hesitate to contact me or my thesis advisor. I thank you very much in advance for your help and cooperation.

Yener KELEŞ   Asst. Prof.Dr. Şevki KÖMÜR

MA TEFL Program   MA TEFL Program

Muğla University, Muğla   Muğla University, Muğla

Tel: (0252) 2127162   Tel: (0252) 21110 00

yenerkeles@hotmail.com

Teachers' Attitudes towards Motivational Strategies

While reading the statements below, consider the way you teach. Respond by indicating (**with an X**) what you think you **should** do. Please mark **only one** (**X**) for each item.

Not important at all: 1   Not very important: 2   Neutral: 3   Important: 4   Very important: 5

No	Item					
1	I involve students in creating the rules to be obeyed in the classroom at the beginning of the term.					
2	I try to learn what students think about learning process.					
3	I emphasize the usefulness of the language in finding a job.					
4	I involve students in decision making about their learning.					
5	I consider students' needs rather than tests while presenting tasks.					
6	I consider students' interests rather than tests while presenting tasks.					
7	I prepare for lessons in such a way as to promote learning.					
8	I raise students' curiosity by introducing unexpected tasks.					
9	I give clear instructions for tasks to students.					
10	I provide guidance about how to complete tasks for students.					
11	I set up learning goals that are both clear and achievable for students.					
12	I encourage students to select specific, short-term goals for themselves.					
13	I state the purpose of every task.					
14	I vary instruction style.					
15	I communicate a belief to my students that everyone can learn when required effort is demonstrated.					
16	I teach my students learning strategies.					
17	I bring humour to the classroom to help decrease student anxiety					
18	I demonstrate that I enjoy what I do in the classroom.					
19	I show my students that I value L2 learning as a meaningful experience.					
20	I show my students that L2 learning produces satisfaction in my life.					
21	I develop a good relationship with my students.					
22	I make my students feel that I really care about them as people.					

23	I encourage my students to take risks without fear of feeling stupid.					
24	I share my personal interests in the L2 with my students.					
25	I share my interests with my students.					
26	I am willing to talk to my students about their personal problems.					
27	I help my students to get to know one another.					
28	I use tasks that do not exceed my students' competence.					
29	I make tasks challenging enough for my students.					
30	I offer a variety of tasks.					
31	I use tasks that allow my students to have fun in the classroom.					
32	I use tasks that are interesting for my students.					
33	I use game-like competitions in the classroom.					
34	I use tasks that allow students to interact with each other.					
35	I avoid comparing my students to one another.					
36	I use authentic tasks (tasks that are believed to prepare learners for real life applications).					
37	I regularly use group activities where students can mix.					
38	I invite native speakers to classes whenever it is possible.					
39	I prepare additional materials for my students who need more exercises.					
40	I meet my students who need help individually outside of class time to explain subjects that are not understood clearly.					
41	I organize out-of-class activities with my students.					
42	I make sure that my students experience success regularly.					
43	I communicate a belief to my students that mistakes are a natural part of learning.					
44	I show my students how much they have learned.					
45	I am consistent in my reactions to my students.					
46	I give immediate feedback that does not embarrass my students.					
47	I give feedback to my students in such a way as to enable them to improve their performance.					
48	I praise my students when they succeed.					
49	I show my disapproval to my students when they demonstrate undesirable behaviours.					

APPENDIX B: R E L I A B I L I T Y   A N A L Y S I S - S C A L E
(A L P H A)

Reliability Coefficients

N of Cases =   32.0   N of Items = 49

Alpha =   .7891

APPENDIX C: INTERVIEW QUESTIONS

1a. what role does a teacher play in motivating students to learn a language?

1b. can you tell me what a teacher should specifically do to motivate students?

1c. why do you think some students are and some are not motivated enough to attain the goals set by our school?

2. What do you think about involving students in decision making about

a. the rules to be obeyed in the classroom?

b. their learning?

3. Do you think teachers should

a. meet students who need help individually outside the classroom to explain the things they do not understand?

b. invite native speakers to classes?

4a. do you think teachers should consider students' interests or tests while preparing tasks?

4b. what do you think about creating student curiosity by introducing unexpected tasks?

5. Do you think teachers should bring humour to classes to decrease student anxiety?

6a. what is your attitude to giving immediate feedback that does not embarrass students?

6b. considering both motivated students and students who are worried about their progress, do you think teachers should show students how much they have learnt?

APPENDIX D: THE TRANSCRIPTIONS OF TEACHER INTERVIEWS

The transcription of the first interview

1a.

Well of course teacher plays a very important role in motivating students because teachers are the first people students meet while learning a language. So teachers are the people who will affect their attitude to a language. So it is an important role I guess.

1b.

Not letting them get bored, using games and activities, different kinds of activities. Students get used to these activities. When teachers do not take these activities into classroom for a while, they ask: why aren't we doing different games and activities? They really feel motivated and especially. The other thing to motivate students is to let them do something; produce something on their own or in their groups. So they feel that they are doing something with the language they have learnt. I think here we have to talk about our things like project work, portfolio or graded readers. These are the things that motivate my students. The student should see and feel that he is doing something with the language he has learnt.

1c.

Well of course I think the first reason is that their differences in their personality because some students are motivated with success, some students are motivated with failure. When one of them does something wrong, gets bad marks from a quiz or

exam, he or she can get really demotivated or starts to feel bad and starts to do nothing but another student with the same situation can easily be ambitious about the subject and tries to study hard, study more so this is about their personality but I think it is important the teachers is the most important thing, person who has to motivate the students. So perhaps, some students are lucky that the find their ideal teacher. Some students are even lucky that they find their ideal teacher but I think this is a personality problem with the students.

2a.

Well I absolutely believe that teachers should involve students in decisions about the rules to be obeyed in the classroom at the beginning of the term and the year. Eeer I tried to do this in my classes for two or three years and it really worked because they can not reject when you remind them the rules. When they say 'Oh teacher this I not right, I wasn't late' or about the other subjects, you just remind them that you set the rules, I do it.

2b.

Well I also agree that it is important to involve them in decision making about their learning but not as much as the rules to be obeyed in the classroom because the rules to obey in the classroom are easy to set but the rules about their learning are not something they can only decide on their own. You have to guide them because when a teacher when a student, I am sorry, comes to a prep class in the beginning of the year, they do not know, most of them don't know anything about what they

are going to learn how they are going to learn and what does learning a language involve. They don't have any idea about it so you have to guide them so they have to be involved in the decision making processes about their learning but not only on their own, the teacher should guide them.

3a.

Well of course to speak honestly; I really believe that a teacher should help students not only in the classroom but outside the classroom. In the first years of my teaching, I really did this for a long for a long time but when years go by feel that you are tired. You lose the enthusiasm, you lose the tolerance, you lose everything so but I generally believe but this is something that I can not do as well as could do in the time. My opinion is that a teacher should really do something outside the class if a student needs it.

3b.

If he or she has the opportunity, of course she should invite native speakers to classes because in our situation like while to teach, to teach a foreign language, it is difficult that our students don't hear a native speaker except the CDs, or all the listening activities in their classes so they need to hear someone speaking and they need to feel. This is important to motivate them because when they can find out that they can speak to a native speaker and they can understand what a native speaker tells and they can respond to a question asked by a native speaker, they feel motivated and they feel that 'okey, I can do it' so this is important

4a.

Well of course he should first of all consider the students' interests because if our students are not interested in the topics, they don't want to do anything, they don't want to struggle about the topics so not the test but the interest is important. So priority must be give to student interest rather than tests.

4b.

Well a teacher should always involve something er unexpected in the classroom. I think a teacher should always have something unexpected in his file or in his briefcase because students can easily get bored all the time so when you do something unexpected, they will easily wake up and do something because it will make them feel 'oh this is interesting and this is something outside the book and this not something not regular'

5

Yes. Certainly because if there is fun when they are learning something, when a person is learning something if there is fun, it is clear that it will really be worth so if you are doing while you are learning something if you are having fun, it will be something really motivating for you and it will really be memorized for you, you won't forget it, I believe but bringing humor is about a personality problem. A teacher can have a sense of humor all the time. You know it is a talent so a teacher can not have a sense of humor all the time but if he has, it will be a good point to decrease student anxiety because all the students shouldn't feel that school or

a class or learning something is something always serious.

6a.

Well as eer, yes. As long as we are sure that it is not embarrassing, it is really important, eer, to give immediate feedback sometimes because especially I avoid giving immediate feedback when my students are speaking, if it is not something, a vital problem but while they are doing writing or while they are doing group work or pair work when I am walking around the classroom between the groups, when I hear something wrong, I generally, I immediately eer, give feedback about their mistake but not when they are talking individually in the classroom. I want them to hear me and I believe that when a person is speaking on his own, in front of the classroom, all the friends are listening and the teacher is listening it is really a difficult situation so I avoid giving immediate feedback about his mistake when he is individually doing something , when he is trying a do something individually but if he is in a group, I can easily give him immediate feedback not to make him demotivated because some students are really sensitive and they can easily be demotivated with their mistakes.

6b.

Yes. For all of them I agree that a teacher should show the students how much they have learnt because it is important. A person always wonders about how successful he or she is or how much he can she can do and how much she can't do

and it is important in language teaching so I always try to show them that you are doing this but you can't do this because this is the reason and etc and I think eer, some quizzes or some short exams that I do in my classroom and I make my students believe that these exams are not taken into consideration for their passing final exam or for the success of the whole year but I am doing this small test or the quiz just to show them how much progress they have made, to show them and to show myself. Well, generally it depends on the student's personality as I mentioned before to decrease or to increase the motivation of those who are worried about their progress but generally if you give the paper to the student himself or herself, especially for the students who are anxious about their progress, if you give the paper to the student himself not to a friend to have it checked, it does not demotivate them and eer and because these students come to me outside the classroom and can easily ask what is the problem with their learning process.

The transcription of the second teacher interview

1a

Motivating is a part is an important part of our job so to perform any task successfully, teachers should be good motivators. Students don't know I mean most of the students don't know the purpose of what they are being taught. It might be the teacher's duty to encourage students.

1b.

well, many things can be done but first of all teachers should try to be a good model for students and the other one giving positive feedback to students especially to the ones who are reluctant is an important thing. Another thing, I know it is, it is not productive to us fear in classes but in turkey teachers increase student fear. Teachers remind them what they may lose if they don't learn. Teachers should also show them how much their English has improved within months.

2a

I think we can not expect the same success from all the students and many of the students as I told you before are not aware of the importance of using the present opportunity to learn so I don't think there is an important problem

2b.

Yes, the rules are the important part of the teaching process so there must be some rules in the classroom and if you think that the rules are for the benefit of the students, of course they have to take part in deciding, making decisions. Yes, it is beneficial, I think. They are learning so must have the chance to talk about their learning.

3a.

Yes, I think, if the teacher has time, he may help the students. I sometimes do it. My reason is if if especially the poor ones if they don't get help out of the class, they can not catch up with the curriculum, it is one of the most important problems so if I have time, I sometimes invite my students to

to study. Yes, sometimes all the students can not learn what is taught in the classes so if there is a chance, why not?

3b.

Of course. If they can find a native speaker, it is really a good idea because students can understand how much English h they have learnt, they can have the chance to practise because we are, we learnt English in Turkey and sometimes students can speak Turkish to us because they know the teachers can speak Turkish so when they meet a native speaker, they may have the change to practise.

4a.

In fact, I haven't thought about it but we have twenty- five students in our classes so each student has a different way of learning so it is a good idea, may be a good idea but it might be a bit time consuming to to organize a lessen according to students' interests. Yes, we can say it might be time consuming as I , as we thought thought before, we have a curriculum, we have to obey it and we have to complete three books so we are short of time.

4b

The prep classes are really difficult because students just learn English for about eight months and one of the most important problems for us is the boredom of the lessons. So creating such unexpected activities would help us. I am sure unexpected activities will help students get out of boredom.

5

I think this question is related with the previous one. One as I told you, boredom is one of the most important problems so of course the teacher should bring humour to the classless. Bringing humour to the class helps the students; it helps me to get the attraction I mean get the attention of the students, yes. Students' anxiety will decrease if can get humour into the classes.

6a.

I think giving immediate feedback is important. I am in favour of it. Give the students the opportunity to correct their mistakes while they are still thinking about the topic so, yes.

6b,

Yes, when you asked the same question, the question about native speakers, I think I said I said the thing. Students, when they see how much they have improved their language, they are more motivated so when we give them the chance to see how much they learnt, yes. If you show students doing poorly how much they have learnt, I think it will have a positive effect on them because they will see that they can answer at least some questions, at least they can have short conversations so it may have a positive affect.

Transcription of the third Interview

1a.b Of course the teacher's role is an important role in motivating students to learn any language, foreign language because

learning teaching is a process that takes long hours. We are teaching language in there or four hours for a week, for example but we are together with students for more than ten hours in a week and if we don't try to motivate our students, this would be, learning a language would be boredom so we as teachers try to do anything that motivates our students. We can try to use different methods in teaching. For example, using music, using drama, etc.

1c. I think it depends on the background of the student because some students coming with an already interest and with the conscience of they have to learn this language in this period and some of them have the total, they are having fun , they are having a year's break during the prep school. Some of them are not taking language learning process seriously, some of them because they are not aware of the importance of this.

2a. I certainly believe that students should be involved in this decision making about the rules to be obeyed in the classroom because they are the people to obey these rules and this would be important for them to understand the reason lying behind it.

2b. I am not very certain about this as much as the rules to be obeyed in the classroom because language learning is a difficult process, they are not aware of the language learning process and they are not taking this process

seriously and if you let them involve in decision making about their learning, they might not be happy to set their goals. I don't say we shouldn't involve them in decision making about their learning but they should have some limits.

3a. Yes, I can honestly tell you what I feel about this. I think teachers should. It would be very nice if I could do this. If had enough time, I would love to do such a thing. I don't have enough time as much as I would like to have but I still, sometimes, not very frequently but sometimes, meet my students outside the classroom and help them in their problems of the language but I wish I could do it more because I think it is a very effective way to teach language individually.

3b. they are learning a foreign language and they will be exposed to a native speaker of a foreign language. Even If they don't understand anything, it would be a benefit to hear the language from the native speaker, I guess and more, I think that they would learn something from a native speaker: they would learn about the accent, pronunciation, at least.

5. Yes, I think it works a lot. If you get into the class with a very serious face and behaviour, students are already anxious about language learning process and their anxiety increases and humour is a very important tool just like motivation.

6a. Giving feedback is important, something that teachers should always do bet immediate feedback sometimes embarrasses students. You should choose the time very sensible. Most of the teachers know when to give feedback, when is the correct time for giving feedback whether to give immediate feedback it is very good to give immediate feedback but sometimes it is dangerous, I guess. The immediacy of feedback depends o the task, it depends on the student it changes. I can give immediate feedback to students, a week or an hour later I can feel that I shouldn't say this at this time.

6b. I think students should know how much they have learnt both motivated and demotivated, the anxious ones because I believe that if they see how much they have learnt and how long does it take, they would get prepared for the progress.

Transcription of the fourth teacher interview

1a, b. teacher motivation is very important because if the teacher is motivated then the students are motivated, too. In order to motivate students, a teacher should be friendly so that the teacher can get what he or she wants from the students in a better and easier way. As the role of the teacher is the facilitator or the guide, if he shows them how to study how to make their learning in the best way and also

how to be responsible learners because learner responsibility is very important. I am sure that students will get more motivated.

1c. Okey, there are different kinds of students, some are at the beginning all the students are so willing to learn English but as the days go by, there are not successful but some of them are compulsory students so this English medium is very important for them so they have to pass hazırlık to be successful in their departments. Some take it as just fun, okey, being in the prep school, they give up in the middle of the term they say 'I can't do this, I am not able to study very well because there are some other problems, I think make, they just don't want to be successful, they try to take the easier way. Yes. We have to force students. Although we try to force students in the optional departments, they say 'one year okey it is only something in my life, I have the chance to go my department so why not? I get failing marks, my marks are not good' so they give up.

2a, b. Yes, if we have those written or unwritten rules, rules don't have be written all the time, at the beginning of the term if we just sit together and ask them their opinions, what they want to do in the classroom, what they don't want to do and take make them write or talk about it, make them accept that this is the thing they should do, these are the things they shouldn't do, it would ,they will think that okey I am the part of learning, teacher is not the

force, she is not the control, she is not the dictator so it will be easier for us to obey,, to make them obey the rules because you know there is also student, students are also taking part in their curriculum, syllabus, student centred syllabuses, students and teacher should come together and they set the syllabus together. What they want to learn, what the teacher wants to teach them so this just in their learning process, as I said in the first question, autonomy, student, learner autonomy is important. They should know that they are responsible because our students have responsibility so maybe in this way we can make them responsible individuals and students because I if they just, although we try to make them understand English is important, they will need it in every area if their life, it is not easy to make them comprehend it. After they go to their department they see that 'ah, I made a mistake I lost a year in hazırlık because I didn't study, a year is very important for me'. This is something we hear from students. If we try to make them earn this habit, maybe it will be useful. I have an experience, in this year one of my students, he is going to fail okey, he doesn't say 'I wanted to be in hazırlık, I don't want to get failed, my grades are not good but I will try to get as best as I can so that I can pass in bütünleme in December'.

3a.   sometimes yes, sometimes no because we are often busy people although

we sometimes try to separate, give some time to our students, sometimes we can't. It's possible. My students can ask me certain questions for example when they are in need of help. Yes, but of course this is not it must not be a habit, okey? because this is not a private course or something. If they say that if I don't understand any questions in the classroom, I can go to my teacher, they won't listen to me in the classroom. First in the class and then if they are in really need, it is okey.

3b. if we can, yes but sometimes when we invite them, students don't take it very seriously, they begin to ask some serious questions although it is just trying to get them speak English it doesn't work very well. I am not in very favour of, maybe not all native speakers but some one professional in our field, in language teaching it can be because those professional will take it more seriously.

4a. first of all, interests because if we could bring some interesting tasks that could attract their attention, they are really very much interested in them, then they do their best to to do the tasks but if we just concentrate on tests, tests ,tests all the time, they will be bored. I mean this is not our aim. Tests are important but first of all they should learn and then the tests

4b. They like such things because sometimes we give them hints they ask 'okey,

teacher what shall we do in the next hour?' because all the time the same book make the lessons boring. I say 'wait I will be doing something interesting', they wait, they look forward to the next lesson with interest and curiosity, okey what shall we do? If you bring a very interesting material, something unexpected, it can be a song it can be a video may be, a play, they like it, they just forget the boring hour in the previous lesson. It is motivating because they find the chance to speak.

5.   hı hı, yes. This is something I do. I just try to give some bring humour but this not only text, I just tell them stories from my life that are interesting so they show interest, they just laugh at it, it gives them a sort of relaxation so students' anxiety decreases.

6a.   ya, immediate feedback. This is something that I do during speaking but I try not to do it very often because if I correct them all the time, some of them are very shy, they talk in a very different way, I just push them to talk, I will lose them so yes but sometimes very deadly mistakes which must be corrected that time, I just correct them. If you correct students too frequently, they think that 'I can't speak; I make mistakes all the time so I just say please speak because I also make mistakes while speaking. In writing yes, because I read their texts, I have to correct them, they don't say anything else but because this is speaking, in speaking it is

something that prevents their learning all the time just correcting them.

6b. I think the teacher has the responsibility to show them how much they have learnt because if the teacher doesn't show, students ask, some responsible students ask: 'teacher do you think I am progressing? I feel that I don't progress' but we just sit and talk about his grades for example, his beginning ,his situation at the beginning of the program, in the middle of the term. I say. 'Look you weren't able to do this, but now you are able to do such things, this is progress, look at your writing.' So he thinks that 'okey I think I will be successful not I will be successful, I have to be successful'. For the motivated students there is no problem because they just have the feeling that they are going to pass. The say 'I will be successful' but there some students who are very bad at English and they are so worried about exams and their learning progress and process. There are some students are going to be really successful although they are worried, they are some who are not going to be successful so to be honest, I just them 'you are not going to successful, okey? Because you haven't, I mean, fulfilled the responsibility, you haven't done your homework, you haven't brought your books, you have not done anything for yourselves, you just came here and sat in the classroom' I think those students should see the reality.