

**TURKISH EFL SPEAKING COURSE
STUDENTS' MOTIVATIONAL ORIENTATIONS
AND THEIR INSTRUCTORS' AUTONOMY
SUPPORT**

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Yüksek Lisans tezi

**İngiliz Dili Eğitimi Bilim Dalı
Yrd. Doç. Dr. Savaş YEŞİLYURT
2011**

(Her Hakkı Saklıdır)

T.C.
ATATÜRK ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

TURKISH EFL SPEAKING COURSE STUDENTS' MOTIVATIONAL
ORIENTATIONS AND THEIR INSTRUCTORS' AUTONOMY
SUPPORT

(Yabancı Dil Olarak İngilizce Konuşma Sınıflarındaki Türk Öğrencilerin
Motivasyon Yönelimleri ve Öğretmenlerinin Özerklik Desteği)

YÜKSEK LİSANS TEZİ

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ERZURUM
Mayıs, 2011

KABUL VE ONAY TUTANAĞI

Yrd. Doç. Dr. Savaş YEŞİLYURT danışmanlığında, Ali DİNÇER tarafından hazırlanan “ Turkish EFL speaking course students’ motivational orientations and their instructors’ autonomy support ” başlıklı çalışma 24 / 05 / 2011 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından İngiliz Dili Eğitimi Bilim Dalı’nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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
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27/05/2011


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ÖZET

YÜKSEK LİSANS TEZİ

YABANCI DİL OLARAK İNGİLİZCE KONUŞMA SINIFLARINDAKİ TÜRK ÖĞRENCİLERİN MOTİVASYON YÖNELİMLERİ VE ÖĞRETMELERİNİN ÖZERKLİK DESTEĞİ

Ali DİNÇER

2011, 97 sayfa

Öz-belirleme teorisini kuramsal platformda kullanan bir çok çalışma öğrencilerin motivasyon yönelimleri hakkında bilgi sahibi olmanın, eğitimdeki önemine dikkatleri çekmiş ve özerklik destekleyici veya kontrol edici sınıf ortamlarının öğrencilerin motivasyon kaynaklarını, akademik başarılarını ve derse katılımlarını belirlemede önemli bir etken olduğunu belirtmiştir. Genel eğitim alanında bu konular üzerine birçok çalışma olmasına rağmen, literatürde yabancı dil öğrenimi, özellikle de temel yabancı dil becerilerini ele alan pek az çalışma vardır. Bu çalışmayla öz-belirleme teorisi çerçevesinde sırasıyla yabancı dil olarak İngilizce konuşma sınıflarındaki Türk öğrencilerin motivasyon yönelimlerinin incelenmesi, onların içsel ve dışsal motivasyon yönelimleriyle öz yeterlilik algısı, özerklik, öğrenme ortamı ve derse katılımları arasındaki ilişkilerin gösterilmesi, ve son olarak da öğrencilerin özerklik destekleyici veya bastırıcı sınıf ortamına dönük algılarının onların algılanan yeterlilik, özerklik durumuna, öz-belirleme düzeylerine ve derse katılımlarına yönelik etkilerinin araştırılması hedeflenmiştir. Bu amaçla, Türkiye’deki bir üniversitenin İngilizce yabancı dil konuşma sınıflarına kayıtlı 142 hazırlık ve birinci sınıf öğrencisinden bu yapıları değerlendirmek için bir anket doldurmaları istenmiş ve çalışma özel olarak seçilen 7 katılımcıyla yapılan sözlü görüşmelerle devam ettirilmiştir. Özetle araştırma sonuçları öğrencilerin genel bağlamda İngilizce konuşmaya yönelik içsel olarak motive olduklarını, yüksek öz-belirleyici motivasyon yönelimlerinin öğrencilerin yetenek, özerklik durumu ve derse katılımlarını belirlemede önemli bir etken olduğunu göstermiştir. Ayrıca araştırma öğretim elemanlarının özerklik destekleyici veya kontrolcü motivasyon yaklaşımlarının öğrencilerin yeterlilik ve özerklikle ilgili algılarıyla doğrudan ilişkili, yetenek ve özerklik araçlarıyla da öğrencilerin öz-belirleme ve sınıf içi derse katılımlarıyla dolaylı olarak ilişkili olduğunu göstermiştir. Çalışma sonunda, elde edilen bulgular doğrultusunda öğrencileri İngilizce konuşmaya içsel olarak istekli hale getirmeyi hedefleyen bir takım sınıf içi etkin öğretim stratejileri ve öneriler geliştirilmiştir.

Anahtar Sözcükler: Özerklik, Özerklik Desteği, İngilizce Konuşma Becerisi, İçsel Motivasyon, Öz-belirleme Teorisi.

ABSTRACT

MASTER THESIS

TURKISH EFL SPEAKING COURSE STUDENTS' MOTIVATIONAL ORIENTATIONS AND THEIR INSTRUCTORS' AUTONOMY SUPPORT

Ali DİNÇER

2011, 97 pages

Many studies using Self-Determination Theory (SDT) as a theoretical platform have emphasized the importance of knowing students' motivational orientations in education, and stated that autonomy-supportive or controlling learning climates are significant to determine students' motivational resources, academic achievement, and classroom engagement. Although there are many studies in the general education domain on these issues, there are few studies which focus specifically on foreign language learning especially basic language skill courses in the relevant literature. By this study, it is aimed to investigate respectively Turkish English-as-a-foreign-language (EFL) speaking course students' motivational orientations; to demonstrate the relations among intrinsic and extrinsic orientations of students, their self perception of competence, autonomy, learning climate and classroom engagement; and lastly to examine the effects of students' perceptions of autonomy supportive or suppressive learning climates on their perceived competence, autonomous regulation, self-determined levels and engagement within the framework of SDT. In order to fulfill these aims, 142 pre-service teachers who are enrolled to EFL speaking courses at preparatory and first grades in a Turkish university were asked to complete a questionnaire to assess these constructs, followed up with oral interviews with 7 specially selected participants. In brief, research findings showed that students are generally intrinsically motivated to speak English, and more self-determined motivational orientations are important predictors in determining students' competence, autonomous regulation, and their course engagement. In addition, it also revealed that instructors' autonomy supportive or controlling motivating styles were directly effective on students' self perceptions about competence and autonomy, and had an indirect effect on students' self-determined levels and classroom engagement with the mediators, competence and autonomy. At the end of the study, in the light of research findings, some effective classroom instruction strategies and suggestions were developed to motivate learners to speak English volitionally by overcoming some psychological barriers.

Keywords: Autonomy, Autonomy-support, English Speaking, Intrinsic Motivation, Self-Determination Theory.

ACKNOWLEDGEMENTS

I would like to acknowledge and thank the people who made the completion of this thesis possible. First of all I wish to express my deepest gratitude to my supervisor Assist. Prof. Dr. Savaş Yeşilyurt for his guidance, advice, criticism, encouragements throughout this study. I am indebted to him for being more than a supervisor, with his endless support, warmth and motivation. Thanks to him for influencing me in continuing my further studies on foreign language learner psychology.

I would also like to thank Prof. Dr. Kimberley A. Noels who accepted me to study at the University of Alberta for a while and inspired me on learner psychology. She is such a great teacher that she helped me like a co-supervisor and promoted my intrinsic motivation towards the completion of study. Thanks to her for giving me invaluable feedback and comments about the research.

I am also indebted to Prof. Dr. Mehmet Takkaç who believes my inner power and makes me feel his support with me during all my academic life.

I also thank to my master degree instructors who broadened my horizon, my jury members for their valuable comments, and Erzincan University Department of Foreign Languages colleagues, Dr. Ali Çiçek, Lect. Vedat Nas and Res. Assist. Ömer Koçer, who always encouraged and supported me for my academic studies.

Besides, I would also like to thank my family and my close friends for their never ending supports, trust and love.

Thank you all.

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ABBREVIATIONS

α : Cronbach Alpha

ALM: Audio Lingual Method

BPNT: Basic Psychological Needs Theory

CES: Classroom Engagement Scale

CET: Cognitive Evaluation Theory

CLL: Community Language Learning

CLT: Communicative Language Teaching

COT: Causality Orientations Theory

EFL: English as a Foreign Language

EM: Extrinsic Motivation

GCT: Goal Contents Theory

IM: Intrinsic Motivation

L2: Second Language

LCQ: The Learning Climate Questionnaire

M: Mean

Min: Minimum

Max: Maximum

OIT: Organismic Integration Theory

PCS: Perceived Competence Scale

SD: Standard Deviation

SDT: Self Determination Theory

SMS: Speaking Motivation Scale

SRQ-L: Learning Self-Regulation Questionnaire

CHAPTER 1

1. INTRODUCTION

1.1. Introduction

Teaching students how to speak English as a foreign Language (EFL) has been generally undervalued and for many years it has been misinterpreted as involving only drills and memorization of dialogs. In spite of the modern applications emphasizing teaching oral skills such as Communicative Language Teaching (CLT) in language teaching settings, there are problems in teaching and learning speaking skills in schools deriving from *four fundamental components of education* -teacher, student, education programme and milieu- (McDonough & Shaw, 2003), and using English for oral communication is far from its main goal, communicating with foreigners effectively, as a communication tool in Turkey (Dinçer, Takkaç & Akalın, 2010).

Motivation, one of the important concepts in psychology, is often used by teachers and students alike and has a very significant role in explaining failures and successes in second language (L2) learning contexts (Dörnyei, 2001; Dörnyei & Csizér, 1998). Without sufficient motivation, good teaching methods, appropriate curricula, and having superior abilities could not be enough to guarantee learner achievement. Moreover a modicum of motivation is a crucial primary impetus to achieve long term goals and success in language learning (Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Ushioda, 2008).

By considering its significance in language teaching, many researchers have examined this key element and tried to answer how teachers can motivate students in language learning settings (e.g. Brown, 2000; Clement, Dörnyei & Noels, 1994; Deci & Ryan, 1985a; Dörnyei, 2001; Gardner, 1985; Guilloteaux & Dörnyei, 2008; Noels, 2001; Noels, 2009; Noels, Clement & Pelletier, 1999; Ushioda, 1996). Self-Determination Theory (SDT) introduces the basic psychological -needs autonomy, relatedness, competence- and emphasizes the positive effects of intrinsically and autonomously motivated behaviours on education settings (Deci & Ryan, 1985a).

Although there are controversies concerning the application of the theory outside of North American and Northern European countries (e.g. Iyengar & Lepper, 1999; Pennycook, 1997; Rees-Miller, 1993; Riley, 1988), SDT hypothesizes that autonomy is an innate psychological need, and social contexts promoting learner autonomy are crucial for optimal learning and achievement for not only Western individuals but also non-Western societies (Chirkov, 2009; Chirkov, 2010; Chirkov & Ryan, 2001; Chirkov, Ryan, Kim & Kaplan, 2003; Müller & Louw, 2004; Vansteenkiste, Zhou, Lens & Soenens, 2005).

Turkish EFL classrooms have many problems such as limited number of English teachers, dominance of teacher-centred teaching approaches, paper-based examinations, students' lack of motivation and interest towards language and the lack of opportunity to use the language outside the class (Dinçer et al., 2010; Günday, 2007; Işık, 2009; Soner, 2007). There are also psychological barriers constructed by high effective filters (Krashen, 1982), classroom anxiety (Horwitz, Horwitz & Cope, 1986) and affective factors (Thornbury, 2005) such as reticence, dropping out, low motivation, shyness, lack of confidence or self-consciousness etc. which limit students' use of language at communication level. If these kinds of problems are not lessened to some degree, students' engagement, important element in achievement, cannot be increased and then students' chance of practicing in class is dispelled. Therefore, creating environments which allow students to internalize their volitional reasons of importance of learning oral English and help their autonomous regulation can be helpful to overcome of some these barriers emerging from the self.

Based on the literature concerning intrinsic motivation and autonomy, learning more about students' reasons of language learning, motivational types, and their instructors' motivational strategies which increase or decrease students' intrinsic motivational orientation would foster motivation and make positive contributions.

1.2. Statement of the Problem

There are many problems experienced by both learners and teachers such as ignoring communicative competence activities, giving importance to linguistic knowledge, dominance of traditional language teaching approaches, students' prior negative language learning experiences, social and affective factors and classical

motivational approaches in education, etc. which increase students' reluctance and reticence in participating in English speaking courses.

Given these many difficulties, it is not easy to promote students' speaking competence in a short term period. In order to reach long term success in English speaking, increasing intrinsic motivation which has a significant importance in students' foreign language achievement can be suggested as an option to overcome some of these language learning barriers.

One of the best ways of increasing students' motivation especially intrinsic motivation towards language learning is creating autonomy supportive language context where learners can motivate themselves. Therefore the barriers that limit mastering speaking skills can be lessened by autonomy supportive activities allowing students internalize their own goals and rectifying their negative self-perceptions about learning to speak.

1.3. Purpose of the Study

The purpose of the current study is to investigate English speaking course students' motivational orientations, perceived competence, autonomous regulation, self-determined orientation, how their speaking course instructors are helpful to support their autonomy needs and their relations with each other. In other words, this study aims to analyze teaching speaking environment from a psychological perspective and find out what effective strategies can be developed to motivate students to speak English autonomously.

1.4. Research Questions

This study will address the following research questions:

1. What are the motivational orientations of Turkish EFL students with regards to speaking English?
2. How do Turkish EFL learners' motivational orientations relate to their self-perception of competence and autonomy, learning climate and engagement?

3. How do Autonomy Supportive or Suppressive learning climates affect students' classroom engagement through the mediators, self-competence, autonomous regulation, and self determined levels?

1.5. Significance of the Study

There are few studies concerning the motivational orientations of EFL learners' motivational styles. This study is significant as it is the first attempt to explore English speaking course students' motivational orientations and how perceptions about the learning climate predict some of the issues such as perceived competence, autonomous regulation, engagement, etc. In addition, this study is significant as it is a contribution to studies about competence, and intrinsic/extrinsic motivation and cross-cultural studies on the universality of the concept "autonomy".

1.6. Strengths and Limitations of the Study

One strength is that it includes both questionnaires and student interviews. So that both quantitative and qualitative data are collected. To answer research questions, five scales aiming at investigating students' reasons for participation in English speaking course, their self-perceptions about oral language competence and autonomous regulation, their instructors' motivating styles and engagement level were answered by the EFL students for the quantitative data. Then with the assistance of quantitative data results and course instructors, oral face to face interviews were conducted with specially chosen voluntary students.

Some limitations of this study include participants' numbers, qualitative data collection procedures and analysis. Participants were chosen from preparatory and first grade students, and especially preparatory class students' numbers were low, therefore t-test results could not detect differences between groups in spite of probable expectation about the difference deriving from exposure to language and curricula followed. Second limitation of the study is the data analysis of interviews. The researcher was the only person who translated interviews in Turkish into English. There was no back-translation to Turkish by the other experts.

1.7. Key Terminology

English as a Foreign Language (EFL): EFL is an acronym which refers to English language studied as a subject by non-native speakers not living in an English speaking country.

Self-Determination Theory (SDT): SDT is an approach to human motivation and personality that aims at bringing up self-determined individuals in daily life by highlighting the importance of inner motivational resources and behavioural self regulation (Deci & Ryan, 1985a; Ryan & Deci, 2000; <http://www.psych.rochester.edu/SDT/theory.php>). SDT proposes that there are three basic innate psychological needs for autonomy, competence, and relatedness and these needs are affected by individual's social milieu; then in order to reach his personal satisfaction and well-being these needs should be supported by the social contexts (Deci & Ryan, 2002; Ryan & Deci, 2000; Sheldon, Elliot, Kim & Kasser, 2001).

Self-Determination Continuum: SDT continuum shows three main types of motivation (amotivation, extrinsic motivation and intrinsic motivation) and four regularity styles of extrinsic motivation ranging from highly external to highly internal (external regulation, introjected regulation, identified regulation, integrated regulation) (Deci & Ryan, 1985a; Ryan & Deci, 2000).

Amotivation refers to a behaviour which has no-regulation and does not have a relation with behaviour and reinforcement. Amotivated individual does not value the activity and feel competent to do it or does not expect to yield a desired outcome because of a lack of contingency (Deci & Ryan, 2002; Ryan & Deci, 2000).

Extrinsic motivation has four regularity styles -external regulation, introjected regulation, identified regulation, integrated regulation. The least self-determined form of extrinsic motivation is external regulation which refers to an externally controlled behaviour which is reinforced by rewards, money. The second one is introjected regulation which refers to an activity controlled by internal pressures such as guilt, anxiety, shame. The third one is identified regulation which refers to actions accepted or owned personally important. The last and the most self-determined form of extrinsic motivation is integrated regulation which refers to undertaking an activity because of

accepting its value and occurs when the individual fully assimilates identified regulation (Ryan & Deci, 2000; Ryan & Deci, 2002).

Intrinsic motivation is the highest level of self-determination, and refers to behaviours controlled by internal source, and individual's pursuing an activity for his own interest and enjoyment (Ryan & Deci, 2000; Ryan & Deci, 2002).

Autonomy: Autonomy referring to self-governance or self-regulation (Ryan & Deci, 2006) is an inner endorsement of one's action deriving from self (Deci & Ryan, 1987).

Autonomy-support: It is "the interpersonal behaviour one person provides to involve and nurture another person's internally loused, volitional intentions to act." (Reeve & Jang, 2006).

Autonomy-supportive Environment: It is a context which decreases the salience of external incentives, threats, controlling language, and nurtures students' psychological needs, personal interests and integrated values (Black & Deci, 2000; Reeve, 2006).

1.8. Conclusion

In this chapter, an overview about Speaking skill, SDT and Autonomy has been provided. Statements of the problem, purpose of the study, research questions and significance of the study were presented. Then, strengths and limitations of the study and some key terminology were explained. In the next chapter, the relevant literature on English speaking skill, language motivation and instructors' autonomy support will be reviewed. In the third chapter, research methodology including the participants of the study, instruments, and data collection procedures will be given. In the fourth chapter, research results including quantitative and qualitative data will be dealt with. Lastly, conclusions including discussions, the implications, and the limitations of the study and recommendations for further research will be mentioned in the fifth chapter.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

The weakest skill of the four language skills for many students is speaking. It needs to be developed through instruction and practice to reach success in foreign language education. To help students be competent in mastering the language, language education should be connected with motivation and autonomy, as they support motivation.

Therefore first the skill of speaking and its role in ESL classrooms will be reviewed. Then, language motivation and the modern motivation theory Self-Determination Theory (SDT), its sub theories and SDT's applications in foreign language teaching will be described. Next the concept of "autonomy" under the umbrella of SDT in language classrooms will be discussed. In conclusion, the relationship between all these sections and their importance in foreign language speaking classrooms will be explained.

2.2. The Skill of Speaking

Language learning involves mastering four language skills; listening, speaking, reading and writing. These skills are described in two main categories in language teaching literature in terms of their directions. The first category is receptive skills, which contains reading and listening, and the second is productive skills comprised of speaking and writing. While using a receptive skill, the learner tries to extract meaning from the discourse which he sees or hears, and while using a productive skill the learner becomes an agent of the language and tries to produce it (Harmer, 2007; Nunan, 2003). In addition, the skills can be divided as spoken and written. Spoken language and written language are separated from each other in terms of being auditory or visual, having immediate or delayed reception and time in feedback, and so on (Nunan, 2003).

In daily life, the learner usually uses the language by integrating these skills with each other. In a conversation, in order to answer the question and talk about the mentioned topic, the learner listens to others. In addition, it is very normal to take notes while listening to an important conversation. However, while reading a text, the learner can both listen to music and take few notes. Therefore, no matter whatever activity, the learner can mix each of the four language skills with others in everyday events.

In foreign language teaching, the aim of the teacher is help learners to master all four language skills and facilitate the use of the foreign language as a real communication instrument. Achieving this aim is not simple as each language skill has specific features which the learners should learn. When asked the hardest skill to acquire in four language skills, many learners feel that the most difficult and complex skill to acquire is speaking (see Songsiri, 2007; Xian-long 2009). This is mostly because speaking occurs in real time, so the speaker has little time to think, revise and he should be quick to produce a response.

2.2.1. Speaking in EFL classrooms

According to Ur (1999, cited in Zhang, 2009) “*of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important*” for communicating with that language’s speakers. In spite of its importance in language teaching, developing the oral skills of language learners has become a real challenge for EFL teachers and remains very difficult in an environment where English is taught as a grammar based course. However, in addition to its importance in language skill, speaking skill requires some additional micro-skills such as mastering the pronunciation of unfamiliar phonemes, the correct placement of stress and intonation, and the appropriate use of formal and informal expressions (Zhang, 2009). Mastering some micro-skills does not end with mastery of the speech elements such as pitch, stress, and intonation. In addition the learner should be familiar with non-linguistic elements such as gestures and body language/posture, facial expression and their tremendous variations of interpretations cross- culturally and cross- linguistically (Shumin, 1997).

Many researchers (Boonkit, 2010; Chelle de Porto, 1997; Khan & Ali, 2010; Klancar, 2006; Shumin, 1997; Xia- Hua, 1985; Zehr, 2010; Zhang & Head, 2009) put emphasis on speaking skill in language teaching environments because there are many

deficiencies related to oral language learning (e.g. lacking opportunity to speak English outside the language class). Even language teaching departments and English speaking classes do not provide adequate opportunities for speaking because of limited time, crowded classrooms, etc. In addition, many teachers dominate the conversation in the lesson without giving students much chance to speak, thus turning the speaking class into a listening class (Zhang, 2009). Most students want to communicate effectively and use the language fluently. Songsiri's study (2007) on student needs regarding language skills is an example to this situation. Songsiri asked university students the question "*Which skill do you want to improve most?*". Half of the participants (N: 308, 50.29%) who took English I, and Communicative English and Report Writing stated that their highest requirement in foreign language learning was to gather ability to speak properly. Another study related to this issue was conducted by Xian-long (2009). In the study, at the beginning of teaching program, 196 newly-enrolled English major freshmen were asked to answer the question "*What do you think is the weakest among your language skills: Listening, speaking, reading and writing?*" In spite of a large majority of students' being well aware of the importance of oral skills (89%), 76% of the students said that their weakest language skill is speaking. These studies show that improving speaking ability should be one of the crucial concerns of the language teacher.

2.2.2. Teaching the speaking skill

Speaking skill, as stated above, is seen as the weakest link in the chain by language learners and is the most crucial skill that needs to be developed in language classrooms. In spite of this, and because of the old fashioned language teaching applications which put less emphasis on learner thoughts, student participation, and so forth, students' expectation of developing their speaking skill has been underestimated and ignored for many years in EFL settings.

The first salient interest towards communication skills, especially listening and speaking, in foreign language teaching began during World War II because of urgent needs in communication with other societies. To meet this need, the Audio Lingual Method (ALM), a behaviouristic method, was developed. The prominent features of this method are dialog memorization, repetition and drills such as chain, single-slot substitution, multi-slot substitution, transformation drills, etc. (Larsen-Freeman, 2000).

In other words, the central point in ALM is habit formation and language is learned with repetition, memorization and prepared dialogues. This method would not be helpful for learners to achieve authentic communication in the target language, as the memorized conversations are far from the authentic contexts.

In the 1970s, some of the educators observed that language learners were skilful in producing sentences accurately in the class, but could not use the sentences appropriately while communicating outside the class. That is to say, the learners had the linguistic knowledge to communicate, but did not have communicative competence. These observations contributed to a shift in the late 1970s and early 1980s from a linguistic-structure centred approach to communicative-competence centred approach (Larsen-Freeman, 2000).

Communicative Language Teaching (CLT) was born to meet the needs of communication perspective of language teaching. The main goal of this approach is to enable students to communicate in the target language by assisting them to use what they have learned in authentic settings. With different activities such as language games, role plays, interviews, learning by teaching, pair and group works, etc. teachers help students to connect the language with real contexts and to use the language as a genuine communication tool by taking different roles such as facilitator, advisor, participant (Larsen-Freeman, 2000).

2.2.3. The teacher's role in speaking courses

In educational settings, learning methods and approaches are mainly divided into two parts according to interaction type between student and teacher (e.g. student-centred method, teacher-centred approach). Modern language teaching applications focus on student-centred approaches, and put great emphasis on the teacher's role in increasing student engagement and creating modern language learning classrooms. In language classrooms, teachers take many roles such as being authority, facilitator, client, counsellor, participant, etc. and they change their roles in accordance with student type, time, situation, classroom activity, and sometimes have more than one role in the class.

In a speaking classroom, to promote students' participation in English speaking course and reach success in fluency, language teachers should play different roles in the classroom. Some of these roles are stated below (Harmer, 2007):

Teacher as a prompter: When the conversation reaches a dead end, and students can not think of what to say next, the teacher should help the student to continue the speaking activity by discretely offering suggestions.

Teacher as a participant: To enhance student engagement and to introduce new information, teachers should participate in discussion or role play activities. However, while participating in the course, they should be careful not to take over the classroom and should give more opportunity students to speak in the course.

Teacher as a feedback provider: Deciding when and how to give feedback in a speaking activity is challenging. By deciding the main purpose of the activity, this challenging situation can be solved. In a fluency activity, over-correction can make students feel inhibited; so as not to make them feel shy, error correction and feedback support should be given at the end of the activity. On the other hand, in an accuracy activity, giving feedback promptly would be helpful to prevent fossilization. Lastly, allowing students to evaluate what they have done and giving feedback for their development would encourage oral mastery.

2.2.4. Speaking activities in language classrooms

There are many activities in the literature on how to promote speaking skills in a language teaching setting. These activities are summarized in some studies (e.g. Harmer, 2001, 2007; Kayi, 2006; Linse, 2005; McDonough & Shaw, 2003; Nunan, 2003; Thornbury, 2005).

The most distinctive of them is the work of Thornbury (2005) “How to teach speaking”. Thornbury believes that by using communication and discourse strategies, learners can compensate for their lack of insufficient knowledge and fluency in language; and teachers can activate learners’ knowledge areas “*grammar, vocabulary, common discourse markers, chunks, common speech acts, pronunciation*”. He proposes “*in order to activate these areas and make them available for use in fluent, face to face talk, the learning process needs to include at least three stages*” (Thornbury, 2005, p.40). Therefore he investigates and divides classroom speaking activities into three main sections. These are awareness-raising activities, appropriation activities and autonomy activities (Thornbury, 2005).

1- Awareness-raising activities:

Awareness-raising activities help learners to be aware of language features and uncover their knowledge gaps by allowing the possibility to discover. They consist of three processes of awareness such as attention, noticing and understanding. These can be supported by both teacher and other learners. Some of the activities are as below:

- *Using recording and transcripts:* One of the ways of raising learners' awareness towards spoken language is to expose them to instances of speaking by using recordings and transcripts. While using them in the classroom, adopting a basic procedure like starting by activating students' background knowledge; asking general gist questions after a playing extract or an initial segment of the record; checking registers such as relationships between speakers, social distance; checking details to achieve students' full achievement; handing out transcripts and listening; resolving doubts by letting students ask each other and learn from each other with transcripts and record, would be beneficial to improve awareness.
- *Focusing on selected language materials:* Recordings and transcripts are useful tools to focus on language features. To emphasize some of these features from more global types to more discrete types help students uncover some knowledge gaps in their language. Organized top-down approach of these features is outlined in order like *focusing on organization, social rules, topic shift, performance effects, communication strategies, speech acts, discourse markers, features of spoken grammar, vocabulary, lexical chunks, stress and intonation.*
- *Using live listening:* Recordings have many advantages in use, but they are of limited usefulness for interactivity compared to live listening. The better and maybe less exploited option is the teacher. Live listening can be supported by listening to the teacher or a guest speaker. Therefore, students can interact with the speaker and each other by asking, clarifying details, and soliciting repeats. In addition, listening to a physically presented person who is intrinsically interested in the learners is more powerful for motivation than listening to disembodied stranger.
- *Using the noticing-the-gap activities:* These activities aim to raise awareness of the difference between students' current competence and aimed competence.

Teacher plays an important role in helping students to assess their readiness, but probably the most effective gap noticing is the one which is carried out by the student. One noticing gap activity is the task based approach of “*perform, observe, and re-perform*”. Students perform a speaking activity, then observe skilled practitioners carrying out the same task and note features that would be useful, and then re-perform the task under the goal of incorporating target features.

2- Appropriation activities:

Second stage in the three-stage model of speaking activities is appropriation which connotes taking over the ownership of an activity and emphasizes practised control. Practiced control gives the learner the chance of self-regulating the activity. It seems like allowing a novice learner to ride by letting him/her pedal freely, but running along right behind, just in case. The main objective in these activities is self-regulation. Some of appropriation activities are below:

- *Drills and chants:* Drilling and chanting include practising control activities by imitating, repeating words, phrases, utterances and replicating the drills. By asking to underline some of the drilled items on the transcript, emphasizing main stress words, letting students make the chants fast, regular and rhythmic; teachers can promote students’ speaking skill.
- *Writing tasks:* Writing activities can be used for easing the transition from learning to using and they play a very useful role at initial steps of appropriation. Some of writing activities which can be used in speaking classes are “dictation, paper conversation, computer-mediated chats, and rewriting”.
- *Reading aloud:* This activity is the natural next step between writing and speaking. It looks like actors’ reading their lines before committing the script to memory. In spite of some negative criticisms on the use of reading aloud in speaking classrooms, it gives the learners the ability to stress main words and divide the utterances into meaningful chunks.
- *Assisted performance and scaffolding:* Teachers can help students by scaffolding their talk such as reformulating or translating their utterances. Assisting performance and scaffolding are the features of Community Language Learning

(CLL) method. In this method, teacher behaves as a kind of language consultant providing assistance that students need while expressing themselves.

- *Dialogs*: Using dialogs in language teaching has a long history. Practicing dialogs can be enacted both by the student and teacher and among student groups as well. With various activities such as memorizing scripts, following diagram conversations and using chunk cards, pictures and cues, teachers can ease students' oral practices.
- *Communicative tasks*: Practice makes- if not perfect- at least, fluent, therefore teachers can pay more attention to communicative tasks in the classroom. These tasks fulfil two important roles: preparing students to real-life language use and gaining automatization of language knowledge. These tasks include information gap, jigsaw, info-gap race activities, blocking and guessing games.

3- Autonomy-supportive activities:

Autonomy is defined as “*the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other regulated*”(Thornbury, 2005, p.90). When the individual achieves a degree of autonomy, he gains self-confidence, which can be a powerful resource for taking risks. Therefore, the individual can take risks, in other words join the classroom speaking activities which are related to real operating conditions involving a kind of urgency, unpredictability, and spontaneity by taking minimal assistance. To increase students' opportunity to engage in activities and experience autonomous language use, some of conditions about tasks such as productivity, purposefulness, interactivity, challenge, safety, authenticity need to be met. Speaking activities which include a degree of motivation are below:

- *Presentations and talks*: Speaking in front of the audiences or students and responding to questions about the presentations from the floor are excellent preparations for real-life speaking.
- *Stories, jokes, and anecdotes*: Storytelling, one of the main ingredients of casual conversations, gives learners the opportunity to practice language and learn from others. By enriching traditional narration activities, recounting folk tales, jokes, amusing or dramatic events based on pictures, with encouraging students to tell

their own stories and personalized narrating tasks, students' autonomy can be increased.

- *Drama, role-play, and simulation:* Speaking activities involving drama, role-play, and simulation provide a useful springboard to real-life language use. Formal, informal speeches, probable daily-life conversations can be practiced in classroom context so as to experience autonomy in speaking by the learners.
- *Discussions and debates:* These activities are closely associated with spontaneous actions, and after raising a topic or issue in a text or textbook students and teacher freely participate in the conversation. There are some generic discussion formats such as discussion cards involving pre-selected topics written on cards, warm-up discussions which introduce a new topic or preparing learners to read, listen, participate in pair and group works by asking general knowledge questions, pyramid (or consensus) debates which aim to reach a consensus by trying to convince other groups.
- *Conversation and chat:* Many language learners feel that their most urgent need is to develop conversational competence, and they regularly select “conversation” when answering learner needs analysis surveys. In order to meet this demand, many language schools focus on offering conversational classes. But organizing and planning these courses are real challenges for the teacher because of the spontaneity of conversations. Negotiating topics with learners, using theme-related texts, presenting either individually or as a group, teaching how to open, close, interrupt, change conversations are some of the challenges that must be coped with.
- *Out-side class speaking:* To ease the transition from classroom setting to outside world, teachers should reinforce student participation with different activities such as tape diaries, audio-video conferencing, using computers, portfolio and diaries. As Thornbury (2005, p.108) notes, “real autonomy is only achievable if learners can cope on their own in the real world.”

2.3. Motivation

This section aims to give some background information about motivation, motivation theories and specifically Gardner's motivation theory. After analyzing learning motivation and theories, Self- Determination Theory (SDT), a modern

motivation theory introduced by American psychologists Edward L. Deci and Richard Ryan, and SDT's mini sub theories will be described one by one.

2.3.1. L2 motivation

One of the key concepts as a psychological factor in the second language teaching area, is motivation, which was inspired by the Canadian psychologist Robert Gardner. From the beginning of the 1970s, studies aiming at investigating learners' motivation have been developed. Gardner has spearheaded this development and become a primary figure in defining and researching the effects of motivation in second language teaching, with his work with Lambert (see 1972), a preliminary work in this field and his later work with other researchers at the University of Western Ontario (Gass & Selinker, 2001). He defines motivation as "*the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language*" (Gardner, 1985, p.10) and he states that there are four main aspects of motivation; these are "*a goal, effortful behavior, a desire to attain the goal and favourable attitudes toward the activity in question*" (Gardner, 1985, p.50). He thinks "*when the desire to achieve the goal and favourable attitudes towards the goal are linked with the effort or the drive, then we have a motivated organism*" (Gardner, 1985, p.11).

2.3.2. Motivation theories

Gardner's motivation model, the *Socio-educational Model*, identifies two classes of motivation, *integrative* and *instrumental*. *Integrative motivation* refers to a desire to learn the target language in order to be integrated in the target language's community and be part of that community. *Instrumental motivation* refers to a desire to learn the second language in order to attain some instrumental goals such as job advancement (Gardner, 1985; Noels, Pelletier, Clément & Vallerand, 2000; Wang, 2005). Other researchers criticize Gardner's motivation definition and make new definitions different in several respects from his (e.g., distinction between potential motivation and motivation arousal) (Gass & Selinker, 2001).

Although there have been many criticisms from a large number of researchers on Gardner's motivational model and the dominance of the theory over other motivation

theories lasted until the end of the 20th century (Yeşilyurt, 2008). Most of the criticism on the theory was related to integrative motivation and its definition, and the definition has been misunderstood and seemed contradictory to many researchers (see Keblawi, 2010). Rather than degrading and eliminating the socio-educational model, researchers tried to expand and rectify it, and as a result, some alternative language motivation theories expanded as the self-efficacy theory, the attribution theory, goal theory and self-determination theory were created (Dörnyei, 2001; 2003). The one alternative to Gardner's *Socio-educational Model* is the theory of Self Determination which popularized the concepts of intrinsic and extrinsic motivation and was introduced to psychology by Edward L. Deci and Richard Ryan (Apple, 2005).

2.3.3. Self- determination theory

The self-determination theory (SDT), which was developed by Deci and Ryan along with many colleagues over the past quarter century, is an organismic meta-theory of human motivation and personality which focuses on the importance of humans' evolved inner resources for personality development and behavioural self-regulation (Ryan & Deci, 2000; Ryan, Kulh & Deci, 1997). After its first appearance (see Deci, 1975) in psychology, over the past 35 years the theory has been adapted to many domains including education (e.g. Landry, Allard & Deveau, 2009), organizations (e.g. Deci, Driver, Hotchkiss, Robbins & Wilson, 1993), sport and physical activity (e.g. Frederick-Recascino & Ryan, 1993), religion (e.g. Ryan, Rigby & King, 1993), health and medicine (e.g. Williams, Levesque, Zeldman, Wright & Deci, 2003), parenting (e.g. Grolnick, Deci, & Ryan, 1997), virtual environments and media (e.g. Rigby & Przybylski, 2009), close relationships (e.g. Ryan, La Guardia, Solky-Butzel, Chirkov & Kim, 2005), and psychotherapy (e.g. Zeldman, Ryan & Fiscella, 2004). SDT's arena is *"the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality investigation, as well as for the conditions that foster those positive processes"* (Ryan & Deci, 2000).

SDT's basic premise is the idea that all humans are naturally active in seeking opportunities for learning and development and in this process the person's psychological needs (competence, relatedness, and autonomy) are supported or thwarted by the social context or the social environment. When the environment helps the

individual fulfil these needs, he begins to grow and develop, as a result he becomes a self-determined person. In the contrary situation, the individual might choose actions which are detrimental to himself/herself or to his environment (O'Brien, 2004).

According to the theory, there are three types of motivation (amotivation, extrinsic motivation and intrinsic motivation) and each individual's orientation in acting an event was classified according to these categories. The reasons for the behaviour show the degree of self-determination. In order to have a high level of self-determination and in other words be a self-determined person, intrinsically motivated behaviours have crucial roles. According Deci and Ryan (1985a), a self-determined individual experiences a sense of freedom doing things which he is interested in and when he takes responsibility in his own learning process, the individual becomes self-determined and intrinsically motivated (Lin, 2004).

2.3.3.1. The basic components of the SDT

SDT formally consists of five sub-theories, each of which explains motivationally based phenomena and contributes to the theory in different aspects. These are Cognitive Evaluation Theory, Organismic Integration Theory, Causality Orientations Theory, Basic Psychological Needs Theory, and Goal Contents Theory (<http://www.psych.rochester.edu/SDT/theory.php>). Briefly, Cognitive Evaluation Theory is concerned with the effects of social contexts on intrinsic motivation; Organismic Integration Theory is about internalization, in other words transforming the external regulations into internal regulation; Causality Orientations Theory is related to the differences of interpretation of a situation from person to person in his developing self-determined behaviour and orientation; Basic Psychological Needs Theory emphasizes the importance of three basic psychological needs in psychological health and well-being; and the last and most recent one, Goal Contents Theory is about intrinsic and extrinsic goals and their impact on motivation and wellness.

2.3.3.1.1. Cognitive evaluation theory

The first of the five sub-theories is Cognitive Evaluation Theory (CET). CET was developed with the aim of investigating what causes intrinsic motivation (IM). Therefore, CET's main concern is factors such as rewards, feedback, and external

events which can increase or decrease IM and examines the effects of social contexts on IM by emphasizing roles of competence and autonomy supports in fostering intrinsic motivation.

According to theory, when people are intrinsically motivated, that is, exhibit behaviours that *–are those whose motivation is based in the inherent satisfaction of the behaviors per se* - they feel competent and self determined. There are two primary cognitive processes through which contextual factors affect IM. These are the processes of perceived locus of causality and perceived competence (Ryan & Deci, 2002). In the first process, when the individual receives extrinsic reward for engaging in intrinsically motivating activities, his perceived locus of causality changes from within him- or herself to certain features of the external environment resulting in a decrease in IM. In the second process, the individual's feelings of competence and self determination change. *“When feelings of competence and self determination are enhanced, IM will increase. If feelings of competence and self determination are diminished, IM will decrease”* (Cusella, 1980). According to theory, rewards have two dimensions as autonomy supportive (informational) and controlling (autonomy suppressive).

2.3.3.1.2. Organismic integration theory

The second theory, Organismic Integration Theory (OIT), focuses on the internalization of extrinsic motivation (EM). It was introduced to area in the work of Deci and Ryan (1985a). According to theory, *“different forms of EM and the contextual factors can either promote or hinder internalization”* (Ryan & Deci, 2000). The theory describes motivation types as amotivation, EM and IM. The internalization of the EM is shown in the OIT taxonomy of motivational behaviours in Figure 2.1.

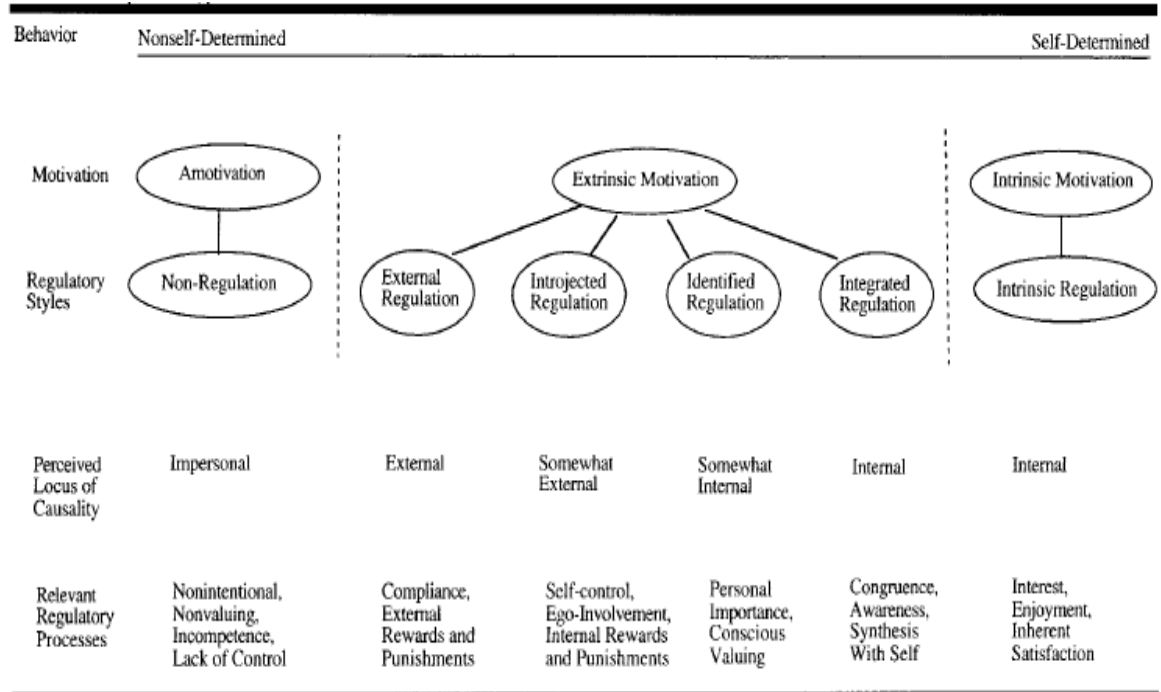


Figure 2.1. The self determination continuum showing types of motivation with their regulatory styles, loci of causality, and corresponding processes (Ryan & Deci, 2000).

In figure 2.1, there are three main types of motivation (amotivation, extrinsic motivation and intrinsic motivation) and five classifications of motivated behavior are shown in their regulatory styles section. From the left side of the figure to the right, these regulatory styles are external regulatory styles, introjected regulation, identified regulation, integrated regulation, and intrinsic regulation.

Amotivation means the state of lacking the intention to act. It results from some reasons such as not valuing an activity, not feeling competent to do it, or not expecting it to yield a desired outcome because of a lack of contingency (Deci & Ryan, 2002; Ryan & Deci, 2000). Therefore an amotivated individual either does not behave or behaves without any intention to accomplish something.

According to Noels et al. (2000), EM is a kind of motivation which is “not regulated by the pleasure of engaging in challenging and competence- building activity per se, but rather by factors apart from the activity.” The continuum from the least self-regulated form of EM to the most is in turn *external regulation*, *introjected regulation*, *identified regulation* and *integrated regulation*. Sources and types of rewards decide the types of regulation. These sources and reinforcements are shown in Figure 2.1.

To visualize the EM regulatory styles, describing them via examples would be helpful. The first one is external regulation, and it is the least self determined and the most externally controlled form of EM. If an individual makes an action to get external reward, he is externally regulated. An introjected- regulated individual is someone who performs an activity to avoid shame, guilt or attain self-esteem. The third one is identified regulation and occurs when the individual identifies the importance of behaviours such as a student who studies to improve English speaking because of the fact that he believes it is important to master English speaking. The most self-determined and autonomous form of extrinsic motivation is integrated motivation. It occurs when the individual fully assimilates the identified regulation to him/herself. That is to say, it occurs when the person adopts the new regulations, applies them to life and makes them suitable with his own needs and values. It is similar to IM in some ways but it differs in that behaviours are performed out of presumed external value which can be separable from the behaviours (Deci & Ryan, 1985a; Ryan & Deci, 2000).

Ryan and Deci (2000), define the IM mostly discussed in CET as an inherent tendency to search novelty and challenges, to extend and exercise one's capacities, to explore, and to learn. When the individual behaves in an intrinsically motivated way, his behaviour is controlled by internal source and his interests, levels of enjoyment and satisfaction decide the type of motivation.

2.3.3.1.3. Causality orientations theory

The third mini- theory of the SDT is Causality Orientations Theory (COT), which highlights the thought that the way a situation is interpreted can differ from person to person. In other words, while a specific situation can be perceived by someone as informational, the other one can interpret it as controlling or amotivational (Rose, Parfitt & Williams, 2005). COT describes three types of causality orientations: autonomy, control and interpersonal (Deci & Ryan, 1985b).

Autonomy orientation is related to people's tendencies towards intrinsic motivation. The control orientation is about the effects of external rewards on human behaviour. Lastly, the impersonal or amotivated orientation concerns with indicators of inadequacy and anxiety concerning competence (<http://www.psych.rochester.edu/SDT/theory.php>).

2.3.3.1.4. Basic psychological needs theory

The fourth mini- theory of the SDT is Basic Psychological Needs Theory (BPNT), which explains the relation of motivation and goals to health and well-being (Ryan & Deci, 2004, p. 7). According to the theory, basic psychological needs, competence, autonomy and relatedness, are innate, essential and universal, and are connected to psychological health and well-being.

Before explaining the concepts related to BPNT, it would be better to describe the concept *basic need*. Ryan and Deci (2000) describe *basic need* as an innate energizing state. Whether it is physical or psychological, if it is satisfied, this satisfaction helps individuals' health and well-being. But, if neglected or not satisfied, it causes problems by contributing to pathology and ill-being. All three psychological needs are crucial for psychological health; therefore equal importance should be given to each of the three. In addition, environmental and interpersonal factors which meet these needs should be taken into consideration while examining these needs (Gagne & Deci, 2005; Kasser & Ryan, 1999).

- Competence refers to one's own capacity of interacting effectively with his environment (Deci & Ryan, 1985a).
- Autonomy refers to self-governance or self-regulation and differs from independence (Ryan & Deci, 2006).
- Relatedness is the need to feel that he belongs to a social milieu and connected with others (Deci & Ryan, 2002).
- Well-being means a psychological functioning characterized by positive experiences and includes positive thoughts and the lack of negative thoughts (Ryan & Deci, 2001).

According to the theory, factors in the person or situation which enhance the basic needs will also help the development of well-being, whereas the factors which detract from the fulfilment of these needs will negatively affect the well-being (Reis, Sheldon, Roscoe & Ryan, 2000).

2.3.3.1.5. Goal contents theory

The last of five mini-theories is Goal Contents Theory (GCT), which emanates from the distinctions between intrinsic and extrinsic goals and their impact on motivation and wellness. This theory was recently introduced by the SDT. According to the theory, goals help affording basic need satisfactions and are thus differentially associated with well-being. GCT shows that materialism and other extrinsic goals such as financial success, appearance, and popularity/fame are not good at enhancing the need satisfaction, and on the contrary, intrinsic goals such as close relationships, personal growth, or contributing to the community help the fulfilment of need satisfaction. Therefore, intrinsic goals are more highly associated with higher wellness (Ryan, 2009; <http://www.psych.rochester.edu/SDT/theory.php>).

2.3.3.2. Summary of the mini- theories

In sum, these five mini-theories together constitute SDT by covering all types of human behaviour in all domains, and they all share organismic and dialectical assumptions and include the basic psychological needs autonomy, relatedness and competence (Deci & Ryan, 2002; Ryan, 2009).

2.3.3.3. SDT and language teaching

Self Determination Theory, which was introduced by Edward Deci and Richard Ryan, is currently living in its golden period for motivation theories. This theory of motivation has been adapted to many areas for over three decades. Professor Kimberley Noels and her colleagues made this theory's initial adaptations to second language learning and teaching. In spite of these adaptations, there are few studies related to the application of the theory in special English classes which aim at teaching one of the language skills such as teaching speaking, writing, listening and reading.

2.3.3.3.1. SDT and its applications in language teaching

SDT is a theory of motivation that has been tested in many areas including education. Many applications of the theory nowadays exist in language teaching field. The first attempts to adapt the SDT to second language acquisition were by psychologist Kimberley Noels and her colleagues (e.g. Noels, 1997; 2001; Noels et al., 2000). After

these initial attempts, other studies (Carreira, 2005; Dörnyei, 2003) have taken the issue of second language learning and SDT further. But none of these studies is specifically related to one of the four basic language skills: speaking, listening, writing or reading. All of them investigated L2 motivation from a general perspective by taking the L2 motivation at the global level.

Noels's study (2001) can be given as an example. In her study, she examined Spanish learners' motivation profiles as intrinsically or extrinsically, evaluated the feelings of autonomy and competence towards language learning, and analyzed the integrative orientation and perceptions of teachers' communication style. The general study informed others by providing knowledge on the effects of teachers' communication style on student motivation and motivation profiles. According to the results of the study, teachers' behaviours are strongly connected with students' generalized feelings of autonomy and competence. In other words, the more students perceive their teachers as controlling, the less they feel that they are autonomous and subsequently the lower their intrinsic motivation is. In addition, the notions of intrinsic and extrinsic motivation are good predictors of L2 variables.

In recent years, there are some studies which show that those studies (e.g. Carreira, 2005; Dörnyei, 2003; Noels, 2001; Noels et al., 2000) have some deficiencies in describing the specific situations and specific language skills such as speaking classes, listening and writing activities of the students (Kondo-Brown, 2006; Lucas, 2010; Vandergrift, 2005; Yeşilyurt, 2008).

One of these studies is Lucas's research (2010), which focuses on intrinsic motivation and answers the question which specific L2 communicative skill students are most motivated to learn. The results indicate that speaking is the preferred skill by the Filipino students who are intrinsically motivated by *accomplishment* and *knowledge*, and the second preferred skill is reading. Because of the fact that Filipino learners of English are exposed to a bilingual environment from the beginning of their early stages, there is a positive relation between their intrinsic motivation and L2 achievement.

Kondo-Brown's study (2006) is related to L2 reading ability and affective factors. She investigates 17 affective factors and one of them is about self-determined learners of Japanese. The study reveals that students who are more determined to learn

Japanese in general can have higher intrinsic or extrinsic orientation for reading Japanese, but only those having stronger intrinsic orientation for reading Japanese are more likely to work at the language.

Another study paying attention to a specific language skill is Vandergrift's (2005) investigation on adolescent learners of French. He did not measure the motivational types of students' listening skills in that study. To gain general knowledge on motivational profiles of students' learning French and metacognitive awareness, he only used the data of students' listening proficiency in the exams. He found that there is a positive correlation between listening proficiency and metacognitive awareness.

Another researcher investigating the relation between SDT and a specific language skill is Dr. Yeşilyurt. In his Ph. D. thesis (2008), he investigated pre-service EFL teachers' motivational patterns in writing classes. In his detailed work, he aimed to find out the relation among motivational types of students and their perceived writing competences, perceived autonomy supports, satisfaction levels of psychological needs, and students writing scores. The analysis of the gathered data showed that pre-service EFL teachers had high levels of motivation towards writing in English and their intrinsic motivation levels were significantly higher than their extrinsic motivation. The study concludes that *“higher basic need satisfaction levels, perceived autonomy support, and perceived writing competence were strong predictors of both higher self-determined motivation and greater success in writing courses.”*

All these new attempts to adapt the theory into different foreign language learning contexts and studies concerning specific language skills show that SDT can be used for determining the motivational profiles of specific language learners focusing mostly on a specific language skill.

2.4. Autonomy

Autonomy named as self-governance or self-regulation by Ryan and Deci (2006) is currently a buzzword in educational psychology and there are several books and articles published on its significance in L2 field (Dörnyei, 2001). The concept “autonomy” was firstly introduced to foreign language learning area by the founder of *Centre de Recherches et d'Applications en Langues* (CRAPEL) Yves Chalon and was developed by another eminent figure Henri Holec who defines the concept as “the

ability to take charge of one's own learning” (1981; p.3) (Balçıkanlı, 2008; Egel, 2009). After then, the autonomy concept has become one of the mainstreams of life-long learning process in language learning. Therefore, there occurred many definitions which look at the concept both from same perspectives and different angles within three decades. So readers can be confused by the quantity of definitions in the literature, because there is not a real consensus on what autonomy is (Hořínek, 2007; Thanasoulas, 2000). Autonomy is generally misunderstood and perceived as independence which means being always free to choose and carry out all actions according to one’s own rules (Dinçer, Yeşilyurt & Göksu, 2010). Ryan and Deci (2006) using the synonym “self-regulation” for autonomy emphasize that autonomy and independence are different words and cannot be used as synonyms.

Many researchers have underlined the strong relation between autonomy and motivation (Deci & Ryan, 1985a; Deci & Flaste, 1995; Dickinson, 1995; Dörnyei, 2001; Dörnyei & Csisér, 1998; Littlewood, 1996). *“The relevance of autonomy to motivation in psychology has been best highlighted by the influential self determination theory according to which the freedom to choose and to have choices, ... is a prerequisite to motivation”* (Dörnyei, 2001, p.103).

2.4.1. SDT and autonomy support

SDT with its five sub-theories highlights the importance of motivation and the need for autonomy, and outlines the positive effects of promoting students’ autonomy for self-determined learners in language education contexts. It proposes that learners engage in an activity for the interest in it and its own sake, their intrinsic motivation towards engagement increases and it influences students’ autonomy as well.

In addition, SDT emphasizes the effects of the interpersonal context on students’ perceptions about autonomous vs. controlled feelings (Black & Deci, 2000). Therefore it differentiates types of motivation as autonomous motivation and controlled motivation. Autonomous motivation both includes intrinsic motivation and more self-regulated orientations of identified and integrated regulation. Controlled motivation is mostly related with least-self determination forms of extrinsic motivation, external regulation and introjected regulation. While people feeling autonomously regulated

have choices and volition to act an activity, controlled people feel pressure to think and behave in particular ways (Deci & Ryan, 2008).

In classroom setting, interpersonal context of teacher-student relationship has many effects on student's learning motivation and autonomy. Therefore looking the classroom context in terms of the teachers' instructional activities such as supporting autonomous motivation or enhancing controlled motivation would be helpful to understand how students develop, maintain or lose self-determined regulation.

2.4.2. Autonomy-supportive and controlling teacher behaviours

The effects of the social context on students' autonomy and motivation have been investigated by many studies (e.g. Black & Deci, 2000; Deci & Flaste, 1995; Reeve, 2006; Reeve & Jang, 2006; Reeve, Bolt & Cai, 1999). In the language teaching environment, teachers play many roles that are fruitful for students. To increase achievement and engagement they use reinforcements, including both external rewards and intrinsic rewards. But sometimes these reinforcements can be perceived as controlling, which undermines intrinsic motivation and self-determination level of the learner (Deci, Koestner & Ryan, 2001). To avoid this end, analyzing teacher motivational behaviours would give some insight to understand classroom context psychologically.

Students' volitional engagement during the instruction depends, in part, on positive perceptions about learning climate, and positive perceptions are related with autonomy-supportive teacher behaviours. These kinds of behaviours have many positive educational outcomes including greater perceived competence, higher mastery motivation, enhanced creativity, a preference for optimal challenge over easy success, increased conceptual understanding, active and deeper information processing, positive emotionality, greater engagement, higher intrinsic motivation, enhanced well-being, better academic performance, academic persistence rather than dropping out of school, and so forth. (Reeve, 2006; Reeve et al., 1999; Reeve, Jang, Carrell, Jeon & Barch, 2004). Considering these positive outcomes, Johnmarshall Reeve, an educational psychology professor, characterizes what autonomy supportive teacher says and does to promote students' autonomy and active engagement. He summarizes that autonomy supportive teachers nurture inner motivational resources of the students; rely on

informational language during the instruction; provide rationales about learning activities; acknowledge and accept students' expressions of negative affect (Reeve, 2006; 2009).

In contrast with autonomy supportive teacher behaviours, controlling behaviours are related with teacher-centred approaches and they put aside students' inner motivational resources and make students think in a specific way (Reeve, 2009). These kinds of behaviours aim to motivate students externally by offering extrinsic incentives such as rewards, deadline, etc. Teachers adopting a controlling style tell students what to do or not to do usually and motivate them by using external contingencies, and pressuring language (Reeve & Jang 2006). Then controlling teacher behaviours have negative effects on students' educational and psychological development by undermining their academic achievement, perceived competence, intrinsic motivation and autonomy (Assor, Kaplan, Kanat-Mayman & Roth, 2005).

Reeve and Jang (2006) analyzed 21 hypothesised instructional behaviours (11 autonomy supportive and 10 controlling) during a learning activity and examined their relations with motivation and autonomy. They found that perceived autonomy is associated with interest-enjoyment, engagement and performance significantly and positively. Of 21 hypothesised instructional behaviours, 8 instructional behaviours are significantly and positively correlated with perceived autonomy and motivation, and 6 instructional behaviours are correlated significantly and negatively with perceived autonomy. These instructional behaviours are as below (Reeve & Jang 2006):

Autonomy-supportive teacher behaviours: Listening carefully, creating opportunities for students to work in their own way, providing opportunities for students to talk, praising signs of improvement and mastery, encouraging students' effort and persistence, offering progress-enabling hints when students seem stuck, being responsive to students' questions and comments, and acknowledging the students' perspective and experiences.

Controlling teacher behaviours: Including monopolizing the learning materials, physically exhibiting worked-out solutions and answers before the student has time to work on the problem independently, directly telling the student a right answer instead of allowing the student time and opportunity to discover it, uttering directives and

commands, introjecting should/got to statements within the flow of instruction, and using controlling questions as a way of directing the student's work.

2.5. Motivation, Speaking Skill, and Autonomy

Motivation plays an important role in every step of language teaching. Motivation types and factors change from situation to situation and from one language skill to another because of the fact that an individual's reasons for language learning can be differentiated from one language skill to another.

One survey (Jin, Dai, Liu & Zhao, 2003) that examined both this differentiation and oral English skills, mentions the reasons for the difference between low and high levels of students' oral English. The study found that L2 speaking proficiency of the learners is correlated with motivation. The lower spoken ability reflected more instrumentally and extrinsically motivated students, who want to please their teachers and family, pass exams, find a good job, avoid punishment, etc. Students having higher spoken English proficiency are much more interested in learning oral English and they are mostly motivated integratively and intrinsically. They want to learn oral English for the fascination of oral English itself, make foreign friends, study and travel to other countries, etc.

According to Wang (2005), there are other factors affecting college students' motivation for learning speaking. He mentions three main reasons. These are the desire of getting good marks from exam-oriented teaching orientation, in which oral English is seen as a part of the exam, the second one is teacher-centred instruction dominated by the decisions of the teacher about the topic, materials, content and activities; and the last one, the social factor consisting of economic development, cultural and traditional attitudes.

Students' learning reasons and their motivation levels are mostly affected by the teachers in language environment. Therefore, teachers' classroom behaviours gain crucial importance. Their motivational behaviours can be divided into two sections as autonomous vs. controlled behaviour within the framework of SDT. In school setting, in general autonomy supportive teacher behaviours facilitate learning, increase students' self-determined levels, and promote intrinsic motivation towards learning, engagement and success. On the other hand, controlled teacher behaviours have detrimental effects on students' self determination, perceived competence, and proficiency in learning, and

motivate students externally for learning. Therefore, considering positive outcomes of autonomy-supportive behaviours in the education context would develop teaching practices.

Considering these facts, in English speaking classrooms where many deficiencies exist about enhancing speaking skill such as little exposure to target language, students' lack of motivation and interest towards language, limited number of teachers, etc. it would be helpful to fortify the weakest link in the chain of foreign language learning, speaking skill with appropriate activities which can motivate students intrinsically and raise their autonomy levels. As aforementioned in the description of the motivation theory Self-determination, increasing students' mastery goal orientations helps students to overcome some of these deficiencies and one of the best ways of increasing students' intrinsic regularity styles is to create environments where students' can be intrinsically motivated and autonomous learners. Therefore at least some of the problems deriving from the language learners' self can be lessened in some degree, and speaking proficiency can be increased.

2.6. Conclusion

In this chapter, relevant literature related to the purpose of study and research questions were presented in a logical order. Therefore, three main divisions were mentioned: speaking skill, language motivation especially SDT, and autonomy. Their relations which each other were mentioned and the positive effects of autonomy-supportive contexts and behaviours on students' academic achievements were stated. In sum, it is concluded that to enhance students' oral language skills, intrinsic motivational resources and autonomy have great importance. Therefore teachers should focus on how to create an autonomy-supportive climate to enhance students' engagement, intrinsic motivation and autonomy.

In light of this literature review in the following chapter research methodology aiming at answering the research questions mentioned in the first chapter will be presented.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This study aims to find out motivational patterns of pre-service EFL teachers in English speaking courses and their teachers' autonomy support in the learning climate within the framework of SDT. In order to answer the research questions, both quantitative and qualitative research methods were adopted in this study.

For gathering quantitative data, students were asked to fill in a questionnaire including demographic questions and scales related to their speaking courses. The qualitative data in this study were gathered via interviews made with some participants.

Before the data collection procedures, written permission from Faculty administrators (see Appendix - A) was requested, and also it was stated to participants that participation in the study was completely voluntary.

3.2. Research Methodology of Quantitative Study

In this part, participants who filled in the questionnaires, quantitative data collection instruments, data collection procedure and analysis of quantitative data will be discussed.

3.2.1. Participants

The participants of this study comprise of a total number of 142 students at Ataturk University, English Language Teaching Department in Turkey. These students are enrolled in the ELT department's preparatory and first grades. All of the students have taken lessons related to speaking courses in the department. The detailed demographic information of the students are as follows:

Table 3.1.
Demographic Information Related to Participants' Gender, Grade and Day/ Evening Class.

	N	%
Gender		
Male	40	28,2
Female	102	71,8
Grade		
Preparatory	38 (12 M, 26 F)	26,8
First	104 (28 M, 76 F)	73,2
Day / Evening		
Day Time	79 (16 Pr, 63 Fi)	55,6
Evening Time	63 (22 Pr, 41 Fi)	44,4
Total	142	100

Not. M: male, F: female, Pr: preparatory class, Fi: first class

As seen above, of the 142 university students, the majority of participants with 71.8 percent were female, and the percentage of male students was 28.2. When considered by the grade type, the sample consisted 38 preparatory and 104 first grade students, and the majority of the participants were female students (preparatory: 26; first: 76) in both grade types. In addition, 79 participants were students of daytime classes and 63 participants were students of evening time classes. First year students' numbers were higher than the number of preparatory class students in both groups according to day/evening types.

The participants' ages ranged from 17 to 29 years of age and mean score of the age was 19.99 ($SD = 2.14$). Participants' age frequency and percentage are shown in the table 3.2.

Table 3.2.
Participants' Age Frequency and Percentage.

Age	N	%
17,00	3	2,1
18,00	35	24,6
19,00	32	22,5
20,00	29	20,4
21,00	17	12,0
22,00	11	7,7
23,00	5	3,5
24,00	3	2,1
25,00	3	2,1
26,00	2	1,4
28,00	1	,7
29,00	1	,7
Total	142	100,0

According to the table, the most stated ages were 18, 19, 20. And 86 participants, in other words 67.5% of them, were between 18-20 years old.

A series of 10 t-tests comparing males and females yielded only one significant difference ($p < 0.05$) between groups. Female are more introjected ($M = 3.82$, $SD = 0.60$) than males ($M = 3.50$, $SD = 0.63$). Because there were few gender differences, male and female participants were combined for the major analysis.

T-tests comparing preparatory and first year students yielded three significant difference ($p < 0.05$) in all analyses. Preparatory class students' mean ($M = 3.76$, $SD = 0.52$) is higher than first grade students' ($M = 3.52$, $SD = 0.45$). Preparatory class students' amotivation level ($M = 1.46$, $SD = 0.58$) is lower than first grade students' mean ($M = 1.73$, $SD = 0.62$). Preparatory class students' climate mean ($M = 3.96$, $SD = 0.45$) is higher than first grade students' mean ($M = 3.96$, $SD = 0.69$). Because preparatory class population is less than first grade students' population, and few grade differences occurred in ten analyses, participants were combined for the major analysis.

A series of 10 t-tests comparing day time and evening time students did not showed any difference between the groups ($p > 0.05$).

Therefore, because there were few differences between groups, all groups were combined for the major analyses (see Appendix - B about t-test results).

3.2.2. Instruments

In this study, participants signed a three-section questionnaire form including demographic questions, scales and a voluntary interview box (see Appendix - C). In the first section, questions related to general information about participants and their speaking scores (e.g. gender, age, grade and their speaking score) exist. Findings related to demographic results were discussed in the participants sub-section. In the second section, there are five different scales respectively Classroom Engagement Scale (CES), Perceived Competence Scale (PCS), Speaking Motivation Scale (SMS), Learning Self-Regulation Questionnaire (SRQ-L), and The Learning Climate Questionnaire (LCQ). In the third section, to gather qualitative data, it is asked participants whether they could do an interview detailing the study.

Five questionnaires completed by the participants include measures of their engagement in speaking activities, perceived competence in speaking English, their motives in carrying out speaking activities given by their speaking teacher, their

regularity styles while participating in activities; and autonomy support of the language teaching climate.

3.2.2.1. Classroom engagement scale (CES)

The first scale is the Classroom Engagement Scale (CES) which has twelve items to find out students' engagement in the English speaking course. The items of the scale were adopted from Academic Engagement Scale for Grade School Students (AES-GS) which has three subscales "Behavioral, Emotional and Cognitive" (Tinio, 2009). In this adopted version, these subscales have not been considered and some slight adaptations on joining the course were applied by the researcher. The scale has items such as: "*I actively participate in speaking class activities, I take down notes during the course, I quit easily when given tasks, etc.*" The scale has two items which needs reversing while calculating the total score. These are item-7 (*I daydream while the teacher lectures*) and item-12 (*I quit easily when given tasks*). Students were asked to grade the scale by using a five-point Likert scale ranging from "*Strongly Disagree (1) to Strongly Agree (5)*".

3.2.2.2. Perceived competence scale (PCS)

The second scale is Perceived Competence Scale (PCS) which is a short, 4-item five- point Likert scale questionnaire. The PCS gives knowledge about participants' feelings of competence about taking a particular college course, participating in an activity regularly, or following through on some commitment. Items of the questionnaire are as follows: "*I feel confident in my ability to learn this material, I am capable of learning the material in this course, I am able to achieve my goals in this course, I feel able to meet the challenge of performing well in this course.*" The scale was used in some studies using SDT in educational domain (e.g. Williams & Deci, 1996; Williams, Freedman & Deci, 1998).

3.2.2.3. Speaking motivation scale (SMS)

The third scale in the survey is Speaking Motivation Scale (SMS). This scale contains items related to students' motives in carrying out the speaking activities (role-play, communication game, discussion, etc. in/out of the classroom) given by their speaking teacher. This scale was adapted from Writing Motivation Scale (WMS), as

there could not be found a scale directly aimed at measuring motivational types from the perspective of SDT. WMS is a 33 item scale which was formed by Yeşilyurt (2008) by investigating the relevant literature on second language teaching and learning.

The SMS composes of 31 items which has three basic sections and six sub-sections. The three basic sections are amotivation, extrinsic motivation (external regulation, interjected regulation, identified regulation) and intrinsic motivation (knowledge, accomplishment, and stimulation).

In this study, compared with the pilot study two items related to amotivation were deleted from the original scale, and the adapted 31- item scale was used and sub-sections of intrinsic motivation were not taken into consideration. In the scale, items 7, 14, 21, and 26 refer to amotivation. The items connected with extrinsic motivation are 1, 2, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24, 27, 28, 29, and 31. Of all 16 extrinsic motivation items, items numbered 1, 8, 15, 22, 27 and 31 have statements about external regulation; 2, 9, 16, 23 and 28 are about introjected regulation; 3, 10, 17, 24 and 29 refer to identified regulation dimension. The other 11 items (4, 5, 6, 11, 12, 13, 18, 19, 20, 25, and 30) refer to intrinsic motivation types.

3.2.2.4. Learning self-regulation questionnaire (SRQ-L)

The fourth scale is Learning Self-Regulation Questionnaire (SRQ-L) which has questions relate to students' reasons for learning in particular settings such as a college or special school course. SRQ-L is designed for older students and has three questions and 12 possible answers about why students engage in learning-related behaviours. In this study, the scale was adapted slightly for an English speaking course and it measures the reasons why the students participate in activities in the course. These three questions are as follow: A- *I will participate actively in English Speaking Courses*, B- *I am likely to follow my teacher's suggestions for studying English Speaking Skill*, and C- *The reason that I will work to expand my knowledge of the English Speaking Course is.*" In addition, each question has four probable answers such as "A-1- *Because I feel like it's a good way to improve my speaking skill and my using of the language*; A-2- *Because others might think badly of me if I didn't, etc.*" In the scale, there are two sub-dimensions: Autonomous Regulation and Controlled Regulation. The scale was used in the studies (Black & Deci, 2000; Williams & Deci, 1996).

In this study, only one dimension of the scale SRQ-L, autonomous regulation (identified regulation or intrinsic motivation) was taken into consideration. Therefore only a five item scale related to autonomous regulation subtracted from the whole scale. By using a 5-point Likert scale, participants answer these three questions.

3.2.2.5. The learning climate scale (LCS)

The last and the fifth scale is The Learning Climate Scale (LCS) which has two types one being a 15- item long version and the other a short form containing 6 items. The questionnaire is generally used to obtain knowledge on a specific learning milieu. With the help of some slight adaptations, the scale can be used to assess a particular lesson, such as the English speaking course or the autonomy support of instructors in general. The scale was used to gather data in some studies (e.g. Black & Deci, 2000; Williams & Deci, 1996; Williams, Saizow, Ross & Deci, 1997; Williams, Wiener, Markakis, Reeve & Deci, 1994).

In this study, the reversed item 13 (*I don't feel very good about the way my teacher talks to me.*) was deleted from the original scale, and 14-item version of the questionnaire which was slightly adapted to a 5-point scale was administered to the respondents. Some of the questionnaire items are as follows: *"I feel that my instructor provides me choices and options, I feel understood by my instructor, I am able to be open with my instructor during class."*

3.2.3. Data collection procedures

The scales were administered to participants in the second month of the autumn semester of the academic year 2010-2011. The participants answered the questionnaire during their English speaking courses. Both in the consent form and during the application process, the participants were informed about anonymity, confidentiality and volunteering by the researcher. During the application, the course teacher did not enter the lesson and only the researcher as a teacher existed in the class to answer the questions on unknown vocabularies and items they could not understand fully as the whole questionnaire was in English. Questions asked by the students on the questionnaire were replied to in Turkish to ease understanding of students. During the whole process, close attention was paid to keeping the environment silent. It took about

half an hour to complete the whole survey for each participant. Minimum completion duration of the survey was observed as 25 minutes and the maximum completion process was 32 minutes. Not to influence other students, finished survey texts were collected immediately. All participants completed the questionnaire voluntarily.

In addition, before administering the whole survey to students, a pilot study was conducted with 20 preparatory and 20 first grade EFL university students to examine the alpha reliabilities of the scales and to detect the problematical items in the scales. In the reliability analyses of the scales, Cronbach Alphas were found respectively in scales as 0.81 in Classroom Engagement Scale; 0.75 in Perceived Competence Scale; 0.60 in amotivation dimension, 0.84 in extrinsic dimension and 0.85 in intrinsic dimension of Speaking Motivation Scale; 0.77 in autonomous regulation dimension of Learning Self-Regulation Questionnaire; and 0.90 in the Learning Climate Scale. Therefore, two items in amotivation dimension of Speaking Motivation Scale were revised before the main study. In spite of the revision of these two items in the scale, these two items were subtracted from the whole survey as they contributed a little to the alpha reliabilities in formal study, and the new version of the scales was evaluated for the study. In addition, considering the “Cronbach’s Alpha if Item Deleted Value” the item 13 was subtracted from the LCS.

3.2.4. Data analysis

The data analyses of the questionnaires were computed by the programme of statistical data analysis SPSS (statistical package for social sciences) version 17.00, and the analyses contain three sections.

In the first part, there is general information about participants such as their gender, age, grade and their school enrolment in day or evening classes. Answers to the demographic questions were tabulated to find out their percentages, mean and frequencies about the participants.

In the second part, there are five scales assessing different features related to the speaking course. All the scales’ items were evaluated via a 5-point Likert scale (e.g. 5 = “strongly agree”, 4 = “agree”, 3 = “moderately agree”, 2 = “disagree”, 1 = “strongly disagree”). The first scale was CES. The CES value was obtained by calculating the mean of values of the 12 items in the scale. Before averaging, the values of negative-

worded items 7 and 12 were reversed (i.e., subtract the score on item 7 from 6 and use the result as the item score for this item-for example, the score of 2, when reversed would become 4). Then the mean score of items was calculated. The second scale was PCS. In the evaluation of the PCS process, participants' scores on the PCS were individually calculated by calculating his or her responses on the four items. The third scale was SMS. SMS had three dimension and six sub-sections. Each item related to main and sub-dimensions was evaluated by averaging the scores of related items and there were no reversed items in the whole scale. The fourth one was SRQ-L. This scale had one dimension which evaluates autonomous regulation. Assessment was made by calculating the average score of the five items' scores. The last one was LCQ and by averaging all items, the mean score was calculated.

In the third section, participants were asked in the voluntary interview with the researcher for detailed information about the study. If the participant wanted to have an interview, he marked the Yes box; if not, they checked the No box. Information on the voluntarily interview was calculated by adding the numbers.

3.3. Research Methodology of Qualitative Study

In this part, participants who were interviewed, qualitative data collection instruments, data collection procedure and analysis of qualitative data will be discussed.

3.3.1. Participants

Participants from whom qualitative data was collected consisted of 7 students chosen from both preparatory and first class students. Four of them were female and the rest were male. Participants of the interview were determined in two procedures. In the first procedure, some of the participants were determined by considering the questionnaire's last section "Voluntary Interview". In this section, participants were asked whether they wanted to discuss the topic in a detailed way with the researcher. Of all 142 participants, 59 students said "Yes" to the question. To choose the interview participants, these students' CES and SMS' means were analyzed and 5 were chosen to have an interview. The CES' means of the chosen participants varied between 4.83 and 2.83. SMS has three main sections, and these sections were taken into consideration considered in participant selection procedure. The participants' amotivation means were

between 1.00 and 2.75, and as amotivation is negatively correlated with intrinsic motivation, low means imply high intrinsic motivation. Their extrinsic means were between 2.50 and 4.69, and their intrinsic means were between 2.91- 5.00. As these 59 participants got relatively high means from the scales CES, and SMS (from three main sections), their engagement, perceived competence and intrinsic motivation levels were high. Therefore, via the second procedure two students who had low course engagement, low grades and low motivation levels were determined by talking to the course teachers.

3.3.2. Interview questions

To gather qualitative data on the research questions, participants responded to 7 open-ended questions (see Appendix- D) prepared by the researcher, and their oral answers were audio-recorded. The first three questions concerned the importance of speaking in the Turkish education system, their self-assessment of English speaking skills and the rank of speaking among the four basic language skills. The rest were four open-ended questions mostly related to their speaking courses in the ELT department. These were respectively about the reasons for their engagement in the course and activities, examples of speaking activities in the course, autonomy support from the instructor and their suggestions on enhancing speaking skills and promoting engagement in speaking activities during class.

3.3.3. Interview procedure

Before the interview, participants were assured full anonymity on interview and told about the recording of their speech. They were interviewed in one-on-one meetings with the researcher held in Turkish in the private rooms at the department. Approximate interview time line was between 11-18 minutes. The mean length of time was 15 minutes 16 seconds (00:15:16).

3.3.4. Analysis of student interviews

After the transcription of interview recordings, students' responses were translated into English, and descriptive analyses of the students' responses to seven open-ended questions were conducted. The first two questions were in Yes/ No question type. The third question was categorized according to four basic language skills. The

other 4 questions were investigated according to controlled and autonomous dimensions. By considering these categories students' answers were evaluated and the qualitative data of the research were strengthened with citations.

3.4. Conclusion

In this chapter, the research methodology of the present study was described. As the study contains both qualitative and quantitative data related to the research questions, it is correlational and qualitative. Therefore participants, instruments, data collection procedures and analysis procedures were explained separately. In the following chapter, the analysis of qualitative and quantitative data will be explained in detail.

CHAPTER 4

4. RESULTS

4.1. Introduction

In this chapter, research results on quantitative and qualitative data will be presented and research questions will be answered and explained in great detail.

4.2. Analysis of Quantitative Data

This part describes the results of the preliminary analyses of five different scales and major analysis related to research questions. These scales measure students' engagement in the course, perceived competence, their motivational resources and their autonomy support in English speaking course. As the groups were combined, scales' relations with gender, grade and education type will not be considered in both preliminary analysis and major analysis (see Appendix - B about t-test results).

4.2.1. Preliminary analysis of five scales

The instruments including the Classroom Engagement Scale (CES), Perceived Competence Scale (PCS), Speaking Motivation Scale (SMS), Learning Self-Regulation Questionnaire (SRQ-L), The Learning Climate Questionnaire (LCQ) used to collect quantitative data were described in the previous chapter in a detailed way. The purpose of this section is to describe some of the psychometric characteristics of the measures used in this sample one by one.

4.2.1.1. Findings related to the CES

The first scale of the questionnaire form is the CES. It shows students' thoughts on their academic engagement in their English speaking course. The scale contains 12 items two (items 1 and 8) of which are negative worded, the scores of these two negative items were reversed to calculate a mean score. The Cronbach alpha index of internal consistency for the scale was calculated as 0.73 and the mean score of the scale was computed 3.58 ($SD = 0.48$). The higher mean score means greater engagement in the course. A summary of the items statistics are shown in Table 4.1 as follows:

Table 4.1
Descriptive Statistics Containing Min, Max, Sd Related to CES

	N	Min.	Max.	Mean	Sd
Engagement-1*	142	1,00	5,00	3,38	1,08
Engagement -2	142	1,00	5,00	3,67	1,04
Engagement -3	142	1,00	5,00	3,32	,90
Engagement -4	142	1,00	5,00	3,81	,95
Engagement -5	142	1,00	5,00	3,83	,85
Engagement -6	142	1,00	5,00	3,59	,96
Engagement -7	142	1,00	5,00	3,62	1,01
Engagement -8*	142	1,00	5,00	3,25	1,00
Engagement -9	142	1,00	5,00	3,26	1,00
Engagement -10	142	1,00	5,00	4,12	,87
Engagement -11	142	1,00	5,00	3,61	,81
Engagement -12	142	1,00	5,00	3,44	1,02
Valid N	142				

Not. * Reversed item

As can be seen from the table 4.1, of all 12 items in the scale, the highest scored item is 10- *I learn a lot from my school*- with a mean 4.01 ($SD = 0.87$) and from the rest 11 items, 8 and 9 were the ones with which students agreed least.

In sum, it can be said that participants' thoughts on classroom engagement were in positive side ($M = 3.58$) and they are moderately agreed with the scale items and they try to participate in classroom activities.

4.2.1.2. Findings related to the PCS

PCS scale has 4 items which aim at identifying students' self-perceived competence in English speaking course. As the scale has no reversed items, calculation of the scale was made by taking the mean of 4 items' responses. The mean score was calculated as 3.41 ($SD = 0.64$). The descriptive statistics containing minimum, maximum scores, mean and standard deviation are shown in Table 4.2

Table 4.2.
Descriptive Statistics Containing Min, Max, Sd Related to PCS

	N	Min.	Max.	Mean	Sd
Competence-1	142	1,00	5,00	3,14	,96
Competence -2	142	1,00	5,00	3,37	,81
Competence -3	142	1,00	5,00	3,56	,79
Competence -4	142	1,00	5,00	3,55	,80
Valid N	142				

All items in the scale have approximate scores with each other ($\alpha = 0.75$). As general, when considered the highest possible mean from the scale as 5.0, the mean score (3.41) of PCS is acceptable high. Students perceive themselves moderately competent towards speaking English in their language course.

4.2.1.3. Findings related to the SMS

SMS is the questionnaire which assesses participants' motivational profiles according the framework of SDT. The scale has 31 items and it consist of three main sections and three sub-sections of extrinsic motivation. The Cronbach alphas of the three main motivation types relatively were 0.71, 0.81, and 0.87. Sub-regulation types of extrinsic motivation yielded alphas below .70, but it may not be adequate to support high reliability values with a small number of items (Vallerand, Fortier & Guay, 1997). Items related to these three sections, Cronbach alphas of the types and sub-dimensions of the extrinsic motivation are shown in Table 4.3.

Table 4.3.
Motivation Subtypes, Related Items, Total Number Items and Mean Scores of Each Dimension about SMS

Motivation Subtypes	Items	N	Mean	α	Sd
1. Amotivation	7, 14, 21, and 26	4	1.66	.71	.62
2. Extrinsic Motivation	1,2,3, 8, 9, 10, 15, 16, 17, 22, 23, 24, 27, 28, 29, and 31	16	3.54	.81	.50
▪ External Regulation	1, 8, 15, 22, 27, and 31	6	3.02	.53	.60
▪ Introjected Regulation	2, 9 16, 23, and 28	5	3.73	.59	.62
▪ Identified Regulation	3, 10, 17, 24, and 29	5	3.97	.64	.54
3. Intrinsic Motivation	5, 6, 7, 11, 12, 13, 18, 19, 20, 25, and 30	11	4.09	.87	.55

Table 4.3 shows that there is a tendency from lowest to highest in mean scores which is similar with Self-determination motivation continuum. Amotivation has the lowest score ($M = 1.66$) and intrinsic motivation has the highest score ($M = 4.09$). Students as a group are agree with the items in an order from the least agreement to highest agreement respectively amotivation, external regulation, introjected regulation, identified regulation and intrinsic motivation. Students' mean scores also indicate that

they generally strongly disagree with amotivation items; moderately agree with external regulation items; and agree with introjected, identified regulation and intrinsic motivation items.

The highest and the lowest scored items of each sub-dimension in the SMS were shown in Table 4.4.

Table 4.4.
The Highest and the Lowest Scored Items of Motivation Subtypes

	N	Min.	Max.	Mean	Sd
Amotivation- 7	142	1,00	5,00	1,77	,77
Amotivation- 21	142	1,00	5,00	1,44	,82
External regulation- 8	142	1,00	5,00	3,44	1,07
External regulation- 22	142	1,00	5,00	2,33	1,06
Introjected regulation- 2	142	1,00	5,00	4,49	,78
Introjected regulation- 16	142	1,00	5,00	2,73	1,12
Identified regulation- 10	142	1,00	5,00	4,37	,68
Identified regulation- 17	142	1,00	5,00	4,13	,80
Intrinsic motivation- 6	142	2,00	5,00	4,23	,82
Intrinsic motivation- 20	142	1,00	5,00	3,88	,87
Valid N	142				

According to Table 4.4, items 2, 6, 7, 8 and 10 have the highest mean scores and the items 16, 17, 20, 21 and 22 have the lowest mean scores in their own categories. Items 2, 6 and 10 have high mean scores in their own groups and students generally agree with the thoughts “2-*Because it is absolutely necessary to do speaking activities if one wants to be successful in language learning; 10-Because I want to get better at speaking or, at least, keep my current skill level; 6-Because I like speaking in English.*”

4.2.1.4. Findings related to the SRQ-L

SRQ-L has 5 items related to students’ reasons for participating in English speaking course and it has one dimension termed autonomous regulation. Higher mean score indicates greater autonomous regulation. In this study, the Cronbach Alpha of the scale was found 0.75 and the mean was computed 4.15 ($SD = 0.56$). Given that the theoretical range was from 1.00 to 5.00, the mean score indicates that this group is strongly autonomously regulated. The average minimum, maximum scores and standard deviations are shown in Table 4.5.

Table 4.5.
Descriptive Statistics Containing Min, Max, Sd Related to SRQ-L

	N	Min.	Max.	Mean	Sd
Regulation-1	142	1,00	5,00	4,28	,78
Regulation-2	142	2,00	5,00	4,35	,70
Regulation-3	142	1,00	5,00	3,99	,91
Regulation-4	142	1,00	5,00	4,04	,79
Regulation-5	142	2,00	5,00	4,09	,76
Valid N	142				

As seen from the table, all of the items have high mean scores. Students participate actively in English speaking course for autonomous reasons such as their intellectual growth, thinking as it is a good way to improve their speaking, etc.

4.2.1.5. Findings related to LCS

LCS is used to gather knowledge on learning climate of a specific course context. It contains 14 items which are related to the instructor. In this study, the Cronbach Alpha of the scale was found 0.89 and the mean was computed 3.77 ($SD = 0.51$). Descriptive statistics related to the questionnaire which contain means, minimum and maximum scores and standard deviations are shown in the Table 4.6 below.

Table 4.6.
Descriptive Statistics Containing Min, Max, Sd Related to LCS

	N	Min.	Max.	Mean	Sd
Climate-1	142	1,00	5,00	3,73	,76
Climate-2	142	2,00	5,00	3,76	,82
Climate-3	142	1,00	5,00	3,61	,89
Climate-4	142	1,00	5,00	3,71	,78
Climate-5	142	2,00	5,00	3,69	,68
Climate-6	142	2,00	5,00	3,75	,78
Climate-7	142	1,00	5,00	3,80	,76
Climate-8	142	2,00	5,00	3,91	,76
Climate-9	142	2,00	5,00	4,04	,72
Climate-10	142	1,00	5,00	3,86	,76
Climate-11	142	1,00	5,00	3,72	,87
Climate-12	142	2,00	5,00	3,92	,77
Climate-13	142	2,00	5,00	3,69	,71
Climate-14	142	1,00	5,00	3,54	,94
Valid N	142				

According to Table 4.6, there is not much difference between items' means (e.g. the highest $M = 4.04$ and the lowest $M = 3.54$). In general, it can be said that students generally perceive their learning environment as autonomy supportive.

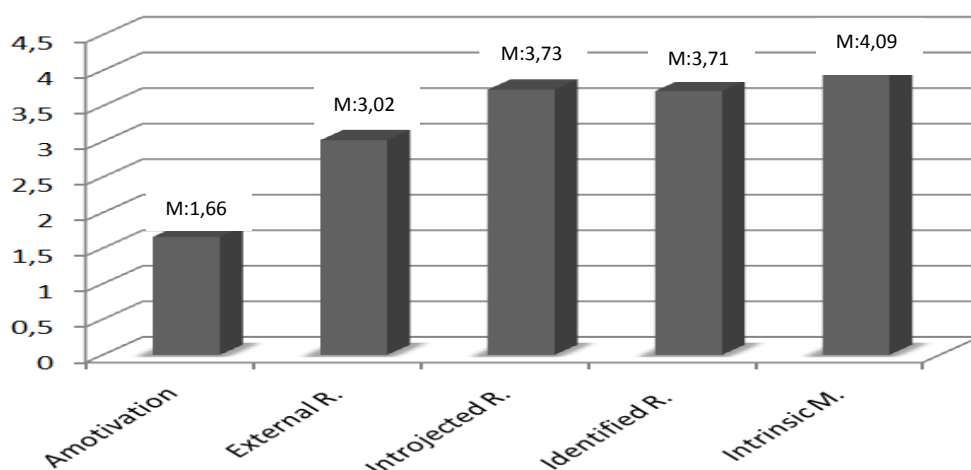
4.2.2. Major analysis of the study

In this section, major analyses which seek answers to research questions will be presented in one by one.

In order to answer the first research question "*What are the motivational orientations of Turkish EFL students with regards to speaking English?*", each mean of the subscales of SMS will interpreted and their correlations with each others will be explained. Then, to answer the second research question "*How do Turkish EFL learners' motivational orientations relate to perception of competence and autonomy, learning climate and engagement?*", bivariate correlations of these scales with each others will be computed. Finally the hypothesized path analysis seeking answer the third research question "*How do Autonomy Supportive or Suppressive learning climates affect students' classroom engagement through the mediators, self-competence, autonomous regulation, and self determined levels?*" will be tested.

4.2.2.1. Turkish EFL students' motivational orientations and correlation analysis of SMS

As aforementioned in the analysis of SMS in the preliminary analyses section (see especially Table 4.3) and also seen in Graphic 4.1, EFL learners' replies about motivational orientations are generally consistent with Self-determination motivation continuum by being in a range from lowest to highest in mean scores.



Graphic 4.1. Bar diagram on motivational orientations

Students as a group least agree with the items about amotivation, which shows that they are motivated to learn English speaking either extrinsically or intrinsically. Students' answers indicate that EFL learners moderately agree with the items about external regulation. Then they have common ideas about introjected, identified regulation and intrinsic motivation items. Introjected regulation's mean is slightly higher than identified regulation mean (introjected: 3, 73; identified: 3, 71). Intrinsic motivation has the highest mean score and students as a group agree with the items and they believe in that they are learning to speak English for intrinsic reasons such as personal satisfaction and interests.

In order to determine how well the indices of the motivation subtypes and reflect the self-determination motivation continuum, the indices were intercorrelated. Table 4.7 shows the relation between sub-dimensions of SMS.

Table 4.7.
Subscale Means, Sd and Inter-correlations among the Subscale Means

Subscales	Subscales						
	M	SD	1	2	3	4	5
1-Amotivation	1,66	,62	1				
2-External Regulation	3,02	,60	,05	1			
3-Introjected Regulation	3,73	,62	-,18*	,62**	1		
4-Identified Regulation	3,71	,54	-,35**	,51**	,64**	1	
5-Intrinsic Motivation	4,09	,55	-,54**	,26**	,48**	,63**	1

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

Table 4.7 indicates that correlations are consisted with a Guttman Simplex Pattern; in other words, the scales that are conceptually closer (e.g. introjected regulation + identified regulation) were more highly correlated than those that are conceptually more distant (e.g. external regulation + intrinsic motivation). Scales that are opposites (e.g. amotivation + intrinsic motivation) are negatively correlated (Ryan & Connell, 1989).

4.2.2.2. Correlations among EFL learners' motivational orientations and other scales, perceived competence, autonomous regulation, learning climate and engagement

Bivariate correlations among motivation subtypes (SMS) and perceived competence (PCS), autonomous regulation (SRQ-L), learning climate (LCS), and engagement (CES) are shown in Table 4.8.

Table 4.8.

Bivariate-correlations among Motivation Subtypes and PCS, SRQ-L, LCS, CES

	Competence	Autonomous	Learning Climate	Engagement
1-Amotivation	-,37**	-,50**	-,26**	-,41**
2-External Regulation	,07	,28**	,19*	,12
3-Introjected Regulation	,13	,52**	,30**	,25**
4-Identified Regulation	,37**	,62**	,34**	,56**
5-Intrinsic Motivation	,50**	,66**	,46**	,51**

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

According table, amotivation is significantly negatively correlated with other variables ($p < .01$). External regulation is significantly and positively correlated with autonomous regulation and correlated with learning climate. Introjected regulation is positively correlated with autonomous regulation learning climate and engagement. Identified regulation and intrinsic motivation are positively correlated with all dimensions ($p < .01$). The magnitude of the correlations generally increases as the orientation becomes more self-determined.

In sum, identified regulation and intrinsic motivation are more significant than the other motivation subtypes in determining perceived competence, autonomous regulation, learning climate and student engagement.

In order to create a composite index of the motivational orientations and to determine how students are self-determined, the motivation subtypes, external,

introjected, identified, and intrinsic were combined to form Relative Autonomy Index (RAI). As amotivation assesses not being motivated, it is not included in the calculation the RAI. In forming the RAI, the external subscale is weighted -2, the introjected subscale is weighted -1, the identified subscale is weighted +1, and the intrinsic subscale is weighted +2. In other words, the controlled subscales are weighted negatively, and the autonomous subscales are weighted positively. The formula taken from SDT's official website (<http://www.psych.rochester.edu/SDT/>) is below:

$$2 \times \text{Intrinsic} + \text{Identified} - \text{Introjected} - 2 \times \text{External}$$

After computing RAI value ($M = 2.11$ $SD = 1.61$), its correlation with amotivation, competence, autonomous regulation, learning climate and engagement dimensions were analysed. Findings related to bivariate correlations are shown in Table 4.9.

Table 4.9.

Bivariate-correlations among RAI, Amotivation and Other Scales

	Amotivation	Competence	Autonomous	Learning Climate	Engagement
1-RAI	-.46**	.37**	.25**	.17*	.35**

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

As shown Table 4.9, RAI is significantly negatively correlated with amotivation ($p < .01$), significantly positively correlated with competence, autonomous regulation and engagement ($p < .01$), and positively correlated with learning climate ($p < .05$). This pattern corresponds with the motivational complex pattern presented in the Table 4.8 and thus we can conclude that the RAI validity summarizes the motivational orientations.

4.2.2.3. Hypothesized path analysis about the effects of learning climates' being perceived as autonomy supportive or suppressive on other variables

As summarized in the chapter two, the relevant literature indicates that autonomy-supportive or controlled environments affects learners' perceived competence, and autonomous regularity styles, which in turn predict learners' self-determined levels and in turn classroom engagement. In order to test this assumption, a hypothesized path model is presented in the Figure 4.1.

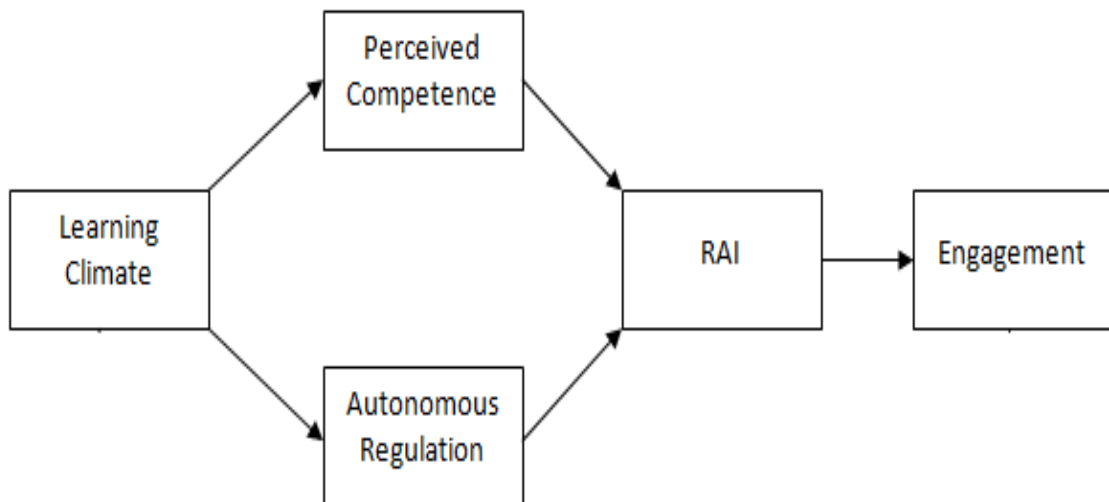
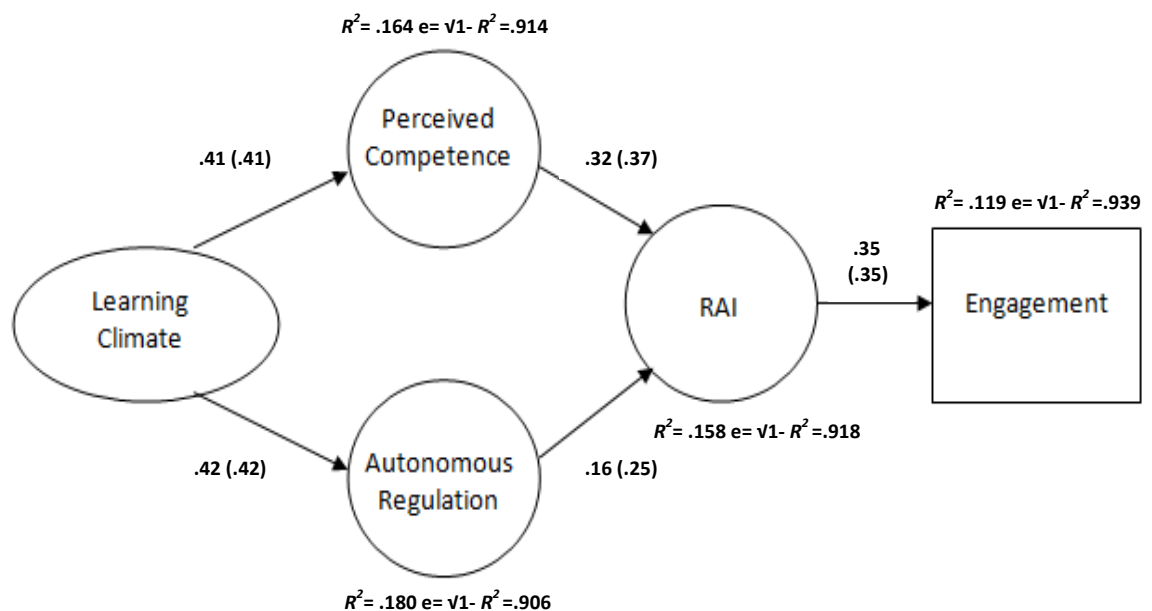


Figure 4.1. Hypothesized path analysis model

To test the fit between data and the path analysis, a series of multiple regression analyses were conducted following the standard techniques for conducting a path analysis (Reeve et al., 2004; Vallerand, Fortier & Guay, 1997). Firstly a general model full model was tested to see the unhypothesized the direct and direct relations (see Appendix - E), then reduced version showing the relations in the hypothesized model was shown in Figure 4.2.



Not. Values in parentheses are correlation coefficients.

Figure 4.2. Final path model

According to Figure 4.2, mediators, perceived competence and autonomous regulation are significantly correlated with the exogenous variable, learning climates' being perceived as autonomy supportive, values are namely as follows $F(1, 140) = 27.43, p < .001, R^2 = .16$; $F(1, 140) = 30.73, p < .001, R^2 = .18$.

The mediators' total effect over the dependent variable, self-determined level of students (RAI) is significantly positively correlated with each others, $F(2, 139) = 13.09, p < .001, R^2 = .16$.

The dependent variable, learners' engagement is significantly positively correlated with the predictor variable, RAI $F(1, 140) = 20.12, R^2 = .12$ in the regression model beyond the .01 level.

The final path model does not include a direct path between learning climate and engagement. The literature accepts the idea that teachers' autonomy supportive versus controlling behaviours have effects on students' classroom engagement, but the effects are mediated some predictors such as perceived competence, autonomy, self determined level, etc.

Figure 4.2 shows that autonomy support of teacher is associated with students' classroom engagement by influencing the mediators, students' perceived competence, autonomous regulation and their self determined motivation level. In addition, in spite of the indices shows that hypothesised model fits and supports the hypothesis, the model could not cover the whole group totally ($R^2 = .49$) and it needs reformation.

4.3. Analysis of Qualitative Data

In this section, findings related to qualitative data will be presented. Qualitative methodology, instruments, participants and procedure were described in a detailed way in the previous chapter.

Qualitative data were analyzed in two main parts. The first part focuses on students' thoughts about importance of speaking in the Turkish education system, their self-assessment on English speaking skills and the placement of speaking in the four basic language skills. The second part is about their reasons for participating in the course and activities, examples of speaking activities in the course, autonomy support

from their instructor and their suggestions for enhancing speaking skills and promoting engagement in speaking activities in the class.

It is noteworthy that interviews were in Turkish and transcripts of recordings were translated into English later. In the presentation of students' quotation and interpretations, the participants were labelled as Subject 1 (S1) to Subject 7 (S7).

4.3.1. Students' thoughts on teaching speaking in Turkey, self-assessment on their English speaking ability and the placement of speaking in four basic language skills

To understand students and be conscious about students' prior experiences, students were asked three questions about speaking ability.

The first question (*Do you think instruction on English speaking ability in Turkish education system is satisfactory or not?*), it was aimed to learn students' beliefs on teaching speaking in Turkey in a general perspective and reasons of their beliefs.

The second question (*Do you believe that you are competent in English speaking ability or not?*) let students make a self-evaluation on their speaking ability. Quantitative categorized results of the first two questions are shown in Table 4.10.

Table 4.10.
Frequencies and Percentages on Q1 an Q2

Questions	Beliefs	N	%
Q1-General Beliefs on Speaking Education	Adequate	0	0
	Inadequate	7	100
Q2-Self-evaluation on Their Speaking Ability	Adequate	0	0
	Inadequate	7	100

All of the interviewees (N = 7) believe that teaching speaking in Turkey is generally inadequate. They agree with the idea that in primary and high schools, speaking English is ignored, and they were not given any formal education until entering university. Some of the student reasons for why they thought that are presented below:

"... I do not think there are lots of people speaking English adequately in Turkey. When we think the people who can speak English in good way, these people

mostly are those who have a special interest to foreign language or received private tuition...In my opinion, a person who graduated from a high school should at least speak English at a basic communication level, but this education can be supported only in English based high schools. In addition, not using the language outside of the classroom is main obstacle, so the chance of practicing language is limited to classroom environment.”S1

“Instruction and practice activities about speaking ability are taught in university degrees. Instruction on speaking skill is almost non-existent in primary and high school years. Paper-examination based education decreases the importance of English speaking ability in education system. When I think of my own education process, many of my English teachers were from other departments and even the teacher did not believe in the importance of speaking.”S2

“English education mainly focuses on writing grammar rules many times or memorizing the speaking dialogs for oral examinations. It is not easy to define the whole education, but I can say that good education is not given to students until they enter universities.” S3

While stating their ideas on this issue, most of the students complain about paper-based examinations and see them as big barriers to developing speaking skills. Formal examinations only evaluate students’ reading comprehension, vocabulary knowledge, and English knowledge in the form of answering multiple choice questions. In formal education institutes, speaking skill is often disregarded.

Emphasizing the negative effects of paper-based examination in teaching English, S4 said “... *Every year students are taught same topics and same grammar rules. English is mostly related with grammar knowledge.*

Students have negative thoughts about teaching speaking in Turkey and mentioned about several problems such as out-branch teachers, strict curricula, teaching same topics and grammar rules repeatedly, paper-based examinations, little chance to practice, etc. These students think that teaching speaking is the main aim of only university education.

None of the students defined themselves as competent in English speaking when they made self-assessment on whether they feel competent or not in speaking English (Q2). On the other hand few students (S7 and S1) added that they were good at speaking when compared to most of students in their classes. Some of the student comments on the second question are as follows:

“...Though it is expected that my speaking ability is high, my speaking skill is at beginner level, and I do not think that I am competent now.” S5

Another student (S3) said that *“I feel my ability is inadequate. I watch foreign movies, read and listen in foreign language, but practice is really a different thing.”*

“I am not good at speaking the language, but when I compare myself with classmates, my ability is more advanced than theirs. There are many shy students in the class, their lack of participation in the course strengthens my talk time in the class.” S7

Students believe that their levels are low. Some of students' beliefs are described below:

“... Gaining speaking fluency needs time. As I was not taught speaking skill in my primary and high school years, I need time. I have been taking a speaking course for only two years in my department and I came to university without a good level of preparedness, I think two-year period is not enough to gain the ability.”S4

S2 said that *“I started to practice English only at the university and this is too early to get fluency.”*

S6 emphasizes how affective factors influence speaking ability and said that *“...There are some factors which originate from the self such as inhibition, being afraid of making mistake, etc. To overcome these negative thoughts, we need time.”*

Although students express themselves as incompetent in English speaking, all of them are optimistic that they will gain competence during the university.

On this issue S3 said that *“I am in the first grade and there are years ahead of me, therefore I think I will have gained a good knowledge when I graduate from the university.”*

In general, in spite of feeling incompetent, these students are hopeful that they will progress and gain fluency in speaking in the future. Although they are not satisfied with their speaking English levels due to prior negative experiences in their former education periods now, they mostly believe that speaking develops with practicing, and they need time to progress.

The third question (*Of all four language skills (listening, speaking, writing and reading), in which order do you put the importance of speaking skill in language learning, and why?*) was asked to learn students' thoughts on the importance of speaking ability in English education. The frequencies and percentages are shown in the Table 4.11.

Table 4.11.
Frequencies and Percentages on Q3

Question	Place	N	%*
Q3-Placement of Speaking in Four Basic Language Skills	1.	4	57,12
	2.	1	14,28
	3.	0	0
	4.	2	28,56

Not. *Values do not add to 100 % due to rounding.

Students' opinions on the third question are diverse. Four students put the speaking ability in first order. And two of them put it to the last order and one said that it can be in the second order. Some of the reasons of their thoughts are as follows:

"... In my opinion, to know English means being able to speak that language fluently, so it is the most significant one." S5

"I think speaking ability covers other skills and speaking the language is the sign of our English knowledge. Speaking shows the degree of a persons' education level." S4

"... In my opinion, a good level of speaking ability comes first. In our daily lives, I estimate that nearly 90 percent of our communication takes place by speaking. Mostly we transfer our ideas with utterances and we have not time to express our ideas with speaking in conversation." S1

S3 and S7 have common ideas on the importance of speaking skill. They believe in the idea that no one can speak the language without having the other three skills and added that listening, reading and writing are more important than learning speaking from the view of accurate communication.

S2 believes that writing comes before the speaking ability and said *“I do not believe that one can speak English without having good knowledge on writing and grammar.”*

In addition to these reasons, students believing that speaking skill should be the main goal of language education agree with the idea that language means oral communication. On this issue S6 said that *“...When you think foreign language at communication level, speaking skill is more important than the other skills. Knowing a language does not mean having a diploma or entering a university, it means using language practically in daily life.”*

Of course it is not easy to divide four language skills and think of them separate. But this question only aims to highlight pre-service teachers' ideas on teaching speaking, because contemporary language teaching approaches put emphasis on communicative oriented language classrooms. These approaches aim to teach English by enhancing students' ability to speak.

4.3.2. Students' thoughts on reasons of participation, speaking activities, autonomy support of environment and how to promote their engagement

The second part of the interview consists of students' reasons for engagement in speaking course and activities in the department, examples of speaking activities in the course, the perceived autonomy support from their instructors, and students' suggestions on enhancing speaking skills and promoting engagement in speaking activities in the class. Questions 4, 5, 6 and 7 were analyzed within the framework of controlled and autonomous perspectives. By considering these categories, students' answers were evaluated and the qualitative data were strengthened with students' quotation.

The fourth question *“Why do you participate in English speaking course activities in your class?”* aims to learn students' reasons of participation and their

motivation resources. 7 participants gave answers to the question and talked about their reasons. During the interview, students added sometimes more than one reason, and told a few reasons about their participation at the same time. In determining whether their reasons are autonomously regulated or controlled regulated, the most frequently stated reasons were taken into consideration. Participants' answers were as below:

"I want to improve myself. This course is an opportunity for me to exercise English speaking, because teacher can correct my speech. In addition, I want to show my success in the class and I try to speak in the course no matter I make mistakes." S1

"... Attending this course is an examination because we are getting marks. To gain self-esteem and to prove myself to my classmates and my class, I engage in activities." S2

"In my opinion, participation is not a process of only assessing behaviours, it is a psychological situation. I feel I am not good at speaking, and I will be a teacher in the future, so my aim is to help others. That is why I try to engage in the course." S3

"I believe that English speaking is very important for my personal development, and this course is a good chance to practice." S4

"The speaking course is an opportunity to gain fluency in speaking. I do not want to miss this chance." S5

"To learn something which I can use practically, I try to participate in the course for my own purpose; I do not care about an attendance checklist or other requirements." S6

"I have to attend this class, because here is a good environment to practice, there is not any other place. If I do not come to class, I will lose the ability to use the language." S7

As seen from students' quotations, some of the participants attend classroom activities for controlled reasons such as impressing others, showing success to his/ her environment, getting marks, or having no other alternative. On the other hand, other participants think that this is a good chance to practice and gain fluency in English

speaking and they participate in activities with their own purpose and personal development.

The fifth question *“What are the English speaking course activities in your department?”* was asked to get knowledge on speaking course activities in the department. Participants talked about their classroom activities in their department. Although classroom activities look similar, there are some differences in activities according to grade types. The main reasons of the difference are students’ English proficiency levels and use of textbooks. As preparatory class students are newly enrolled in the university and have less exposure to the target language than first grade students, their instructor generally pays much attention to phonetic and accuracy activities much. First grade instructors focus on both fluency and accuracy activities and pays attention mostly to presentation activity, there is a difference between the applications of activities in grades. In addition, preparatory class students’ use of a course book limited classroom activities as most of the activities are predetermined ones and they have to follow them during the course. Students complained about this issue and the use of a course book will be mentioned in the analyses of the seventh question *“Which activities can be done in the classroom for becoming better motivated, promoting your engagement in the course and gaining proficiency in speaking ability?”*. Some of the classroom activities suggested according to grade types are as follows.

- Preparatory classroom activities are Phonetic exercises, Brainstorming activities, Dialog reading- memorization, Role-play exercise, Summarizing tests and Listening.
- First grade activities are PowerPoint lecture exercise, Presentation activities, Question drills, Discussion, Question-answer method, Aloud reading, Drama, Group discussion, Peer teaching-evaluation, Peer correction.

All these activities are aimed at enhancing students’ communicative competence and proficiency in English speaking. So it can be said that speaking course activities in the department aim to enhance students’ making activities on their own and within the group and to enhance students’ participation level in the course in spite of some deficiencies deriving from language levels and course book use.

The sixth question “*What do you think about your instructor’s autonomy support in the course?*” analyse students’ views on course teachers’ autonomy support or controlled motivational types. All of 7 participants have an agreement that their course teachers support their autonomy levels. Some of the students’ thoughts are as below:

“My course teacher supports my autonomy. I try to come to course prepared...I have a good knowledge level in my class, and my instructors and my classroom environment have a huge effect on my perceiving myself to be good.” S1

“... My instructor gives assignments and makes us aware about our progress. He makes me feel that I am developing... He is aware of each student’s progress and weak sides, so that helps our progress.” S5

“The course teacher supports my autonomy in the class. In our class, everything depends on being volunteers and there is no obligation to participate in the course....When my teacher is pleased with a situation, he reflects his thoughts both orally and by giving extra marks. When I make an error while making a presentation, he gives me time to correct myself and encourages my excitement by changing topic and asking students about the presentation, or indirectly reviewing my sentences further. He has no behaviour to disappoint me and my self-esteem... He behaves as a teacher and there is no wall between my instructor and me.” S2

“I believe that my instructor listens to me and respects my ideas in the class. During the class, he does not say any negative thoughts, he always says positive things. These motivate me... He cares for us one by one and behaves with me as an individual person... He explains everything by saying its reasons.”S4

“I can say my thoughts freely in the class and he understands my thoughts and gives informative feedback about my behaviours.” S7

In addition to these citations, participant S4 while talking about their classroom activities in her class, mentioned about how her instructor gave courses before forming his curriculum. She said “... *In our first lesson, some directives and explanation on how to speak and how to behave in classroom were given by my instructor. He told us that we should respect ourselves and believe our own powers. Then instructor let students*

choose their own topic on which they would make a presentation... Although none of the presentation topics did not attract my attention much, when I evaluate this method generally it is better... In the evaluation of the presentations, the teacher and students take equal roles, we as the whole class give presenter's presentation 50% mark and the rest is given by the teacher..."

Student citations show that instructors are using autonomy supportive language behaviours in their class and students generally perceive their instructors as autonomy supportive. They did not talk about any negative behaviour about their teachers and classroom climate related to controlling climate features.

The seventh question *"Which activities can be done in the classroom for becoming better motivated, promoting your engagement in the course and gaining proficiency in speaking ability?"* was the last interview question. The students' general suggestions are as follows:

- English speaking course hours in weekly course program should be increased.
- All of the students should try to take part in activities.
- Speaking and discussion activities can be introduced before the lesson start.
- Dependence on course books should be lessened.
- Listening exercises should be increased.
- Students' interest should be considered.
- Students' talking time should be promoted.
- Crowded classroom should be decreased.
- More enjoyable topics should be chosen.
- Opportunities of choosing should be given.
- Drama and role-play activities should be increased.

These are students' opinions on increasing classroom engagement. Preparatory class students mainly stated that they have no choice about topics as they have to follow a course book. Although the topic is not interesting for them, they try to engage in

activities. Preparatory class student S1 says “... *Our course teacher teaches the lesson by strictly following course book activities. Sometimes this becomes very boring. But I try to make topics enjoyable for me by thinking that these boring topics would be useful for me in the future...*”

“... *I speak in the course if the topic really draws my attention. In this course we have no choice about the topic because of the course book guidelines.*” S5

In addition to these comments, some of the participants complained about voluntarily participation procedure. They said that participating in course activities should be an obligation or a must, and therefore some inhibited students can participate in the course and gain fluency. Although this suggestion contradicts with autonomous regulation and autonomy-supportive behaviour, they think that this would be useful to increase classroom engagement. On this issue, S2 said “... *Classroom engagement should be mandatory, not voluntary. If a question is asked, everybody should answer this question. I generally participate in activities, but to enhance others’ participation it should be a must.*”

Students suggest activities which will make them more autonomous and more competent in English speaking. Students’ suggestions on controlled behaviours show that some of the students want to be controlled or think that being controlling would be effective to defeat some of students’ speaking reticence in classroom.

4.4. Conclusion

This chapter aimed to present research findings in a detailed way. In the first part, quantitative results were discussed by analyzing questionnaires, and findings related to research questions were showed in tables. In the second part, qualitative data were discussed by making citations from student interviews.

Quantitative data were evaluated in two sections, preliminary and main analyses. Preliminary analyses described psychometric characteristics of the five scales one by one. Main analyses answered the three research questions in detail.

Qualitative data were analyzed in two sections. The first section contained results of students’ general beliefs on teaching speaking, their self-assessment about speaking skill, and the importance of speaking in four language skills. Second section

was mainly about speaking course evaluation in the department and students' suggestions on what to do.

In the next chapter (Chapter 5), discussions about research results, suggestions on how to promote English speaking, strengths and limitations of the study, and what can be done for the next will be discussed.

CHAPTER 5

5. CONCLUSIONS

5.1. Introduction

In this chapter, three research questions “1-What are the motivational orientations of Turkish EFL students with regards to speaking English?, 2-How do Turkish EFL learners’ motivational orientations relate to their self-perception of competence and autonomy, learning climate and engagement?, 3- How do Autonomy Supportive or Suppressive learning climates affect students’ classroom engagement through the mediators, self-competence, autonomous regulation, and self determined levels?” were answered in the light of quantitative and qualitative data analyses’ results. Afterward, pedagogical implications and suggestions about how to promote English speaking ability were put forth. Finally, strengths and limitations about the research, and further research sections were presented.

5.2. Conclusions and Discussions Related to Research Questions

Quantitative and qualitative data results answered the three research questions. Data gathered from the SMS (see Table 4.3 and Graphic 4.1) revealed that the amotivation had the lowest mean ($M = 1.66$) among the five motivational orientations. Intrinsic motivation had the highest mean ($M = 4.09$). These results show that students are generally intrinsically motivated to speak English and speaking courses. In other words, they do activities with their own volition, interest and enjoyment. In addition, it is noteworthy to add that introjected regulation’s value is the second highest score among all orientation types. The data show that some of the students participate in speaking courses because they want to feel pride or avoid feeling guilty.

For the second question, results gathered from CES, PCS, SRQ-L, and LCS were correlated with motivational types of learners. According to these scales, students generally stated that they participate in classroom activities ($M = 3.58$), perceive themselves moderately competent in speaking English ($M = 3.41$), engage in speaking

courses for autonomous reasons ($M = 4.15$), and evaluate their instructors' motivating style as autonomy-supportive ($M = 3.77$). Bivariate correlations among motivational types, perceived competence, autonomous regulation, learning climate, and students' engagement revealed that more self-determined regularity styles are significantly and positively correlated with competence, autonomous regulation, autonomy-supportive learning climate and students' engagement.

Amotivation has significant negative correlations with all values. The less self-determined motivational orientations, extrinsic motivation and introjected regulation are not correlated with perceived speaking competence, and they are correlated with three other values. But intrinsic motivation and identified regulation are stronger predictors of higher perceived competence, autonomous regulation, autonomy-supportive motivational style, and course engagement than the less self-determined motivational orientations.

A hypothesized path analysis model (see Figure 4.1) answered the third question. The final path model indicated that instructors' motivating style is effective on students' self-perception about their competence toward their English speaking ability and their autonomy in English speaking course activities. In addition, learning climate affects students' self-determined levels via the mediators, competence and autonomous regulation. The regression model showed that the predictor variable, RAI, and students' engagement is positively and significantly correlated. That is to say, perceived instructors' autonomy support is related to a greater extent with more autonomous regulation and better school performance (Black & Deci, 2000). Because the model only covers approximately 50 % of the whole population and only the variable, autonomy-support is considered as an exogenous variable, it needs reformation. Perhaps other dynamics, such as competence and relatedness, which are important for self-determined motivation, could be added to understand the place of autonomy in motivation and self-regulation (Noels, 2009). In spite of this, the model confirmed that instructors' motivating style is effective on students' course engagement with increasing or decreasing students' perceived competence, autonomous regulation, and self-determined levels. It can then be concluded that the more autonomy-supportive motivating style is significantly and positively correlated with feeling competent, autonomous, and self-determined in English speaking course. Indirectly it is related

with more students' engagement in English speaking course by increasing these mediators.

In contrary to some of the quantitative data results, qualitative findings show some contradictions in students' perception about English speaking competence, their motivation orientations, and autonomy support of instructors, especially in their suggestion on how to promote their autonomy and participation in class.

None of students participating in interviews declared that they were competent in English speaking. The main reasons of this finding may derive from their negative experiences in previous English courses and their general assessments about their English speaking ability. All of the participants believe that teaching speaking in English courses is inadequate in primary and high schools, because of reasons such as out-branch teachers, strict curricula, grammar-based education, paper-based examinations, etc. Therefore they do not feel fully competent in speaking English, and they need time to gain fluency and accuracy. In spite of this, they are optimistic about the future, and they think that they will progress in speaking in the future.

In talking about their reasons for participating in English speaking courses, while some of the students referred to controlled reasons such as impressing and gaining respect from others, getting high marks, etc., others gave intrinsic reasons such as participating for their own volition, personal growth, interests, etc. Furthermore, the percentages stated by the students on the placement of speaking in the four language skills clarify this differentiation.

Students stated that their instructors teach in autonomy-supportive ways, and that their learning climate enhances their autonomy. On the other hand, some of the students complained about autonomy-supportive behaviour and voluntary participation, and they proposed that participation must be an obligation, which is a controlling teacher behaviour.

Despite these contradictions between quantitative and qualitative data findings, it was revealed that an English speaking course climate in the department is autonomy-supportive and the instructors behave in an autonomy-supportive motivating style by listening to students, giving choices, understanding students' feelings, and so forth. Further, English speaking activities in their department such as role-play exercises,

brainstorming activities, presentations, group work, etc. are more consistent with modern approaches that focus on enhancing oral language skills.

5.3. Pedagogical Implications

English learning environments have many problems that increase students' reluctance and reticence to participate in English speaking courses. Therefore it is not easy to enlarge students' speaking ability in a short-term period. To reach long-term success in English speaking, focusing on students' psychological needs can be an option to understanding some of the problems. Creating autonomy supportive language contexts, increasing students' perceived competence to speaking, autonomous regulation, and self-determined regularity styles, result in students' classroom engagement being increased indirectly - another key element in foreign language success.

This study extends knowledge of the importance of motivational orientations of students and autonomy-supportive contexts in foreign language learning contexts. With respect to the findings of the study, as well as the large body of literature, the following suggestions can be made (e.g. Assor et al., 2005; Black & Deci, 2000; Deci & Ryan, 1987; Gagne, 2003; Niemiec & Ryan, 2009; Ntoumanis, 2001; Reeve, 2006; Reeve & Jang, 2006; Reeve et al., 1999; Reeve et al., 2004; Taylor, Ntoumanis & Standage, 2008; Vallerand et al., 1997; Yeşilyurt, 2008).

- Learning climate's being autonomy-supportive or suppressive is effective on students' self perceptions on competence, autonomy, their self-determined levels and classroom engagement. Instructors should aim to increase learner autonomy in the class.
- To promote intrinsic motivation towards speaking courses, instructors should consider students' interests and needs.
- Instructors should provide opportunities to students to choose the topics and activities, and let them express their thoughts by increasing volitional engagement in the class.

- Instructors should help students to set intrinsic goals (e.g. personal growth, interest, knowledge, enjoyment, etc.) and make their extrinsic goals (e.g. wealth, pride, tangible rewards, etc.) become internalized.
- To acknowledge students' expressions of negative affect in the classroom, and refrain from forcing students to participate in activities would be more helpful.
- Instructors should give informational feedback to students' practices, and give rationales for activities.
- Instructors should listen to their students carefully and try to understand what they are really feeling by looking from the students' perspectives.
- Instructors should use informational language in the class while criticizing an activity or student.
- Instructors should offer progress-enabling hints when the learners seem stuck.
- Instructors should allocate time for students to do peer tutoring in the class with different speaking activities.

In addition to these suggestions, some other suggestions on increasing students' engagement in speaking courses can be added, since no matter how competent an instructor is, if he is not aware of instructional strategies, motivating students to learn can be impossible (Dörnyei, 2001, p. 26). Then autonomy-supportive teacher behaviours should be combined with instructional strategies in educational settings. Some instructional suggestions for teachers proposed by both the participants in this study and the study of Kayi (2006) are listed below:

- Provide maximum opportunity for students to practice speaking by enriching the learning environment with collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity by introducing different ways for students to participate.
- Pay attention to teacher speaking time in class and increase student speaking time.

- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide positive feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract a student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around the classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Introduce speaking and discussion activities before the lesson starts.
- Lessen the dependence on course books, and care about personal interests and suggestions to make topics more enjoyable.
- Increase authentic listening exercises as much as you can.
- Give much time to drama and role-play activities in the class so as to increase students' chance of participating in enjoyable and true-to-life activities?

Of course these suggestions are not adequate by themselves to reach success. By combining psychological sides of the learning climate and instructional methodology, learning more about students' reasons for language learning, motivational types, and their instructors' motivational strategies, environments can be created which can foster learners who have more self-determined motivational orientations to learning. Lastly, it should be highlighted that motivation is usually a long-term process and it is built on "one grain of trust and caring at time" (Scheidecker & Freeman, 1999: 126, cited in Dörnyei, 2001, p. 25). Then long-term success comes with long-lasting positive effects on students' competence, autonomy, and engagement.

5.4. Strengths and Limitations of the Study

Strengths of this study are mainly about its mixed method data gathering process and the use of five different scales questioning the problems in a wider perspective.

Limitations of the study are concerned with participants' numbers in the preparatory program by being very low compared to the first grade, and the data analysis of student interviews by not making Turkish back-translations to the transcripts. In addition, examining the concept of motivation is not easy, as it is mostly related with time. To be motivated intrinsically, internalization of aims can need time. Therefore, more longitudinal studies could be needed. In addition, with classroom observations and observation checklists, classroom activities and instructors' motivating styles can be rated by the researcher, and research methodology can be strengthened.

5.5. Further Research

This study investigated students' motivational orientations in EFL speaking courses, and their motivational orientations in relation to their perception about competence, autonomy, learning climate and autonomy. The findings were in line with many studies underlining different sides of this study (e.g. Assor et al., 2005; Deci & Ryan, 1987; Niemiec & Ryan, 2009; Noels, 2009; Reeve, 2006; Reeve & Jang, 2006; Reeve et al., 1999; Reeve et al., 2004; Taylor et al., 2008; Vallerand et al., 1997).

Nevertheless there are some issues that can be studied and developed in future research. These are about research methods, gender differences, and the path analysis model.

Research methods can be strengthened by more longitudinal studies covering students in English speaking courses. In addition, classroom observations and observation checklists rating classroom activities and instructors' motivating styles can be applied in the future.

As there are few differences between the groups in gender, grade types, and day/evening education types, all groups were combined and evaluated as a whole for the analysis. T-test results evaluating gender differences in the scales yielded only one significant relation between females and males. Females are significantly more

introjected than males, but this finding is neglected. The reasons of this finding can be investigated in a further study considering gender differences.

A hypothesized path model could not totally cover the whole group, and the reduced version of the model covered approximately half of the group. Therefore, this can be questioned, as well as extra factors such as instructors' relatedness should be explored as an exogenous variable.

In addition, other language skills and the motivating styles of the course instructors can be explored within the framework of SDT as well.

5.6. Conclusion

This study investigated students' motivational orientations in English speaking courses, their perceived competence, autonomous regulation, self-determined levels, and their instructors' motivating styles. Then it analyzed the teaching environment in speaking courses from a psychological perspective, and highlighted some important points in motivating EFL students to speak English autonomously.

In brief, the study revealed that students are for the most part intrinsically motivated to learning but their former experiences are still partially effective on their reasons for learning. More self-determined forms of extrinsic motivation and intrinsic motivation are important predictors in determining students' competence, autonomous regulation, and their course engagement. It revealed that instructors' motivating styles that are autonomy-supportive rather than controlling are directly effective on students' perceptions about competence and autonomy. The study also reveals that instructors' motivating styles affect indirectly students' self-determined levels and engagement with the mediators, competence and autonomy.

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APPENDIXES

APPENDIX-A- Faculty Permission



T.C.
ATATÜRK ÜNİVERSİTESİ
Kâzım Karabekir Eğitim Fakültesi Dekanlığı



Sayı :B.30.2.ATA.0.12.71.00
Konu :Anket Çalışması

55 - 4 3 2 0 0 9 / 12 2010

YABANCI DİLLER EĞİTİMİ BÖLÜMÜ BAŞKANLIĞINA

İlgi: 07.12.2010 tarihli ve 526 sayılı yazınız

Bölgünüz İngiliz Dili Eğitimi Anabilim Dalı öğretim üyelerinden Yrd.Doç.Dr.Savaş YEŞİLYURT'un danışmanlığını yürüttüğü yüksek lisans öğrencisi Ali DİNÇER'in "İngilizce Konuşma Sitüasyonlarında Öğrencilerin Motivasyon Türlerinin İncelenmesi ve Özerklik Desteği" konulu yüksek lisans tezi ile ilgili anket çalışmasını Bölümünüz İngiliz Dili Eğitimi Anabilim Dalı hazırlık ve birinci sınıf öğrencilerinin uygulaması Dekanlığınızca uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

İlgiliye
13.12.10
[Handwritten signature]
Yrd.Doç.Dr.Savaş YEŞİLYURT

[Handwritten signature]
Prof.Dr.Ali YILDIRIM
Dekan

APPENDIX-B- T-test Results about the Participants

		Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
engmean	Equal variances assumed	4,429	,037	-1,047	140	,297	-,09371	,08948	-,27061	,08319	
	Equal variances not assumed			-,918	56,298	,363	-,09371	,10212	-,29825	,11084	
commean	Equal variances assumed	2,463	,119	1,556	140	,122	,18456	,11863	-,04999	,41910	
	Equal variances not assumed			1,423	60,371	,160	,18456	,12969	-,07483	,44395	
amotmean	Equal variances assumed	,332	,566	-,198	140	,843	-,02292	,11576	-,25178	,20595	
	Equal variances not assumed			-,188	64,432	,852	-,02292	,12198	-,26657	,22074	
externalmean	Equal variances assumed	2,741	,100	-,700	140	,485	-,07908	,11299	-,30247	,14430	
	Equal variances not assumed			-,743	81,157	,460	-,07908	,10648	-,29093	,13276	
introjecmean	Equal variances assumed	,002	,961	-2,846	140	,005	-,32157	,11299	-,54495	-,09819	
	Equal variances not assumed			-2,784	68,268	,007	-,32157	,11550	-,55203	-,09111	
identifmean	Equal variances assumed	1,010	,317	-1,215	140	,226	-,12314	,10132	-,32345	,07718	
	Equal variances not assumed			-1,073	56,929	,288	-,12314	,11481	-,35305	,10677	
intrinsicmean	Equal variances assumed	1,603	,208	-,695	140	,488	-,07099	,10209	-,27282	,13084	
	Equal variances not assumed			-,634	59,996	,529	-,07099	,11201	-,29505	,15307	
Autonomous	Equal variances assumed	,247	,620	-,742	140	,459	-,07755	,10449	-,28414	,12904	
	Equal variances not assumed			-,694	62,731	,490	-,07755	,11175	-,30088	,14578	
regmean	Equal variances assumed	1,040	,310	,182	140	,856	,01737	,09525	-,17094	,20568	
	Equal variances not assumed			,167	60,275	,868	,01737	,10422	-,19109	,22582	
RAI	Equal variances assumed	,000	,983	,715	140	,476	,21462	,29998	-,37846	,80770	
	Equal variances not assumed			,713	70,932	,478	,21462	,30084	-,38525	,81449	

Preparatory and First Year Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
engnmean	Equal variances assumed Equal variances not assumed	1,203 ,275	2,713 2,537	140 58,462	,008 ,014	,24135 ,24135	,08896 ,09514	,06548 ,05094	,41723 ,43177	
commean	Equal variances assumed Equal variances not assumed	,126 ,724	1,147 1,172	140 68,685	,253 ,245	,13879 ,13879	,12101 ,11838	-,10045 -,09739	,37803 ,37498	
annotnmean	Equal variances assumed Equal variances not assumed	,414 ,521	-2,364 -2,436	140 69,827	,019 ,017	-,27265 -,27265	,11536 ,11193	-,50071 -,49588	-,04458 -,04941	
externalmean	Equal variances assumed Equal variances not assumed	,377 ,540	,138 ,134	140 62,264	,891 ,894	,01586 ,01586	,11500 ,11853	-,21150 -,22106	,24321 ,25278	
introjecnmean	Equal variances assumed Equal variances not assumed	,963 ,328	,372 ,357	140 61,017	,710 ,722	,04393 ,04393	,11802 ,12306	-,18940 -,20214	,27726 ,28999	
identifnmean	Equal variances assumed Equal variances not assumed	,022 ,881	1,426 1,438	140 66,870	,156 ,155	,14656 ,14656	,10275 ,10190	-,05657 -,05684	,34969 ,34996	
intrinsicnmean	Equal variances assumed Equal variances not assumed	1,405 ,238	1,668 1,751	140 72,523	,098 ,084	,17160 ,17160	,10289 ,09800	-,03181 -,02374	,37502 ,36695	
Autonomous regnmean	Equal variances assumed Equal variances not assumed	,003 ,956	1,110 1,117	140 66,533	,269 ,268	,11761 ,11761	,10592 ,10532	-,09179 -,09264	,32701 ,32786	
climatemean	Equal variances assumed Equal variances not assumed	,864 ,354	2,964 3,130	140 73,395	,004 ,003	,27830 ,27830	,09389 ,08892	,09268 ,10109	,45393 ,45551	
RAI	Equal variances assumed Equal variances not assumed	,707 ,402	1,365 1,263	140 57,492	,174 ,212	,41413 ,41413	,30334 ,32780	-,18560 -,24216	1,01385 1,07041	

Day evening Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
engmean	Equal variances assumed Equal variances not assumed	,000 ,983	-3,70 -,367	140 128,025	,712 ,714	-,03011 -,03011	,08129 ,08202	-,19082 -,19239	,13061 ,13218
commean	Equal variances assumed Equal variances not assumed	1,496 ,223	-1,121 -1,107	140 125,192	,264 ,271	-,12096 -,12096	,10785 ,10930	-,33419 -,33728	,09228 ,09537
anotmean	Equal variances assumed Equal variances not assumed	11,179 ,001	-1,483 -1,435	140 111,484	,140 ,154	-,15426 -,15426	,10401 ,10747	-,35989 -,36721	,05137 ,05869
externalmean	Equal variances assumed Equal variances not assumed	,315 ,576	-,331 -,420	140 129,894	,741 ,743	-,03389 -,03389	,10244 ,10304	-,23642 -,23773	,16864 ,16996
introjecmean	Equal variances assumed Equal variances not assumed	,719 ,398	-,420 -,416	140 127,907	,675 ,678	-,04416 -,04416	,10615 ,10611	-,25205 -,25413	,16373 ,16580
identifmean	Equal variances assumed Equal variances not assumed	,603 ,439	-,734 -,722	140 123,621	,464 ,471	-,06755 -,06755	,09204 ,09350	-,24952 -,25262	,11442 ,11752
intrinsicmean	Equal variances assumed Equal variances not assumed	1,079 ,301	,368 ,362	140 124,568	,714 ,718	,03401 -,03401	,09254 ,09388	-,14896 -,15179	,21698 ,21981
Autonomous regmean	Equal variances assumed Equal variances not assumed	6,491 ,012	,450 ,433	140 106,996	,653 ,666	,04264 ,04264	,09473 ,09848	-,14465 -,15258	,22992 ,23785
climatemean	Equal variances assumed Equal variances not assumed	,000 ,992	-,102 -,101	140 131,914	,919 ,919	-,00877 -,00877	,08625 ,08643	-,17928 -,17975	,16174 ,16221
RAI	Equal variances assumed Equal variances not assumed	,145 ,704	,413 ,414	140 134,018	,680 ,679	,11241 ,11241	,27194 ,27140	-,42522 -,42438	,65005 ,64920

APPENDIX-C- Questionnaires

Dear Friends,

This is a survey consisting of five different scales, respectively, aiming to find out your engagement in speaking activities, your perceived competence in speaking English, your motives in carrying out speaking activities given by your speaking teacher, your regularity styles while participating in activities; and your perceptions of your learning climate (English speaking course).

All your responses to these scales will be confidential and the information obtained will not be identified as to any student. The researcher will be the only person with access to individual surveys which will be anonymous at the student level. Participation in this research is completely voluntary.

Thanks for your participation.

Supervisor: *Assist. Prof. Dr. Savaş YEŞİLYURT*
MA Student: *Res. Assist. Ali DİNÇER*

Section 1: Demographic Questions

- 1) **Nickname:** (Please remember your nickname for the need to contact!)
- 2) **Gender:** Male Female
- 3) **Age:**
- 4) **Grade:** Prep First
- 5) **Education type:** Daytime Evening

Section 2: Questionnaires

A) Classroom Engagement Scale					
This scale contains items related to your engagement in English speaking course. <i>Please respond to each of the following items in terms of how true it is for you with respect to your engagement in the course.</i>					
	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
1) I actively participate in speaking class activities.	①	②	③	④	⑤
2) I take down notes during the course.	①	②	③	④	⑤
3) I am attentive during class discussions.	①	②	③	④	⑤
4) I submit the requirements on time.	①	②	③	④	⑤
5) I try to answer the questions of the teacher during discussions.	①	②	③	④	⑤
6) I study in advance.	①	②	③	④	⑤
7) I daydream while the teacher lectures.	①	②	③	④	⑤
8) I am interested in our school activities.	①	②	③	④	⑤
9) I look forward to going to class.	①	②	③	④	⑤
10) I learn a lot from my school.	①	②	③	④	⑤
11) I am satisfied with the activities offered to me.	①	②	③	④	⑤
12) I quit easily when given tasks.	①	②	③	④	⑤

B) Perceived Competence for Speaking Scale.					
This scale aims at identifying your perceived competence in speaking and speaking course. <i>Please respond to each of the following items in terms of how true it is for you with respect to your learning in this course.</i>					
	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
1) I feel confident in my ability to speak in English.	①	②	③	④	⑤
2) I am capable of meeting the requirements of English speaking course.	①	②	③	④	⑤
3) I am able to achieve my goals in speaking course.	①	②	③	④	⑤
4) I feel able to meet the challenge of performing well in this course.	①	②	③	④	⑤

C) Speaking Motivation Scale

This scale contains items related to your motives in carrying out the speaking activities (role-play, communication game, discussion, etc. in/out of the classroom) given by your speaking teacher.

Please mark the number which is most appropriate for your levels of agreement with each statement.

**I do the speaking activities and tasks (role-play, information gap, jigsaw activities, etc.) in/out of the classroom given by my speaking teacher.*

Because...

NOTE: This statement is valid for only the items beginning with "because".

	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
1) Because I want to show others how good I am at speaking in English.	①	②	③	④	⑤
2) Because it is absolutely necessary to do speaking activities if one wants to be successful in language learning.	①	②	③	④	⑤
3) Because it is a good way to gain lots of skills which could be useful to me in other areas of language learning and my life.	①	②	③	④	⑤
4) Because I experience a great pleasure while discovering new techniques of expression of ideas and feelings through speaking.	①	②	③	④	⑤
5) Because I think carrying out complex speaking tasks will improve my performance.	①	②	③	④	⑤
6) Because I like speaking in English.	①	②	③	④	⑤
7) I do not care the speaking activities and tasks much.	①	②	③	④	⑤
8) Because I know I will get in trouble if I do not.	①	②	③	④	⑤
9) Because I want the teacher to think I am a good student.	①	②	③	④	⑤
10) Because I want to get better at speaking or, at least, keep my current skill level.	①	②	③	④	⑤
11) Because I get a satisfaction in finding out new things.	①	②	③	④	⑤
12) Because I have a pleasure while I am perfecting my abilities in foreign language speaking.	①	②	③	④	⑤
13) Because it makes me happy.	①	②	③	④	⑤
14) Doing speaking activities is not interesting for me.	①	②	③	④	⑤
15) Because I am supposed to do them by my parents, teacher, friends, etc.	①	②	③	④	⑤

**I do the speaking activities and tasks (role-play, information gap, jigsaw activities, etc.) in/out of the classroom given by my speaking teacher.*

Because...

NOTE: This statement is valid for only the items beginning with "because".

- | | Strongly Disagree | Disagree | Moderately Agree | Agree | Strongly Agree |
|------------------------------------------------------------------------------------------------|-------------------|----------|------------------|-------|----------------|
| 16) Because I want to impress the other students in the class. | ① | ② | ③ | ④ | ⑤ |
| 17) Because it is a good way to maintain good relationships with my classmates. | ① | ② | ③ | ④ | ⑤ |
| 18) Because I have an excitement in knowing more about the foreign language speaking. | ① | ② | ③ | ④ | ⑤ |
| 19) Because I feel a lot of personal satisfaction when I master difficult speaking activities. | ① | ② | ③ | ④ | ⑤ |
| 20) Because I think it is interesting. | ① | ② | ③ | ④ | ⑤ |
| 21) I do not want to speak in English, because I don't think I will go anywhere in it. | ① | ② | ③ | ④ | ⑤ |
| 22) Because that is the rule. | ① | ② | ③ | ④ | ⑤ |
| 23) Because I will feel bad about myself if I do not try and do well in speaking classes. | ① | ② | ③ | ④ | ⑤ |
| 24) Because I want to find out how good I am at speaking. | ① | ② | ③ | ④ | ⑤ |
| 25) Because I feel good when I do better than I thought in speaking English. | ① | ② | ③ | ④ | ⑤ |
| 26) I do not know why I do speaking activities. | ① | ② | ③ | ④ | ⑤ |
| 27) Because I want the teacher to say nice things about me. | ① | ② | ③ | ④ | ⑤ |
| 28) Because I will feel proud of myself if I do well. | ① | ② | ③ | ④ | ⑤ |
| 29) Because it is important to me to try to do well in classes. | ① | ② | ③ | ④ | ⑤ |
| 30) Because I feel a great excitement when I am involved in speaking activities. | ① | ② | ③ | ④ | ⑤ |
| 31) Because I might get a reward if I do well (high grades) | ① | ② | ③ | ④ | ⑤ |

D) Learning Self-Regulation Questionnaire

The following questions relate to your reasons for participating in English speaking course. *There are three groups of items, and those in each group pertain to the sentence that begins that group.*

A. I will participate actively in English speaking courses:

Strongly Disagree
Disagree
Moderately Agree
Agree
Strongly Agree

1) Because I feel like it's a good way to improve my speaking skill and my using of the language. ① ② ③ ④ ⑤

2) Because speaking English is important to my intellectual growth. ① ② ③ ④ ⑤

B. I am likely to follow my teacher's suggestions for studying English speaking skill:

3) Because he/she seems to have insight about how best to learn the skill. ① ② ③ ④ ⑤

C. The reason that I will work to expand my knowledge of English speaking course is:

4) Because it's interesting to learn more about the nature of speaking skill. ① ② ③ ④ ⑤

5) Because it's a challenge to really understand how to communicate effectively in foreign language. ① ② ③ ④ ⑤

E) The Learning Climate Scale

This scale contains items that are related to your interaction with your English speaking course instructor. *Instructors have different styles in dealing with students, and we would like to know more about how you have felt about your encounters with your instructor. Your responses are confidential.*

	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
1) I feel that my instructor provides me choices and options.	①	②	③	④	⑤
2) I feel understood by my instructor.	①	②	③	④	⑤
3) I am able to be open with my instructor during class.	①	②	③	④	⑤
4) My instructor conveyed confidence in my ability to do well in the course.	①	②	③	④	⑤
5) I feel that my instructor accepts me.	①	②	③	④	⑤
6) My instructor made sure I really understood the goals of the course and what I need to do.	①	②	③	④	⑤
7) My instructor encouraged me to ask questions.	①	②	③	④	⑤
8) I feel a lot of trust in my instructor.	①	②	③	④	⑤
9) My instructor answers my questions fully and carefully.	①	②	③	④	⑤
10) My instructor listens to how I would like to do things.	①	②	③	④	⑤
11) My instructor handles people's emotions very well.	①	②	③	④	⑤
12) I feel that my instructor cares about me as a person.	①	②	③	④	⑤
13) My instructor tries to understand how I see things before suggesting a new way to do things.	①	②	③	④	⑤
14) I feel able to share my feelings with my instructor.	①	②	③	④	⑤

Section 3: Voluntary Interview

*****For getting further information on this topic, would you like to discuss the topic in greater detail with the researcher?**

Yes ①

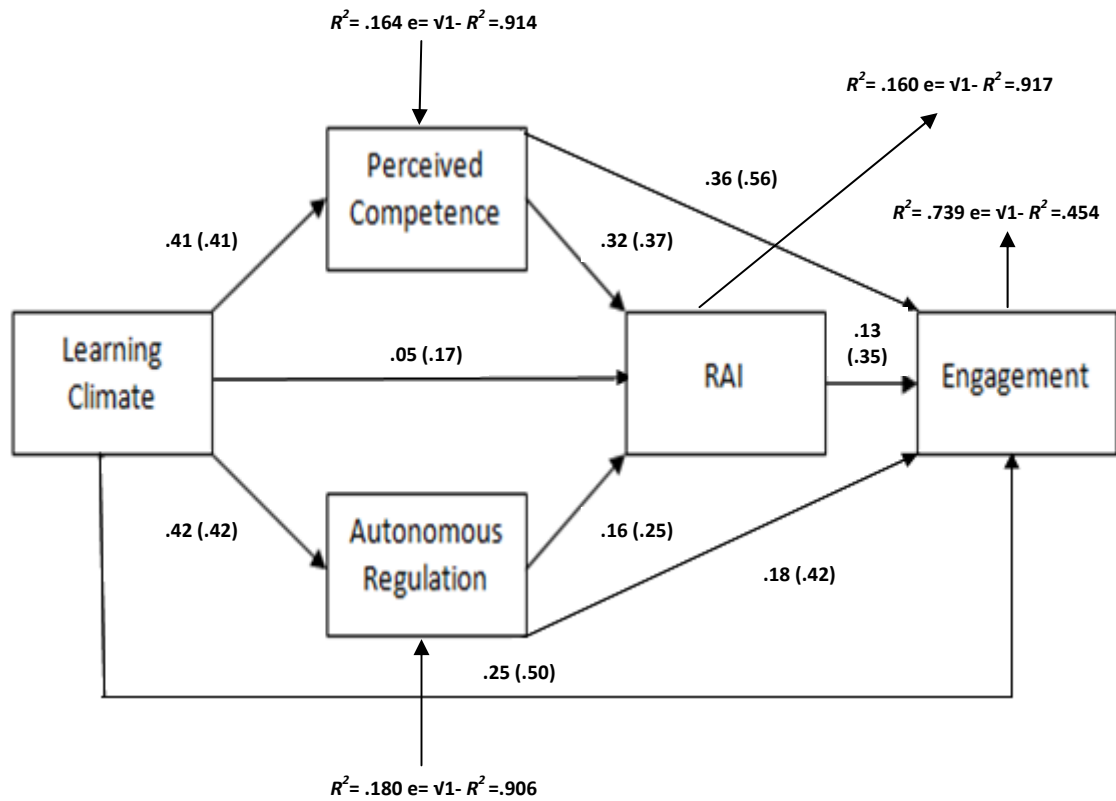
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Appendix-D- Open-ended Interview Questions

Interview Questions Used in Gathering Qualitative Data

1. Do you think instruction on English speaking ability in Turkish education system is satisfactory or not?
2. Do you believe that you are competent in English speaking ability or not?
3. Of all four language skills (listening, speaking, writing and reading), in which order do you put the importance of speaking skill in language learning, and why?
4. Why do you participate in English speaking course activities in your class?
5. What are the English speaking course activities in your department?
6. What do you think about your instructor's autonomy support in the course?
7. Which activities can be done in the classroom for becoming better motivated, promoting your engagement in the course and gaining proficiency in speaking ability?

APPENDIX-E- Full Path Analysis Model



$R^2_{Full} = 1 - p(e^2)$

$= 1 - (.914^2 * .917^2 * .454^2 * .906^2)$

$= 1 - (.836 * .841 * .206 * .821)$

$= 1 - (0.119) = .881$

$R^2_{Reduced} = 1 - p(e^2)$

$= 1 - (.914^2 * .906^2 * .918^2 * .939^2)$

$= 1 - (.835 * .821 * .843 * .882)$

$= 1 - (0.5097) = .4903$

$Q = 1 - .881 / 1 - .4903$

$= .119 / .5097$

=.233

CURRICULUM VITAE

Ali DİNÇER was born in Mersin, in 1987. He completed his primary and high school education in his hometown. In the year, 2004 he attended to Atatürk University Kazım Karabekir Education Faculty English Language Teaching (ELT) Department and graduated from this department in 2008. Then, he began to work as a research assistant in ELT Department of Erzincan University at the same year. In the year 2009, he enrolled to ELT master degree programme of Atatürk University Institute of Educational Sciences. He won a master research award financed by the Council of Turkish Higher Education. Therefore, he studied on foreign language learner psychology and motivation in the Department of Psychology at University of Alberta in Canada for three months in 2011.

