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YÜKSEK LİSANS TEZİ

**STUDENTS' AND LECTURERS' VIEWS ON THE
MOTIVATIONAL FACTORS OF PREPARATORY
CLASS STUDENTS AT UNIVERSITY**



Armağan ÇİFTÇİ

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**Yukarıdaki imzaların, adı ge¼en öğretim ¼yelerine ait
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.....
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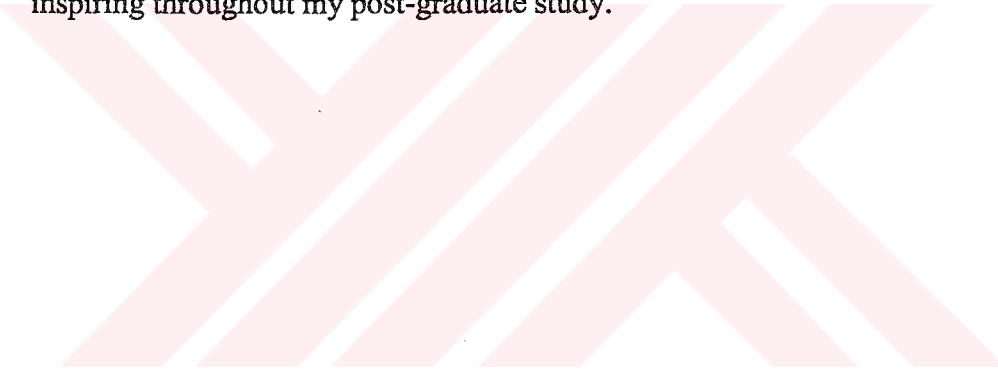


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ÖZET

Yabancı dil öğreniminde eğitim psikologları ve sosyal psikologların çok değerli ilerlemeler kaydetmelerine rağmen, özellikle Türkiye’de ki yabancı dil öğrenim ortamında, resmi sınıf atmosferinde ne tür güdü etmenleri olduğunu ve bunların zamanla nasıl değiştiğini anlamak zordur. Eğitimsel amaçlarda güdünün kaynağını ve gelişimini anlamak çok önemlidir. Bu yüzden bu çalışmanın ana amacı, yabancı dil öğrenirken öğrencilerin güdülerini etkileyen etmenleri belirlemektir. Mevcut çalışmanın bir başka amacı ise bu güdüsel etmenlerin belirlenmesinde hazırlık sınıfı öğrencileri ile öğretmenlerinin aralarında önemli farklılıklar olup olmadığını bulmaktır. Son önemli amaç ise, özellikle yabancı dil öğretmenlerine öğrencilerinin güdülerini arttırmak için çeşitli yollar önermek ve onların öğrencilerini anlamaları ve daha iyi bir ortam yaratabilmelerini sağlayarak, onlara yardımcı olmaktır.

Birinci Bölüm öncelikle sorunun altyapısını incelemekte ve sonra da araştırmanın önemini ve sürecini açığa kavuşturmaktadır. Son olarak, sorunu ortaya koymakta ve tezin sürecine dikkat çekmektedir. İkinci Bölüm, ‘güdü’yü genel olarak tanımlayarak ve yöneticilerle öğretmenlere gerekli önerilerde bulunarak konuyu bir bağlama oturtmaya çalışmaktadır. Güdü teorileri ve modellerini içine alan derin alan taraması araştırmacıyı yabancı dil öğreniminde güdünün esas etmen olduğuna ikna etmiştir. Bu arada, güdünün çeşitleri ve kaynakları da güdüsel etmenler ortaya konulmadan netlik kazanmıştır. Üçüncü bölüm, araştırmanın modeli, evren ve örneklem, veri toplama araçlarını içeren yöntemi incelemektedir. Çalışmaya katılan öğrenciler Dokuz Eylül Üniversitesi, Yabancı Diller Yüksekokulu’na devam etmektedirler. Gereksinim duyulan verinin toplanabilmesi için 2004 yılının Sonbahar’ında 18 öğretmenin ders verdiği 12 sınıfa içten duygu ve düşüncelerini almak amacıyla açık uçlu bir soru yöneltilmiştir. Bir başka deyişle, çalışmanın sonuçları 305 öğrenci ve 45 öğretmenin katılımıyla gerçekleşmiş bir protokol çalışmasına dayanmaktadır. Dördüncü Bölüm katılımcıların düşüncelerini gösteren ilgili tablolar verilerek sonuçları açıklamaktadır. Bu karşılaştırmalı çalışma yabancı

dil öğrenimindeki güdüsel etmenlerin belirlenmesinde öğretmen ve öğrencilerin arasında büyük farklılıklar olduğunu ortaya çıkarmaktadır. Katılan öğrencilerin çoğunluğu öğretmenleri hakkında olumlu ancak sınavlar hakkında olumsuz düşünmektedir. Öte yandan, öğretim elemanlarının çoğunluğu yöntem ve tekniklerin öğrenci güdüsünü artırmada en etkin etmenler olduğunu ve öğrencilerin en yıkıcı sorunlarının da çevresel ve fiziksel sorunları olduğunu dile getirmektedir. Açıkça görülüyor ki; öğrenci güdüsü özellikle öğretmenler, sınavlar ve çevresel koşullardan etkilenmektedir. Tez ileri araştırmalar için öneriler ve bulguların tartışılmasıyla sona ermektedir. Bulguların tartışılması öğrenci güdüsünün yabancı dil çalışmalarındaki önemini güçlendirmektedir ve belki de, devam eden öğrenim sürecinde, öğretmenin kritik rolünün eşit seviyede önemli olduğu ortaya çıkmaktadır..

Anahtar Kelimeler: Öğrenci güdüsü, Etkin Öğretim, Güdüsel Etmenler, Günü Çeşitleri.

ABSTRACT

Even though educational psychologists and social psychologists provided valuable development in foreign language learning motivational theories, it is difficult to know what kinds of motivational factors exist in the formal classroom atmosphere and how those change overtime, in particular in Turkish foreign language learning contexts. Understanding the source of motivation and the development of motivation is very important for educational purposes. Therefore the major purpose of this study was to identify the motivational factors affecting students in learning a foreign language. Another purpose of the present study was to determine whether there are significant differences between the students of a preparatory class and their teachers in identifying those motivational factors. The last important aim of this study is to suggest teachers of especially foreign languages the possible ways of enhancing the motivation of their students and to help them create a better atmosphere by getting them to understand the students.

Chapter One discusses the background of the problem first and then points out the importance of the study and its possible results. And finally, it states the problem and arise interest in the process of the thesis. Chapter Two contextualizes the study by defining 'motivation' in general and giving necessary suggestions to both teachers and administrators. An in-depth investigation of the related literature including the theories and models of motivation persuades the researcher that motivation is a major factor influencing foreign language learning. Meanwhile the sources and the types of motivation are also clarified before presenting the motivational factors. Chapter Three examines the methodology of the research by giving the model of the research, defining the population and the sample and showing the instruments of data collection. The students involved in the study attended the preparatory class at DEU School of Foreign Languages. In order to gather the data needed, an open-ended question was asked to 12 classes taught by 18 different teachers in Fall 2004 to get their most intimate feelings and ideas about the

motivational factors. In other words, the results were based on the participation of 305 students and 45 teachers in this protocol study. Chapter Four describes the findings of the study by giving the relevant tables showing the opinions of the participants. This comparative study revealed that there are significant differences between the students and lecturers in identifying the motivational factors in learning a foreign language. The majority of the participating students think positively about their teachers but negatively about the exams. On the other hand, the majority of the participating lecturers state that methods and techniques are the most effective motivational factors increasing the level of students' motivation and environmental and physical conditions are the most devastating problems of the students. It is obvious that students' motivation is significantly correlated with teachers, exams and environmental conditions. The thesis concludes by discussing findings of the study and suggestions for future search. The discussion of the findings reinforced the importance of students motivation in foreign language study and perhaps equally important the continuing critical role of the teacher in the learning process.

Key Terms: Student Motivation, Effective Teaching, Motivational Factors, Types of Motivation.

1. INTRODUCTION

1. 1. Background to the Study

It has been widely accepted that learning a foreign language (if possible more than one) has a lot of advantages and this situation has led the societies and individuals give priority to this subject more than many others. So, let's start with the famous question which is asked by language teachers to the students at the beginning of every school year. Why do people learn a foreign language? There are many possible reasons. Abi Samra (2002: 10) collects some of them:

- Function and compete effectively in the global economy of today and the future
- Increase job opportunities and salary potential
- Develop intercultural sensitivity, increasing global understanding
- Improve foreign language vocabulary and language proficiency in order to communicate with members of that language community
- Improve critical and creative thinking skills
- Improve one's education
- Enhance travel and study abroad opportunities
- Enjoy great literary and musical masterpieces and films in their original language
- Improve likelihood of acceptance into university and graduate schools especially in Europe and the USA.
- Increase understanding of people in own country
- Fulfill school/university requirements
- Gain social power (prestige)
- Have a secret code
- Please one's parents or teachers...

Because of these and other possible reasons learning a foreign language - especially English (as it is the most effective and widely used key to reach these aims), has become one of the most popular school subjects in the world. Naturally, the situation is the same in Turkey. In many well – known universities, prep class has become a 'must' and this is not a coincidence. Not only the administration of universities but also The Ministry of National Education has given a top priority to foreign language learning - mainly English - in their schools recently, considering the matters about The European Union and the position we are going to take in the 21st century. On the other hand, giving it a top priority requires lots of things to do. Realizing the importance of teachers in this matter, thousands of books, articles, research papers or

dissertations have been published to point out the basic principles of effective foreign language teaching. Teachers' efficacy depends on hundreds of factors but considering the possible reasons of learning a foreign language mentioned above, a teacher first needs to find the students' motives in order to accommodate them. This is minute - by - minute business of teachers.

The teachers' role in shaping student motivation is just as complex as that of the parents. This is so because teachers also act as key figures, or authorities, who affect the motivational quality of the learning process by providing mentoring, guidance, nurturance, support and limit setting. Since the teachers have an enormous influence on the students' motivation it can be suggested that the research attention should be given to this matter. The focus in research on the motivational impact of teachers has traditionally been on trying to distil the unique characteristics or traits that distinguished successful practitioners from unsuccessful ones. These "trait approaches" have by and large proved inconclusive because motivational effectiveness appears to be determined by an interplay of several broad factors (related to the teacher's personality, enthusiasm, professional knowledge and classroom managerial style), whose various combinations can be equally effective. However, as Jesuino (1996: 115) focuses that one thing with which everybody would agree is that teachers are powerful 'motivational socialisers'. Being the officially designated leaders within the classroom, they embody group conscience, symbolize the group's unity and identity, and serve as a model or a reference. They also function as an 'emotional amplifier' of the group whose appeals and examples are critical for mobilizing the group. There are four main dimensions teachers have on student motivation:

1. The personal characteristics of teachers (e.g. level of motivation / commitment, warmth, empathy, trustworthiness, competence, etc.)
2. Teacher immediacy
3. Active motivational socializing behaviors
4. Classroom management

1. 2. Purpose of the Study

In a perfect world, all students would enter classrooms with enthusiasm and eagerness to learn. In the real world, however, the increasing number of unmotivated students is a constant concern for today's educators. The philosophy of many educators is that all students can learn. When translated into instructional activities and learning strategies, teachers, like managers, must know what motivates people. So, the five primary purposes of this thesis are:

1. to focus on the importance of motivation in effective teaching,
2. to briefly describe causes of poor motivation,
3. to make the teachers realize what is going on in their classrooms,
4. to help the teachers understand their students better and create new solutions for various problems because of lack of motivation,
5. to provide practical strategies and tips for teachers and administrators to optimize student motivation in their schools.

1. 3. Significance of the Study

At the academic meetings, panel discussions or seminars at The School of Foreign Languages in Dokuz Eylül University, the teachers' common complaint is about the level of their students' motivation. They claim that although they are trying hard, they cannot get desired results of their efforts and this makes them totally disappointed. They seem to be helpless in this matter and something must be done before it is too late. They are all qualified and efficient teachers but the researcher wants to remind them of some basic points of effective teaching and ways of creating a motivating atmosphere in their classrooms. It is obvious and widely accepted that motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. Furthermore a teacher can do a lot to improve their students' motivation, and the effort involved is an essential part of the teaching profession. This study will be useful not only for the teachers of The School of Foreign Languages but also for the other educators who are facing similar problems.

1. 4. The Problem Statement

This research has been carried out to find out the motivational factors affecting the students in learning a foreign language (especially English in this study) and try to offer appropriate ways for teachers to enhance their students' motivation. So, the researcher aims to find out answers to the following questions:

1. Are there clear differences between students and teachers in indicating the motivational factors affecting students in learning a foreign language?
2. Can teachers understand their students' mood and act accordingly?
3. Which factors motivate students most in learning a foreign language?
4. Which factors demotivate students most in learning a foreign language?

1. 5. Assumptions

1. There will be a significant difference between the teachers' and the students' views about the motivational factors affecting the students positively or negatively in learning a foreign language.

2. "Teachers", as a motivational factor affecting the students, will exhibit the highest percentage among all the factors.

3. The teachers and the students will write more about 'negative' motivational factors than the 'positive' ones.

4. Both the teachers and the students who are asked to write about motivational factors will participate eagerly and sincerely.

1. 6. Limitations

This study is limited by the data collected from the papers given to the teachers and students of DEU School of Foreign Languages in that they answered the open-ended question about motivational factors honestly. The study is limited by the research methods used to obtain the findings which may not be readily generalizable to other schools' prep classes' populations. Therefore, the results of this study can only be applied to students enrolled in prep classes in DEU School of Foreign Languages.

1. 7. Definitions

Attribute: an inherent characteristic.

Cognition: the mental act of perceiving; knowledge.

Conation: inclination to act purposefully; impulse.

Relevance: the personal significance and value to the learner of mastering the learning objectives (Keller-1983: 6)

Value: worth in usefulness or important to the possessor.

Incentives: something individuals receive for engaging in a task.

1. 8. Abbreviations

DEU: Dokuz Eylül University

SFL: The School of Foreign Languages

ÖSS: University Entrance Exam

KPDS: Test of Foreign Language for Civil Servants

UDS: Test of Foreign Language for University Personnel

CHAPTER 2. LITERATURE REVIEW

2. 1. Introduction

It is realized that, keeping learners motivated is an ongoing struggle for teachers. Many of their students find learning to be boring and irrelevant. Student performance, productivity, retention and vocational outlook have caused and are causing much concern. Therefore, teachers need strategies to enhance student motivation by making learning interesting and personally meaningful. Classroom teachers have direct influence on students' performance; this is coupled with the influence of the home as well as the students' level of motivation.

Brown (1993: 1-3) asserts that foreign language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. No one can tell you “how to learn a foreign language without really trying. The learning of a second language is a complex process, involving a seemingly infinite number of variables. The foreign language teacher, with eyes wide open to the total picture, needs to form an integrated understanding of the many aspects of the process of foreign language learning. Hence, motivation is the ‘key’ term for both teaching and learning process. This thesis will try to deal especially with the former one.

2. 2. Effective Teaching

Developing life-long learners, who find learning enjoyable, display intellectual curiosity, and continue seeking knowledge after their formal instruction has ended has always been a major goal of education. However, there is a well-known saying in teaching environment that “what is taught is not always learned”. Students often feel that there is no purpose to learning a foreign language; they don't see the point of it all. If students do not see any practical application of their learning outside the classroom walls they will be de-motivated. So, effective teaching is a cover term for issues dealing with possible educational problems. First of all, what are the criteria of the good foreign language learners and teachers? Rubin (1975: 45)

suggested that good foreign language learners are willing and accurate guessers, have a strong drive to communicate, are often uninhibited, and are willing to make mistakes. In addition, they focus on form by looking for patterns and analyzing, take advantage of all practice opportunities, monitor their speech as well as that of others, and pay attention to meaning. As for “good” teachers Westwood (1995: 16) has summarized the research-based principles of good teaching that the effective teacher creates a supportive learning environment, accepts responsibility for actively and directly teaching students, believes in his/her ability to teach students successfully, believes in his students' ability to learn, makes optimum use of available time, covers curriculum content thoroughly, in manageable amounts and with a high success rate, uses explicit teaching, provides abundant opportunities for practice and application, monitors student progress, encourages peer assistance, and revises and reviews previous learning. These principles are clearly a combination of direct instruction responsibilities and whole-language principles. According to Westwood, the best teaching involves both.

Sometimes, knowing the reasons for low performance is half the battle in finding solutions. The disruptive class can be turned around if the students' energy is diverted into positive actions. Caring about one's class and being concerned with the future prospects of the students must be the main focus. Teachers must be willing to seek the solution rather than deal with prolonged discipline problems.

Oxford (1994: 16) focuses on foreign language learning strategies and says that researchers must reconceptualize foreign language learning strategies to include the social and affective sides of learning along with the more intellectual sides. The foreign language learner is not just a cognitive and metacognitive machine but, rather, a whole person. In strategy training, teachers should help students develop affective and social strategies, as well as intellectually related strategies, based on their individual learning styles, strategy use, and specific goals.

Ngeow (1998; 64) also suggests some teaching strategies. He advises teachers to encourage learners to take ownership in learning, to promote intentional cognition or mindfulness to learning in various contexts, to increase authenticity of learning

tasks and goals. It is true that learners should recognize a real need to accomplish learning goals that are relevant and holistic. This prepares them for the complexities of real-world tasks that require them to use language skills and knowledge that have to be continually transferred.

Bruner, (1960: 31) claims that the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which learning has occurred. So, teachers should not think of themselves so much as a teacher who must constantly deliver information to their students, but more as a 'facilitator' of learning whose job is to set the stage for learning and to turn their students on to their own abilities.

In fact, teaching is something like an art. There are numerous things that can be said about how to teach effectively. Most teachers know about these but the researcher wants to suggest some of them again here. First of all, teachers should be keen and motivated. They can use lots of visuals and authentic materials in addition to providing plenty of variety in terms of activity. They must be fair and acknowledge the efforts of weaker students as well as stronger ones. They can offer plenty of handouts and worksheets to supplement the course book and try to give accurate feedback. If they want to joke about why errors occur, they must do this without sarcasm and establish a friendly, loving, and cooperative classroom atmosphere.

Oxford & Shearin (1996:139) also offer some practical suggestions for teachers. They point out that teachers can identify why students are studying the new language and determine which parts of foreign language learning are especially valuable for the students and show them that foreign language learning can be an exciting mental challenge and a career enhancer. Moreover, teachers can help shape students' beliefs about success and failure in foreign language learning. Students can learn to have realistic but challenging goals. Teachers can urge students to develop their own intrinsic rewards through positive self-talk, guided self-evaluation, and mastery of specific goals, rather than comparison with other students. Finally,

teachers can make the foreign language classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum.

Considering the affective climate of the foreign language learning environment teachers have a lot to do. Kristmanson (2000: 1) has given some effective suggestions for this matter. According to the results of her studies, teachers should encourage and support students at all times but especially when they are struggling or lacking confidence in certain areas. They should be energetic and enthusiastic about what they are teaching and on those days when they do not have that energy, they can provide activities that require the learners to put forth the majority of the energy. They should allow students opportunities to talk about themselves, their interests, and their culture. Through preplanned and spontaneous activities, they can provide opportunities for interaction in the target language in and outside the language learning environment. Furthermore, they should encourage goal setting and a sense of dedication and continuous commitment to the language learning task through meaningful, relevant and authentic language learning activities. They should recognize the little successes, improvements and progress of all students both individually and with the entire group. That is to say, they should avoid tension-causing strategies such as surprise quizzes, overly competitive activities, putting students in front of their peers with no warning or chance for preparation, and correcting errors in a negative, accusatory fashion. Brophy (1997: 40) agrees and says that probably the most important single thing a teacher can do is establish a collegial; supportive environment. It is vital that the teacher model for students the idea that the classroom is a learning community and that they are collaborating, not competing, and they are going to learn together. Those mistakes are expected, and if they need help, there is no shame in asking for it.

There is another important point which should be mentioned here; most of the students' aims and course aims were in diametric opposition. Students were focused exclusively on passing the final exam rather than on realizing the academic and cultural benefits gained by acquiring oral, reading, and listening competence in English in The School of Foreign Languages. This was evident during discussions at the beginning of each semester. The lecturers complain about their students' attitude

against learning a foreign language and see their low level of motivation one of the main reasons. In fact, they are right to some extent. There are other reasons of this problem but mainly it seems that the level of the student's motivation plays an important role. The researcher believes that by defining the key term "motivation" and finding the reasons of low-motivation level, he would help the lecturers to minimize the negative effects of their common problem.

Briefly, it is necessary to remind teachers that they are enablers, not rewarders. Learners need to develop autonomy, not dependence, so teachers should help learners to take charge of their own learning through setting some personal goals and utilizing learning strategies. It is widely accepted that learner-centered, co-operative teaching and content-based activities or courses are motivating.

2. 3. Motivation

There is a common question: How is it that some people learn a second or foreign language so easily and so well while others, given what seem to be the same opportunities to learn, find it almost impossible? Is it just a matter of having 'an ear for languages'? Everyone or almost everyone learns his/her native language painlessly, so why does not everyone do this for a foreign language? There are quite a lot of variables that affect the success or failure in class such as methodology, teacher, physical conditions etc. According to Oxford (1994: 16), one of the most important factors that influence the choice of strategies used among students learning a foreign language is 'motivation'. More motivated students tend to use more strategies than less motivated students, hence, they tend to be more successful.

In a general sense, Dörnyei and Otto, (1998: 65) point out that motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out.

Motivation is concerned with the question, "Why does an organism behave as it does?". It involves four aspects:

1. A goal
2. An effort
3. A desire to attain the goal
4. Favorable attitude toward the activity in question.

Motivation is also defined as the impetus to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989: 35). It is important because it determines the extent of the learner's active involvement and attitude toward learning. Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determine success in developing a foreign language; it determines the extent of active, personal involvement in foreign language learning (Oxford & Shearin, 1994: 14).

Dornyei (2001: 8) states that perhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the direction and magnitude of human behavior, which is:

- the choice of a particular action,
- the persistence with it,
- the effort expended on it.

In other words, motivation is responsible for;

- why people decide to do something,
- how long they are willing to sustain the activity,
- how hard they are going to pursue it.

Learners -adults as well as kids- need to see the usefulness of what they are being asked to learn. Teachers whose students exhibit more motivation tend to go to greater lengths to explain the connection between academic content and the "real world." Academically motivated students get engaged in schoolwork with confidence

and interest, are less likely drop out of school, suffer fewer disciplinary problems, and are more resilient in the face of setbacks than less motivated students.

When we talk about sustained, long-term activities, such as the mastering of a foreign language, motivation does not remain constant during the course of months or years. Rather, it is characterized by regular appraisal and balancing of the various internal and external influences to which the individual is exposed. Even within a single course most learners experience fluctuation in their enthusiasm or commitment, sometimes on a day-to-day basis.

However, as Walker and Symons (1997:16-17) summarize, when the leading theories on human motivation are viewed as a whole, five themes emerge. Human motivation is at its highest when people are competent, have sufficient autonomy, set worthwhile goals, get feedback and are affirmed by others.

Krashen (1985: 67) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition.

All methods and approaches have their own advantages and disadvantages but what is important is to choose convenient ones for "our" students. So, the more clearly the teacher aware of what is going on in the classroom, the more able s/he is to change and improve. Furthermore, it should not be forgotten that one of the most important tasks for teachers is to help learners feel secure and important. When students feel anxious about or incompetent in a situation, they lack the motivation to learn.

Student motivation is negatively affected by a cluster of other factors associated with language learning. One of these factors is prior learning experience.

By the time they enter the university, Turkish students usually have completed at least six years of English classes, yet most are unable to carry on simple conversations with native speakers or write sentences free of basic grammatical errors. Although many Turkish middle and high school teachers still favor the grammar-translation method or some other traditional methods, and prefer teacher-centered classrooms (most probably with more than 40 students) in which little English is spoken, university freshmen tend to blame themselves for their lack of communicative competence. So, it is obvious that, motivation and the opportunity to use the language are the most helpful elements in the learning experience. On the other hand, without enough exposure, forcing students to speak or write will increase their anxiety level and the feeling of being unsuccessful. Furthermore, too much stress prevents learning and the result would be a total demotivation. If the language of the classroom becomes text book – bound and test – centered rather than being lively communication and student – centered, it will be an artificial atmosphere and will cause boredom. Therefore, teachers should try to enhance the quality of classroom communication. Creating activities that foster real communication will also enhance motivation.

2. 4. Types of Motivation

Sometimes a distinction is made between positive and negative motivation: ‘Positive motivation’ is a response which includes enjoyment and optimism about the tasks that you are involved in. ‘Negative motivation’ involves undertaking tasks for fear that there should be undesirable outcomes, e.g. failing a subject, if tasks are not completed.

Another distinction is between ‘Instrumental and Integrative motivation’. In the context of language learning, instrumental motivation refers to the learner’s desire to learn a language for utilitarian purposes (such as school/university requirement, employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. McDonough (1981: 17) noted that there are two types of integrative motivation: ‘Assimilative motivation’, strong motivation to “belong” to the target group (give up one’s own

culture to assimilate into the target culture), and 'Affiliative motivation', weak motivation and a desire for wider social contact with target language speakers.

However, a more well-known distinction is made between 'Intrinsic and Extrinsic motivation'. So, what are the differences between intrinsic and extrinsic motivation then? Deci and Ryan (1985: 128) argue that individuals are moved by these two large sets of forces, the extrinsic coming from external sources and often tangible and intrinsic coming from within, usually in the form of intangible personal satisfactions, such as feelings of self-determination and competence. Lepper (1988: 297) agrees and says that a student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Examples of intrinsic motivation would be students who study history just because they want to know about the past, or someone who is motivated towards choosing a career which involves interesting work assignments. Meanwhile, extrinsic motivation describes the process of satisfying a need which is related to the learning activity, but is not satisfied by the learning itself. An extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers, or teacher approval. An example of this would be a student who acquires knowledge in order to obtain high grades. However, since all motivation ultimately derives from some intrinsic need, the two definitions are not bipolar; they simply distinguish 'a general disposition to learning for its own sake' (Brophy, 1983: 200). Studies which have investigated motivation in task-specific situations have shown that 'engaging in tasks for their own reasons results in better quality output than engaging in tasks for exogenous reasons' (Brophy, 1983: 201).

Considering both the internal and external motivation, the former one is longer lasting and more self-directive than is latter one, which must be repeatedly reinforced by praise or concrete rewards. Some individuals -- particularly children of certain ages and some adults -- have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of

satisfaction. Caution should be exercised in using external rewards when they are not absolutely necessary. Their use may be followed by a decline in internal motivation.

A number of studies suggest ways to encourage intrinsic motivation. In order to remain interested in learning, students must feel challenged and must receive feedback on their progress. Using grades or other inducements to emphasize teachers' control over students rather than to give feedback on performance has been shown to reduce intrinsic motivation. Giving students an opportunity to choose learning activities also increases internal attraction (Deci and Ryan 1985: 131). Deci (1975: 41) also stresses the role of feelings of competence and self-determination in motivating behavior that if a person's feelings of competence and self-determination are enhanced, his intrinsic motivation will increase. If his feelings of self-determination are diminished, his intrinsic motivation will decrease.

Critics of the overuse of praise and rewards argue that it undermines a student's own intrinsic motivation to perform in school. Brophy (1983: 208-213) says that praise and rewards are helpful and supportive...but they are often used to control behavior, and that is not motivating. He cautions against giving rewards in ultra-competitive classroom situations. "That makes a few students temporarily happy. For the other 20, it is just more depressing news about school." He finally suggests focusing on the class as a whole. Congratulate the whole class for doing well on the test. Have an unannounced surprise treat for everyone. Save individual things for private comments. And don't publicly praise or criticize students or compare them. Okolo, Bahr and Gardner (1992: 80) point out that a nonthreatening, positive classroom environment that encourages risk taking is conducive to motivation. The teacher should refrain from criticism or calling attention to poor performance. Clifford (1984: 109) adds that when failure occurs in spite of reasonable expenditures of effort, the teacher has to help students to accept that failure is a natural part of learning a difficult skill.

Briefly, there is a variety of specific actions that teachers can take to increase motivation on classroom tasks. In general, these fall into the two categories discussed above:

Table 1
Tips to Enhance Intrinsic or Extrinsic Motivation

Intrinsic	Extrinsic
<ul style="list-style-type: none"> • Explain or show why learning a particular content or skill is important • Create and/or maintain curiosity • Provide a variety of activities and sensory stimulations • Provide games and simulations • Set goals for learning • Relate learning to student needs • Help student develop plan of action 	<ul style="list-style-type: none"> • Provide clear expectations • Give corrective feedback • Provide valuable rewards • Make rewards available

(Adapted from the *Motivation to learn: An overview* by W. Huitt, 2001, pp. 7)

According to several researchers, especially college instructors who are most skillful at motivating students to work and to learn share a number of qualities: They recognize that students vary greatly in academic abilities and in interests and attitudes toward work and authority. Because extrinsic attractions are powerful and widespread in our culture, many students are influenced by the rewards of meeting others' expectations and have weak capacities for self-reinforcement. Skilled instructors accept the necessary extrinsic role that evaluation plays. If intrinsic satisfactions were sufficient, there would be no need for external influences. But good teachers also deemphasize grading as much as possible and encourage students to develop their intrinsic motives. In other words, teachers who wish to increase their students' motivation should be concerned about their evaluation methods. To increase an interest in learning, teachers can use evaluation methods that encourage conceptual learning without threatening students. Strategies to increase student motivation during content instruction are centered on issues of optimal challenge,

lesson introduction, clear expectations, presentation styles, and relevance. Stipek (1988: 190) asserts that interest can be promoted within various content areas by providing an appropriate level of challenge to all students. The teacher can select a moderately difficult level so that students can succeed with sufficient effort and can monitor their skill improvement. Lepper & Malone (1987: 226) draw our attention to feedback and say that students may be intrinsically motivated by performance feedback which is frequent, clear, constructive, and encouraging. When teachers can capitalize on existing intrinsic motivation, there are several potential benefits. Condry and Chambers (1978: 88) found that when students were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision-making strategies than did students who were extrinsically oriented. Lepper (1988: 303) supports the ideas above and says that when intrinsically motivated, students tend to employ strategies that demand more effort and enable them to process information more deeply. They also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward. Hence, extrinsic rewards should be used with caution, for they have the potential for decreasing existing intrinsic motivation. Students are motivated intrinsically by the task itself or by positive feelings such as pride that result from task accomplishment. Teachers can enhance intrinsic motivation through praise and goal setting. Intrinsic motivation is desirable not only to enlist students' willing engagement in academic tasks, but also because it increases the effectiveness of learning (Malone & Lepper, 1987: 228). Newby (1991: 197) agrees and adds that when extrinsic motivators are employed, the student's primary goal is to attain the reward, and the task itself becomes secondary. In a recent investigation of the motivational strategies employed by first-year teachers, he found that extrinsic motivators were employed significantly more frequently than were intrinsic motivators. Unfortunately, extrinsic motivators were found to negatively affect students' on-task behavior.

According to the findings of Lepper, Greene and Nisbett (1973: 34), teachers practices that encourage intrinsic motivation are: allowing for flexible deadlines;

eliminating the need for overt supervision by promoting independence; maintaining a safe environment where students feel free to ask questions and to take risks; giving students' choices; creating a stimulating environment for learning; and keeping competitive behaviors at a minimum.

As a result of these ideas, it can be claimed that most long-term objectives for students involve independent behavior based on internal satisfactions. Many college students are still in transition from adolescence to adulthood and are still learning to balance meeting others' expectations with thinking for themselves. The life-long learning that educators wish is unlikely to result from encouraging dependence and external motivation. Thus, faculty members have both a responsibility and an opportunity to encourage the growth of intrinsic satisfactions and the rewards of learning in students. Because overemphasis on extrinsic rewards tends to weaken intrinsic ones, it is necessary to reduce extrinsic forces as well as to encourage inner attractions.

Although intrinsic motivation is generally more desirable, it is not sufficient to suggest that instructors strive to encourage only intrinsic satisfactions and discourage extrinsic rewards. Some students may be highly impelled to learn for intrinsic reasons but still enjoy the challenge of meeting an external demand by taking an exam or submitting a paper for criticism. Other students may dread beginning a paper, care primarily about the grade they receive, but still find the reading and writing pleasurable once they begin and become caught up in the creative process. In addition, if an instructor wants students to begin a new behavior or to behave in an easily specified way, extrinsic inducements always work more quickly and powerfully than intrinsic ones. Students can be motivated to learn almost anything if promised a sufficiently attractive external reward. Extrinsic persuasion cannot be abandoned altogether, but it can be deemphasized. Unfortunately, extrinsic attractions must usually be offered indefinitely for the behavior to continue. In contrast, intrinsic interests are slower to motivate new behavior and less certain of being effective, but they are usually more lasting once they take hold.

In conclusion, internal motivation is obviously more desirable for effective learning outcomes. However, when students exhibit minimal motivation, external reinforcers may be employed to foster the development of intrinsic motivation. In other words, establishing motivation with external reinforcers would be considered as extrinsic motivation, but any motivation is better than none. Teachers need to explore how extrinsic and intrinsic motivation can work together optimally and how behaviors begun under external rewards can become controlled intrinsically.

2. 5. Sources of Motivation

Though students may be equally motivated to perform a task, the sources of their motivation may differ. Educational psychologists like Fischer (1990: 42) point to three major sources of motivation in learning:

1. The learner's natural interest: Intrinsic satisfaction
2. The teacher / institution / employment: Extrinsic reward
3. Success in the task: Combining satisfaction and reward

On the other hand, Huitt (2001: 3) gives the following chart which provides a brief overview of the different sources of motivation that have been studied.

Table 2

Sources of motivational needs

Behavioral/external	<ul style="list-style-type: none"> • elicited by stimulus associated / connected to innately connected stimulus • obtain desired, pleasant consequences (rewards) or escape/avoid undesired, unpleasant consequences • imitate positive models
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Biological	<ul style="list-style-type: none"> • increase/decrease stimulation (arousal) • activate senses (taste, touch, smell, etc.) • decrease hunger, thirst, discomfort, etc. • maintain homeostasis, balance
Affective	<ul style="list-style-type: none"> • increase/decrease affective dissonance (inconsistency) • increase feeling good • decrease feeling bad • increase security of or decrease threats to self-esteem • maintain levels of optimism and enthusiasm
Cognitive	<ul style="list-style-type: none"> • maintain attention to something interesting or threatening • develop meaning or understanding • increase/decrease cognitive disequilibrium; uncertainty • solve a problem or make a decision • figure something out • eliminate threat or risk
Conative	<ul style="list-style-type: none"> • meet individually developed/selected goal • obtain personal dream • take control of one's life • eliminate threats to meeting goal, obtaining dream • reduce others' control of one's life
Spiritual	<ul style="list-style-type: none"> • understand purpose of one's life • connect self to ultimate unknowns

2. 6. Theories and Models of Motivation

There has been an interest in motivation and the role of motivation in learning for many years. Interest in motivation has sparked various theories that attempt to explain what motivates people. It is critical to grasp the evolution of motivational theories and their basis in order to understand what motivates students in academic setting.

The first writings on motivation originated in ancient Greece, where philosophers such as Socrates and Aristotle wrote that man is motivated by doing what is right (Walker & Symons, 1997: 13). However, most of the literature on motivation was written in the 20th century. Abi Samra (2002: 12-24) draws a brief outline of theories and models of motivation and the researcher believes that it would be a useful and comprehensible source for the other researchers of the topic "motivation". First behavioral theories became popular with Pavlov's "classical conditioning", Skinner's "instrumental / operant learning" and Bandura's "observational / social learning". According to Abi Samra (2002: 12), Pavlov states that biological responses to associated stimuli energize and direct behavior. Skinner (1935: 67-68) asserts that the primary factor is consequences: reinforcers are incentives to increase behavior and punishers are disincentives that result in a decrease in behavior.

(Stimulus => response => reward)

Bandura (1977: 27) suggests that modeling (imitating others) and vicarious learning (watching others have consequences applied to their behavior) are important motivators of behavior. Behaviorists explain motivation in terms of external stimuli and reinforcement. The physical environment and actions of the teacher are of prime importance.

After behavioral theories, cognitive theories became more popular and widely accepted such as Vroom's "Expectancy-Value Theory", Heider's & Weiner's "Attribution Theory" and Festinger's "Cognitive Dissonance Theory". The research on student motivation indicates that most approaches evolved from 'Expectancy -

Value Theory'. That is to say, most recent studies in motivation to learn use the Expectancy - Value Theory because it combines the merits of both social learning and attribution theories. According to this theory, the intensity of motivation is determined jointly by the learner's expectancy for success and by the incentive value of the goal. It is assumed that no effort will be invested in a learning activity if either factor is missing entirely. This theory suggests that students can gain success if they apply reasonable effort and appreciate the value of learning activities. Teachers must understand the theory and learn how to translate it into practical ways in the classroom to increase student performance. Newsom (1990: 161) outlines a simplified model of the Expectancy Theory and shows that it is possible to determine the extent to which an individual is motivated to perform some tasks by asking three questions:

Expectancy Model

Effort - Performance - Outcome

1. To what extent does the individual expect that effort will lead to performance? (Expectancy 1);
2. To what extent does the individual expect that the outcomes are associated with good performance different from those outcomes associated with poor performance? (Expectancy 2);
3. To what extent does the individual prefer the outcomes associated with good performance?

The theory states that motivated individuals put forth the greatest effort, believe that effort will lead to good performance, and that good performance will lead to preferred outcomes. According to Newsom (1990: 162), if the answer to any of the three questions is negative or reflects some doubt, the individual will be less motivated. To increase students performance; therefore, teachers must know what motivates students. Teachers must also realize that they are responsible for their students' performance. From the standpoint of education, the theory's most important point is that the effectiveness of any educational policy or practice is directly related to its capacity for increasing student involvement. Since, according to the theory, the greater the effort the greater the learning and personal development thus the greater the performance and satisfaction. The advantage of this theory is that it focuses attention on the motivation and behavior of the student. It recognizes that the most

precious institutional resource is the student's time; therefore, the theory is a powerful tool in determining why students have or have not been motivated.

The reality of the Expectancy Theory can be summarized into what Newsom (1990: 165) calls "the nine C's":

Challenge - Does the individual have to work hard to perform the job well?

Criteria - Does he or she know the difference between good and poor performance?

Compensation - Do the outcomes associated with good performance reward the individual?

Capability - Does the individual have the ability to perform the job well?

Confidence - Does the individual believe he or she can perform the job well?

Credibility - Does the individual believe the teacher will deliver on promises?

Consistency - Does the student believe that all individuals receive similar preferred outcomes for good performance and similar less preferred outcomes for poor performance?

Cost - What does it cost an individual - in effort and outcomes for what has been done -to perform well?

Communication - Does the teacher communicate (in speaking, writing, acting, listening, observing) with the student in order to affect the other eight C's?

Oliver (1995: 28) claims that; although these nine C's are worthy, another, "Competence" should be added - Is the teacher able to assess his or her own personal role and responsibility in students motivational performance levels?

Understanding individuals and what motivates them is an ongoing problem especially in diverse group of students, culturally, socio-economically and academically. The Expectancy Theory represents a workable diagnostic tool for teachers in understanding how to motivate students to perform well in school. In effective schools teachers and students accept the responsibility for their own behavior, thus enhancing the potential for positive learning environments. The crucial factor is having the ability to help individuals with diverse beliefs and interest

work toward common goals and objectives. Teacher expectations of students reaching high levels of achievement regardless of background are a factor of effective schools. The tone of establishing high expectations among students begins with teachers and principal having high expectations of them. This helps to establish and capitalize on the concept of the self-fulfilling prophecy by modeling appropriate behavior. Stevenson (1993: 54) states that students must be given a precise and honest assessment of their academic performance. By doing so, students will realize the value of hard work and acquire a sense of pride and competence over their achievement. They will then possess a self-esteem based on a clear understanding of their potential.

'Attribution Theory' (Heider, 1958; Weiner, 1974) proposes that every individual tries to explain success or failure of self and others by offering certain "attributions." These attributions are either internal or external and are either under control or not under control. In a teaching / learning environment, it is important to assist the learner to develop a self-attribution explanation of effort. If the person has an attribution of ability (internal) as soon as the individual experiences some difficulties in the learning process, he or she will decrease appropriate learning behavior. If the person has an external attribution, then nothing the person can do will help that individual in a learning situation (i.e., responsibility for demonstrating what has been learned is completely outside the person). In this case, there is nothing to be done by the individual when learning problems occur. Brophy (1983: 201) summarizes that Attribution Theory approaches concentrate on success or failure outcomes and students attributions to perceived causes. Students high in fear of failure expect to fail. In contrast, students who are driven by 'hope for success' expect to succeed and have been allocated to an 'achievement motivation' type.

In 'Cognitive Dissonance Theory', Leon Festinger (1957) states that when there is a discrepancy between two beliefs, two actions, or between a belief and an action, we will act to resolve conflict and discrepancies. The implication is that if we can create the appropriate amount of disequilibrium, this will in turn lead to the individual changing his or her behavior which in turn will lead to a change in thought patterns which in turn leads to more change in behavior. Cognitivists explain

motivation in terms of a person's active search for meaning and satisfaction in life. Thus, motivation is internal.

There are also other well-known theories such as "Cognitive Developmental Theories" by Piaget and Vygotsky; "Achievement Motivation Theories" by Atkinson, Raynor, Locke and Latham; "Psychoanalytic Theories" by Freud, Erikson, Sullivan, Adler and Jung; and "Humanistic Theories" by Maslow, Alderfer, Deci and Ryan.

According to Piaget, children are motivated to develop their cognitive or mental abilities in a predictable set of stages:

- Sensorimotor stage (Infancy, 0 to 2 years): In this period (which has 6 stages), intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited (but developing) because its based on physical interactions / experiences. Children acquire object permanence at about 7 months of age (memory). Physical development (mobility) allows the child to begin developing new intellectual abilities. Some symbolic (language) abilities are developed at the end of this stage.
- Pre-operational stage (Toddler and Early Childhood, 2-7 years): In this period (which has two substages), intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in a nonlogical, nonreversible manner. Egocentric thinking predominates.
- Concrete operational stage (Elementary and early adolescence, 7-12 years): In this stage (characterized by 7 types of conservation: number, length, liquid, mass, weight, area, volume), intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions that are reversible). Egocentric thought diminishes.
- Formal operational stage (Adolescence and adulthood, 12 years –adult): In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought. Only 35% of high school graduates in industrialized countries obtain formal operations; many people do not think formally during adulthood.

According to this theory, fulfillment of the previous stage is necessary for advancement to the next stage. In order for the child to be motivated, parents and teachers need to challenge his/her abilities, but 'not' present material or information that is too far beyond the child's level. It is also recommended that teachers use a wide variety of concrete experiences to motivate the child (e.g., use of manipulatives, working in groups to get experience seeing from another's perspective, field trips, etc).

Vygotsky (1978), states that 'The Zone of Proximal Development' is the distance between the learner's actual developmental level and the level of potential development; it is the gap between what we are trying to teach and the current state of development in that area. If the gap is too large, instruction won't be effective; too small and the learner won't be extended, therefore teachers must have background knowledge of those they teach. So, scaffolded instruction involves an instructor or advanced peer working to support the development of the learner. The instructor should guide the learner in such a way that the gap is bridged between the learner's current skill levels and the desired skill level. As learners become more proficient, able to complete tasks on their own that they could not initially do without assistance, the guidance can be withdrawn. Students' needs, goals and interests must be the starting point if motivation is to occur.

As for 'Achievement Motivation Theories', Atkinson & Raynor (1974) claim that individuals with a high need for achievement are interested in excellence for its own sake (rather for extrinsic rewards), tend to initiate achievement activities, work with heightened intensity on these tasks, and persist in the face of failure. Furthermore, the main drive to do well comes from avoiding a negative outcome rather than approaching a positive one.

Locke & Latham's 'Goal Theory' (1994) has differentiated three separate types of goals:

1. Mastery goals (also called learning goals) which focus on gaining competence or mastering a new set of knowledge or skills;

2. Performance/normative goals (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort;

3. Social goals which focus on relationships among people.

In the context of school learning, which involves operating in a relatively structured environment; students with mastery goals outperform students with either performance or social goals. However, in life success, it seems critical that individuals have all three types of goals in order to be very successful. One aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, but still keep the high expectations for success.

For 'Psychoanalytic Theories', Sigmund Freud is the first name coming to mind as he is one of the most well-known psychoanalysts. Freud (1914: 64) believed that motivation was a result of basic instinctual drives and the unconscious. He believed that the body regulated physical and mental energy and that the basic driving forces for physical and mental energy were instincts. He defined instincts as a 'biologically rooted force emanating within an organism and penetrating to the mind'.

The researchers of 'Humanistic Theories' stress the need for personal growth. They place a great deal of emphasis on the total person, along with the related needs of personal freedom, choice and self determination. So the teacher relinquishes a great deal of authority and becomes a facilitator. They emphasize the natural desire of everyone to learn. They maintain that learners need to be empowered and to have control over the learning process. Therefore, the teacher relinquishes a great deal of authority and becomes a facilitator.

Abraham Maslow (1954: 183), with his well-known 'triangle' for Hierarchy of Human Needs is a mile-stone in this field. It is based on two groupings:

‘deficiency needs’ and ‘growth needs’. Within the deficiency needs, each lower need must be met before moving to the next higher level.

The first four levels (Deficiency Needs) are:

1. Physiological: hunger, thirst, bodily comforts, etc;
2. Safety/security: out of danger;
3. Belongingness and Love: affiliate with others, be accepted; and
4. Esteem: to achieve, be competent, gain approval and recognition.

According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met.

The remaining four levels (Growth Needs) are:

5. Cognitive: to know, to understand, and explore;
6. Aesthetic: symmetry, order, and beauty;
7. Self-actualization: to find self-fulfillment and realize one's potential;
8. Transcendence: to help others find self-fulfillment and realize their potential.

The essence of the hierarchy is the notion of ‘pre-potency’, which means that you are not going to be motivated by any higher-level needs until your lower-level ones have been satisfied. Lastly, Self-Determination Theory of Deci & Ryan (1985: 126-129) is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding. Intrinsic and extrinsic motivation is explained in the section 2. 4.

Steers and Porter (1987: 93) point out that whether psycho analytic, humanistic, behavioral, or cognitive, most major theories of human behavior deal with the issue of ‘why we behave as we do’.

As for models of motivation, Keller (1983: 36) presents the ‘ARCS Model of Motivational Design’. It is a well-known and widely applied model of instructional design. Simple, yet powerful, the ARCS Model is rooted in a number of motivational theories and concepts most notably expectancy-value theory. The ARCS Model identifies four essential strategy components for motivating instruction:

1. [A]ttention strategies for arousing and sustaining curiosity and interest;
2. [R]elevance strategies that link to learners' needs, interests, and motives;
3. [C]onfidence strategies that help students develop a positive expectation for successful achievement; and
4. [S]atisfaction strategies that provide extrinsic and intrinsic reinforcement for effort (Keller, 1983: 39).

Keller (1987: 4) breaks each of the four ARCS components down into three strategy sub-components. The strategy sub-components and instructionally relevant examples are shown below:

Attention

- Perceptual Arousal: provide novelty, surprise, incongruity or uncertainty. Ex. The teacher places a sealed box covered with question marks on a table in front of the class.
- Inquiry Arousal: stimulate curiosity by posing questions or problems to solve. Ex. The teacher presents a scenario of a problem situation and asks the class to brainstorm possible solutions based on what they have learned in the lesson.
- Variability: incorporate a range of methods and media to meet students' varying needs. Ex. After displaying and reviewing each step in the process on the overhead projector, the teacher divides the class into teams and assigns each team a set of practice problems.

Relevance

- Goal Orientation: present the objectives and useful purpose of the instruction and specific methods for successful achievement. Ex. The teacher explains the objectives of the lesson.
- Motive Matching: match objectives to student needs and motives. Ex. The teacher allows the students to present their projects in writing or orally to accommodate different learning needs and styles.
- Familiarity: present content in ways that are understandable and that are related to the learners' experience and values. Ex. The teacher asks the students to provide examples from their own experiences for the concept presented in class.

Confidence

- Learning Requirements: inform students about learning and performance requirements and assessment criteria. Ex. The teacher provides students with a list of assessment criteria for their research projects and circulates examples of exemplary projects from past years.
- Success Opportunities: provide challenging and meaningful opportunities for successful learning. Ex. The teacher allows the students to practice extracting and summarizing information from various sources and then provides feedback before the students begin their research projects.
- Personal Responsibility: link learning success to students' personal effort and ability. Ex. The teacher provides written feedback on the quality of the students' performance and acknowledges the students' dedication and hard work.

Satisfaction

- Intrinsic Reinforcement: encourage and support intrinsic enjoyment of the learning experience. Ex. The teacher invites former students to provide testimonials on how learning these skills helped them with subsequent homework and class projects.
- Extrinsic Rewards: provide positive reinforcement and motivational feedback. Ex. The teacher awards certificates to students as they master the complete set of skills.
- Equity: maintain consistent standards and consequences for success. Ex. After the term project has been completed, the teacher provides evaluative feedback using the criteria described in class.

Many behaviors result from a combination of motives so it is recognized that 'no grand theory or model of motivation exists'. However, motivation is so necessary for learning that strategies should be planned to organize a continuous and interactive motivational dynamic for maximum effectiveness. The general principles of motivation are interrelated. A single teaching action can use many of them simultaneously.

2. 7. Factors That Affect Motivation

According to many researchers studying in this area, several factors affect students' motivation to learn a foreign language and some of them have already been mentioned before. Oxford and Shearin (1994: 16) analyzed some of the common motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

1. Attitudes (i.e., sentiments toward the learning community and the target language)
2. Beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
3. Goals (perceived clarity and relevance of learning goals as reasons for learning)
4. Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)
5. Environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
6. Personal attributes (i.e., aptitude, age, sex, and previous language learning experience).

The most common reasons for loss of motivation are a change, accumulated changes, a negative experience, and several negative experiences. In addition, there are some specific contributing factors which might be a low mark or a series of low marks, getting behind on a program of study, feeling isolated, study becoming irrelevant to short term or long term goals, and the difficulty of subject material.

Abi Samra (2002: 36) does a similar study, summarizes the common motivational factors and puts them in a table:

Table 3
Motivational Factors (internal)

Internal Factors

Age	cf. Piaget, Maslow, Alderfer, Erikson, Vygotsky, ...
Gender	Girls are known to acquire languages faster than boys. Hence, their motivation would be higher.
Goals	Why the learner is studying the language.
Need	How much the learner needs to study this language.
Interest (and curiosity)	How interested the learner is in learning this language.
Attitude	How the learner views this language and its speakers.
Expectancy	How much the learner expects to succeed.
Self-efficacy / Competence	Judging own ability and competence. How capable of success they think they are.
Native language proficiency	The more academically sophisticated the student's native language knowledge and abilities, the easier it will be for that student to learn a second language, then the more motivated s/he will be.

Table 4
Motivational Factors (external)

External Factors

Teachers	<ul style="list-style-type: none"> -Encouragement -Expectations -Feedback -Scaffolding -Task presentation -Teaching strategies & techniques -Rewards -Strategies for Teaching Culturally Diverse Students
Course content & Classroom atmosphere	<ul style="list-style-type: none"> -Relevance -Attractiveness -Challenge -Relaxed, positive atmosphere (low affective filter)
Social Identity (Peer groups)	<p>Teenagers tend to be heavily influenced by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers. Peer pressure often reduces the desire of the student to work toward native pronunciation, because the sounds of the target language may be regarded as strange. For learners of English as a second language, speaking like a native speaker may unconsciously be regarded as a sign of no longer belonging to their native-language peer group.</p>
Role models	<p>Students need to have positive and realistic role models who demonstrate the value of being proficient in more than one language.</p>

Home support	Support from home is very important for students' motivation to learn a second language. If parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their students' progress, the students will definitely be more motivated to learn the second language.
Learning environment	In order for the students to be motivated, the learning environment needs to be free from anxiety; the student should not feel threatened or intimidated. In order for him/her to speak, s/he needs to feel s/he will be heard and that what s/he is saying is worth hearing.

2. 8. Suggestions for Teachers

Students do differ in the amount and kind of motivation they bring to classrooms and teachers can enhance or reduce it. Surveys of instructors, students, administrators, and parents show a widespread endorsement of the view that college grades reflect motivational qualities, such as self-discipline and competitiveness, in addition to academic achievement (Milton, Pollio, and Eison 1986: 169).

Once motivation has taken the student step by step toward higher achievement and self-confidence, fear and insecurity will have been replaced with courage and students will feel the need to show what they can do. Maintaining student courage at a specific level is very important. If students have been pushed toward unattainable goals then they will have gained a false sense of courage and their initial attempt at the final goal will bring disappointment to both the teacher and the student.

Dornyei (1994: 273) suggests that developing students' self-efficacy, decreasing their anxiety, promoting motivation-enhancing attributions, encouraging

students to set attainable sub-goals and increasing the attractiveness of course content are vital to enhance the motivation of students.

Various task dimensions can also foster motivation to learn. Ideally, tasks should be challenging but achievable. Lepper (1988: 306) claims that relevance also promotes motivation, as does "contextualizing" learning -- that is, helping students see how skills can be applied in the real world. Tasks that involve "a moderate amount of discrepancy or incongruity" are beneficial because they stimulate students' curiosity, an intrinsic motivator. It is apparent that defining tasks in terms of specific, short-term goals can assist students to associate effort with success. Verbally, noting the purposes of specific tasks when introducing them to students is also beneficial (Brophy, 1987: 45). That is to say, teachers should stimulate curiosity by asking thought - provoking questions provide challenges, moderately difficult tasks. Students have an inherent need to search for and master challenging activities (Deci & Ryan, 1985: 124). Ideally, each student should have an assignment that is hard enough to require some effort, but easy enough to be completed with no more than a modest amount of assistance. In reality, many teachers create error-proof classrooms to ensure student successes rather than provide optimally challenging activities. However, teachers must encourage students to learn from mistakes. They should provide moderately difficult tasks and establish the relevance of content by relating it to students' needs and interests.

Raffini (1993: 118) draws attention to another important point that the beliefs teachers themselves have about teaching and learning, and the nature of the expectations they hold for students, also exert a powerful influence. As Stipek (1988: 82) notes, "To a very large degree, students expect to learn if their teachers expect them to learn."

None of the techniques will produce sustained motivation unless the goals are realistic for the learner. The basic learning principle involved is that success is more predictably motivating than is failure. Ordinarily, people will choose activities of intermediate uncertainty rather than those that are difficult (little likelihood of success) or easy (high probability of success). For goals of high value there are fewer

tendencies to choose more difficult conditions. Having learners assist in defining goals increases the probability that they will understand them and want to reach them. However, students sometimes have unrealistic notions about what they can accomplish. Possibly they do not understand the precision with which a skill must be carried out or have the depth of knowledge to master some material. To identify realistic goals, instructors must be skilled in assessing a student's readiness or a student's progress toward goals.

Because learning requires change in beliefs and behavior, it normally produces a mild level of anxiety. This is useful in motivating the individual. However, severe anxiety is incapacitating. A high degree of stress is inherent in some educational situations. If anxiety is severe, the individual's perception of what is going on around him or her is limited. Teachers must be able to identify anxiety and understand its effect on learning. They also have a responsibility to avoid causing severe anxiety in learners by setting ambiguous or unrealistically high goals for them.

It is important to help each student set goals and to provide informative feedback regarding progress toward the goals. Setting a goal demonstrates an intention to achieve and activates learning from one day to the next. It also directs the student's activities toward the goal and offers an opportunity to experience success.

Both affiliation and approval are strong motivators. People seek others with whom to compare their abilities, opinions, and emotions. Affiliation can also result in direct anxiety reduction by the social acceptance and the mere presence of others. However, these motivators can also lead to conformity, competition, and other behaviors that may seem as negative.

So, there are some basic principles of motivation which are applicable to learning in any situation. First of all, the environment can be used to focus the student's attention on what needs to be learned. That is to say, teachers who create

warm and accepting atmospheres will promote persistent effort and favorable attitudes toward learning. This strategy will be successful in children and in adults. Interesting visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity.

Secondly, it is widely accepted that, incentives motivate learning. They include privileges and receiving praise from the teacher. The teacher determines an incentive that is likely to motivate an individual at a particular time. In a general learning situation, self-motivation without rewards will not succeed. Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things.

Thirdly, learning is most effective when an individual is ready to learn, that is, when one wants to know something. Sometimes the student's readiness to learn comes with time, and the instructor's role is to encourage its development. If a desired change in behavior is urgent, the instructor may need to supervise directly to ensure that the desired behavior occurs. If a student is not ready to learn, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

Finally, motivation is enhanced by the way in which the instructional material is organized. In general, the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already known. Other ways to relay meaning are to determine whether the persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

It is clear that everybody needs motivation. Everybody needs to have a reason for action. It is a sad fact that most people in this world underachieve because they don not believe they are capable of fulfilling their dreams. Teachers, need to be committed to offering students the opportunity to believe in themselves and achieve great things. Educators have long sought ways to motivate students to achieve to

their potential in the classroom. Students at many universities often fail to reach their full potential as foreign language learners due to low motivation. Some of the factors that affect their motivation relate to the country's education system in general. Others reflect institutional and cultural views of language learning in particular. Although this thesis will draw examples from The School of Foreign Languages in Dokuz Eylül University, it is assumed that the problems described and the solutions proposed can be applied to contexts worldwide.

2. 9. Conclusion

Briefly, motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. Intelligent students are often out-performed by less bright students with high motivation. If a student is motivated enough he/she can accomplish learning of any scale.

Student motivation should be considered by teachers as "their top priority" for achievement. Successful language learning, irrespective of the peculiarities of place or student level, is dependent upon student motivation. There is a famous saying about teaching-learning process:

"You can lead a horse to water, but you can't make him drink, so salt his oats,"

Students are motivated by their interests. Therefore, teachers should have their students work on projects that are relevant to them, elicit their curiosity, and involve their choice.

Students are motivated by clearly defined goals, an emotional climate of success, a variety of learning options, and group-work (Jensen, 1998: 62). Clearly defined goals, (also called student outcomes, objectives, and academic standards) are derived from an analysis of what students need to achieve in order to master the unit. Jensen (1998:76) finally argues about the emotional climate that establishing an emotional climate of success is crucial to maintaining student motivation. This

climate begins with an introduction to the unit as the teacher makes students feel that they can succeed with this content and in this context, which is to say, with this task and with this teacher.

Current study of the human brain and motivation suggests to teachers better methods for creating a positive learning environment (Jensen, 1998: 68). A well-managed classroom more often comes from thorough curriculum planning and instruction, interesting, success-oriented activities, and frequent feedback to students. Students, and indeed everybody, are motivated by feedback. Feedback should be frequent and come in a variety of forms. Many studies found that goals are motivational and lead to increased performance when they are specific, moderately difficult, and accepted by the individual and when feedback is provided regarding progress toward the achievement of the goals.

It is important that the way the teacher introduce a task or topic has critical impact on student motivation. For example, motivation is diminished if students discover that the teacher considers the subject to be either uninteresting or unimportant. In contrast, student motivation is heightened by an enthusiastic presentation or introduction to an "enjoyable" or "meaningful" new skill. Also, it is beneficial to state explicitly the importance of a skill.

In conclusion, it appears that motivation is the key in getting students involved in their learning and in getting them to improve their level of academic performance. Knowledge of motivation theories is important for teachers engaged in the teaching-learning process. Thus, teachers should direct their attention toward motivating and building positive attitudes in students and must recognize that the most precious resource is the students' time.

CHAPTER 3. METHODOLOGY

3. 1. The Research Model

A protocol study was used to determine the differences and similarities between the students' and the lecturers' views on the motivational factors of preparatory class students at DEU School of Foreign Languages. This model with an open-ended question was selected because it allowed the researcher to explore the question fully and to construct a sincere and realistic model that can reveal the ideas of the students and the teachers.

3. 2. Population & Sample

Dokuz Eylül University conducts its foreign language teaching program (mainly English) through the School of Foreign Languages. There are four levels in the preparatory English Program of The School of Foreign Languages. These are beginner (D), pre-intermediate (C), intermediate (B), and upper-intermediate (A) levels.

In 2004 – 2005 Academic Year, there are 122 classes in the DEU School of Foreign Languages which include 40 (D) level, 36 (C) level, 23 (B) level, and 2 (A) level undergraduate classes, and 11 (D) level, 4 (C) level, 5 (B) level, and 1 (A) level post-graduate students. The researcher has tried to choose the samples by considering the proportion of the levels and numbers in 122 classes. The researcher asked the opinions of 310 students who were chosen randomly from the total 3050 students.

As for teachers, the researcher asked 45 teachers (out of 150) their opinions about the factors affecting the students in learning a foreign language. The researcher chose especially experienced teachers who have permanent position at DEU.

3. 3. Data Gathering Instruments

The researcher prepared the question and asked the opinions of ten other teachers. He preferred to ask an open-ended question to both the students and the lecturers of The School of Foreign Languages in Dokuz Eylül University because it is aimed to get their sincere ideas by their own sentences or phrases. The samples of the open ended question to both the lecturers and the students can be seen in the appendixes section.

3. 4. Data Analysis Procedures

Participants were asked their opinions on the factors affecting their motivation in the classes. The researcher presented the sheet to the participants that this research was a part of his master's degree thesis that was investigating student and lecturer opinions on motivation and their particular testing group had been randomly selected. Then 45 minutes were given to participants to list down the positive and negative factors affecting their motivation in learning a foreign language. Participants were treated in accordance with the APA standards of ethical conduct.

As for numbers; about 100 lecturers were asked to write their opinions and 45 of them wrote their ideas and gave them back to the researcher. The researcher delivered about 600 sheets with the same question to the students and 305 of them replied. By counting the plusses and minuses, the researcher got 0.89 for reliability.

CHAPTER 4. FINDINGS and RESULTS

4. 1. Introduction

During the course of this study the researcher is continually impressed by the enthusiasm and helpfulness of the teachers and students. Specifically, many teachers wondered whether the researcher will present the results and possible ways of solution to their common problem with a seminar. One of the teachers said that she was going to do a similar study in her classes to understand her students better and added that she was looking forward to getting the outcomes of this study. Obviously, these motivated the researcher intrinsically and made him study day and night. Hence, here are the results which are found with a conscientious study.

4. 2. The Results of the Teachers' Positive Opinions

Table 5

The Results of the Teachers' Positive Opinions

	Teachers++++	
	f	%
Methods / Techniques-	48	27.58
Teachers-	38	21.83
Necessity / Career / Emd* -	21	12.06
Material / Source -	16	9.19
Students' willingness / Interest -	13	7.47
Environmental/ Physical conditions-	12	6.89
Learning a foreign language -	7	4.02
Practice -	5	2.87
Exams / Pop quiz -	4	2.29
Watching films / Listening to music -	3	1.72
Others -	7	4.02
Total -	174	100

*Emd (abr.): The department where the medium of instruction is English.

Table 5 clearly shows that the teachers see 'methods and techniques' the most important issues to motivate students positively. Naturally 'method' is a cover term for some sub-items such as using different group or pair work activities, role plays, games, competitions, music and visual aids or involving real-life examples, establishing a lively communication atmosphere, wandering around the classroom, checking their homework, revising the subjects regularly and giving rewards. As for the item 'teachers', it includes the teachers' willingness, positive attitude to students with a smiling face, establishing rapport, calling them by their names, encouraging them by giving necessary explanations or using praise. For the third item, more than one tenth of the teachers think that the students are motivated just because they need or they are going to need a foreign language for their career including undergraduate courses (especially for the departments where the medium of instruction is English), post-graduate studies, finding a better job and passing exams such as KPDS, UDS or TOEFL. In addition, being able to use the internet or communicating with foreigners would be other motivators for the students. For the item 'source', they want to express the importance of authentic material which is efficient for the level of students and which can be found easily with a moderate price. The sixth item; 'environmental / physical conditions' includes having enough financial support, encouraging and comfortable classroom atmosphere which has less than 25 students and socio-economic status of the family. For 'practice', they mean the opportunity to talk with native speakers, having classes from native speaker lecturers, doing enough exercise and talking with friends in the target language. For 'exams', they want to point out an extrinsic motivator because unfortunately Turkish students show more interest when the subject matter can be asked in the exam. Although many researchers find this issue a 'threat' for intrinsic motivation, the lecturers use this and arrange pop-quizzes to increase the possible effect of the exam and to guarantee a high rate of attendance. Finally, some lecturers think that understanding a foreign film or song in its original sound makes their students happier and gives them much pleasure. The students accept this situation as prestigious.

4. 3. The Results of the Teachers' Negative Opinions

Table 6
The Results of the Teachers' Negative Opinions

	Teachers-----	
	F	%
Environmental / Physical Conditions -	42	17.5
Methods / Techniques -	38	15.83
Necessity / Career / Tmd* -	24	10
Teachers -	21	8.75
Program / Curriculum-	19	7.91
Material / Source -	17	7.08
Exams / Pop quiz-	13	5.41
Negative transfer -	12	5
Administration -	11	4.58
Attendance -	7	2.91
Lethargy after OSS-	6	2.5
Discipline -	5	2.08
Different levels -	4	1.66
Vocabulary / Intonation -	4	1.66
Lack of practice -	3	1.25
Laboratory -	3	1.25
Only English -	1	0.04
Others -	10	4.54
Total -	240	100

*Tmd (abr.): The department where the medium of instruction is Turkish.

Table 6 shows the numerical rates of the lecturers' views on motivational factors which affect the students negatively. More than 17 teachers out of a hundred think that the most important negative factor is the environmental and physical conditions of the students which include personal or family problems (e. g. financial problems, arguments within the family or homesickness), noisy classrooms with horse-shoe shaped uncomfortable chairs, demotivated, aggressive, uncooperative friends, sleeplessness, distant and expensive accommodation, having no proper place to study individually after the lesson and not having a good canteen. Almost a similar percentage (15.83) goes to 'methods and techniques' by which they mean passing the subjects too quickly or too slowly, establishing lockstep teaching, following only the course book, correcting every mistake, not using audio-visual aids and using too much native language. One tenth of the lecturers think that students are not motivated because they are not really in need of learning a foreign language. They claim that their students are thinking daily and do not give enough importance to learn a foreign language. Interestingly enough, the lecturers consider their colleagues one of the most important factors affecting students' motivation negatively. To them, humiliating students, always asking the same students, making boring lessons, showing less interest in both the students and the subject matter, criticizing the students harshly, arguing frequently with them and reflecting their private problems are devastating. Thus, they are conscious of their importance for student motivation. Similarly, they see that an inefficient curriculum design is as important as teachers in decreasing the level of motivation. They assert that starting very early in the morning with block hours and designing a heavy curriculum with too many hours demotivate the students severely. For course materials, they state that wrong, expensive and compulsory course books or inefficient worksheets are demotivating. Finally, the lecturers give almost similar importance to exams, negative transfer and administration. They think that inappropriate testing methods affect student psychology a lot. Deciding levels with the Proficiency Test at the beginning of the term, giving grammar-based exams and asking too difficult or too easy questions cause a lot of problems. Specifically, pop-quizzes increase the level of student anxiety and this prevents the students from getting motivated intrinsically.

4. 4. The Results of the Students' Positive Opinions

Table 7

The Results of the Students' Positive Opinions

	Students ++++	
	F	%
Teachers -	103	24.64
Methods / Techniques -	73	17.46
Practice -	59	14.11
Environmental / Physical conditions -	47	11.24
Necessity / Career /Emd -	32	7.65
Material / Source -	21	5.02
Watching films / Listening to music -	18	4.3
Learning a foreign language -	15	3.58
Only English -	14	3.34
Understand and be understood -	12	2.87
Exams / Pop quiz -	11	2.63
Students' willingness / Interest -	4	0.95
Others -	9	3.11
Total -	418	100

In table 7 it can be stated one fourth of the students believe that 'teacher' is the most important factor affecting their motivation positively. In fact, this result had been expected by the researcher after he searched the studies on motivational factors. By the item 'teachers' the students want to express their feelings about the teachers' personality and the way they behave. They used a lot of positive adjectives for their teachers and half of them admitted that they had been studying just because they love their teachers and want to please them. If the percentage of the 'methods and techniques' is added to the 'teachers', it can be easily seen that almost half of the students are influenced by the teachers in this way or that way and this supports the other researchers' views in this matter about the teachers' role in learning process. 'Methods and techniques' include giving efficient feedback, using fun in the classroom with games, competitions (with rewards), arranging activities for different language skills and establishing a student-centered class. 'Practice' appears another important factor for the students. They find discussing daily issues in the class, speaking with native speakers, doing worksheets/home works, reading authentic materials and listening different sources. The fourth most important factor; 'Environmental and physical conditions' contains having enough financial support, motivated and uplifting friends, living in a comfortable and silent home which is close to school (preferably with native speakers) and sharing the classroom with less than 25 classmates. There are other positive motivational factors with a percentage of less than 10. For example, about % 8 of the students see the foreign language an effective tool for their career and believe that they will need it to surf on the internet or to have a brighter future. % 5 percent of the students think that having sufficient source with a lot of audio-visual activities motivates them. About % 4 of the students find listening to music and watching films or TV programs helpful. More than % 3 of the students study the target language just because they like to learn a foreign language. A similar number of students find exposing only to the foreign language useful. Interestingly enough, some students emphasize the satisfying side of understanding the foreign language or being understood by the foreigners or the teachers. Less than % 3 say that exams motivate them and this supports the researchers' claim that anxiety lowers the level of motivation. Finally, a few students mentioned the importance of their classmates' willingness and interest in learning a foreign language.

4. 5. The Results of the Students' Negative Opinions

Table 8
The Results of the Students' Negative Opinions

	Students -----	
	F	%
Exams / Pop quiz -	123	15.43
Program / Curriculum-	106	13.28
Environmental / Physical Conditions -	95	11.9
Methods / Techniques -	81	10.16
Material / Source -	74	9.27
Lack of practice -	58	7.27
Vocabulary / Intonation -	57	7.14
Teachers -	39	4.88
Attendance -	28	3.5
Laboratory -	28	3.5
Different levels -	22	2.76
Only English -	11	1.38
Administration -	10	1.25
Not knowing learning strategies -	9	1.12
Lack of foreign teachers -	9	1.12
Lack of social activities -	9	1.12
Necessity / Career / Tmd -	8	1
Negative transfer -	7	0.87
Discipline -	4	0.5
Others --	20	2.5
Total -	798	100

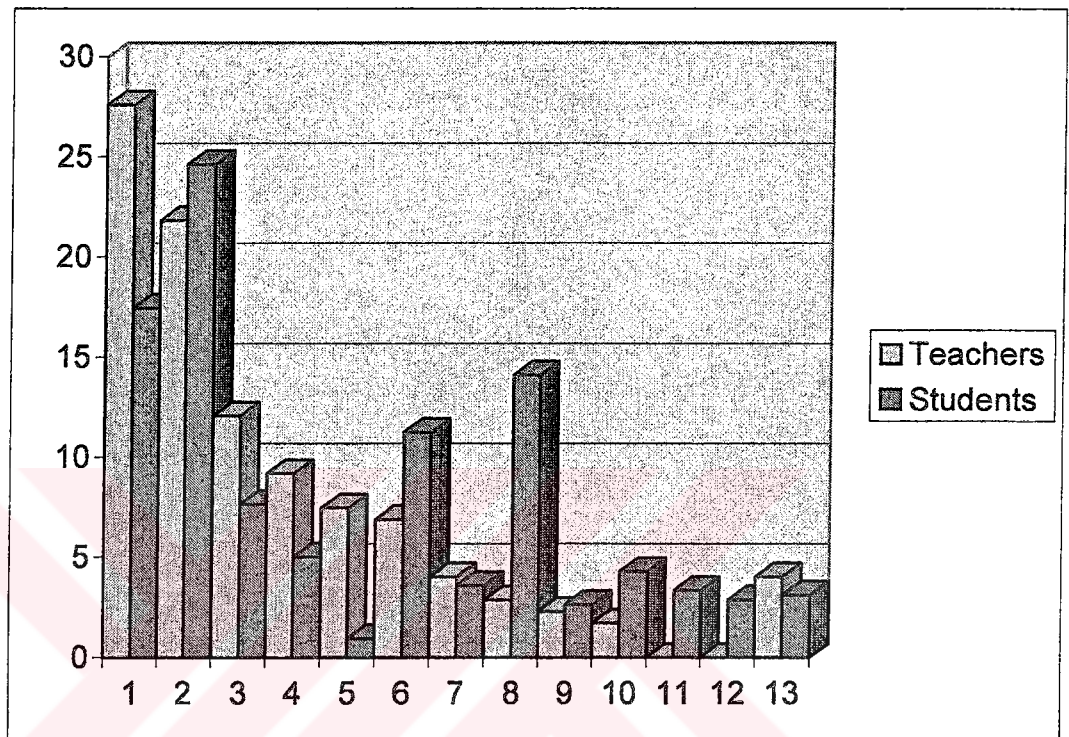
Table 8 reveals the negative motivational factors in details. About 20 items draw a clear map of the students' views and feelings about their learning process. It is not surprising for the researcher to see that 'exams and pop quizzes' gets the highest percentage after reading thousands of papers on motivation. Although its percentage is low compared to the other tables' top items, 123 students mentioned it. They expressed that taking low marks (especially after studying hard), feeling anxious and stressful for a long time and reading only for the exams demotivate them much. Similarly, the program and the curriculum disturb them a lot. First of all, they find 6 hours (with a block at the beginning) too much. Secondly, coming too early or leaving too late decreases their level of motivation. Thirdly, they want shorter lessons and longer breaks. For the variety of courses, some of them want more grammar hours whereas some want more main course hours in which they can practice four language skills together. The most detailed item is 'Environmental / Physical Conditions' with a percentage of 12. It includes financial problems, homesickness, dormitory, cafeteria, campus, sleeplessness, fatigue, hunger, illness, limited time to study, bad companions, uncomfortable chairs, outside noise and insufficient social activities. Hence, considering Maslow's 'Hierarchy of Needs', it is easy to understand why the teachers complain about their students' level of motivation. About % 10 of the students complain about the methods or techniques of the teacher that they have been pacified by some teachers and been exposed to a teacher-centered class following only the course-book. Moreover, they do not like fast, non-stop teaching which prevents them from understanding the subject matter. Lastly, they feel tired and hopeless when they have to memorize a lot of things. About % 9 of the students think that they have not sufficient source. They find the course books boring, irrelevant, outdated, incomprehensible, and expensive. Specifically, lack of audio-visual aids is one of the main problems. Almost % 7 think that they do not do enough practice by revising the subjects, doing tests or worksheets, and by speaking with their classmates, teachers or foreigners. They have also problems with the vocabulary and intonation of the target language. % 7.14 of the students say that they cannot understand native speaker teachers, films or TV programs because of their accents, intonation or just because of having a limited vocabulary. Sometimes the differences between American and British English cause problems. Different meanings of a word make them confused. They claim that they are thought too many words in a short time and they find many of them unnecessary.

4. 6. The Comparison of the Results of the Teachers' and the Students' Positive Opinions

Table 9
The Comparison of the Results of the Teachers'
and the Students' Positive Opinions

	Teachers +++++		Students +++++	
	F	%	f	%
Methods / Techniques -	48	27.58	73	17.46
Teachers-	38	21.83	103	24.64
Necessity / Career / Emd -	21	12.06	32	7.65
Material / Source -	16	9.19	21	5.02
Students' willingness / Interest -	13	7.47	4	0.95
Environment / Physical conditions -	12	6.89	47	11.24
Learning a foreign language -	7	4.02	15	3.58
Practice -	5	2.87	59	14.11
Exams / Pop quiz -	4	2.29	11	2.63
Watching films / Listening to music -	3	1.72	15	4.3
Only English -	'-'	'-'	14	3.34
Understand and be understood -	'-'	'-'	12	2.87
Others -	7	4.02	9	3.11
Total	174	100	418	100

Graphic 1
The Comparison of the Results of the Teachers'
and the Students' Positive Opinions



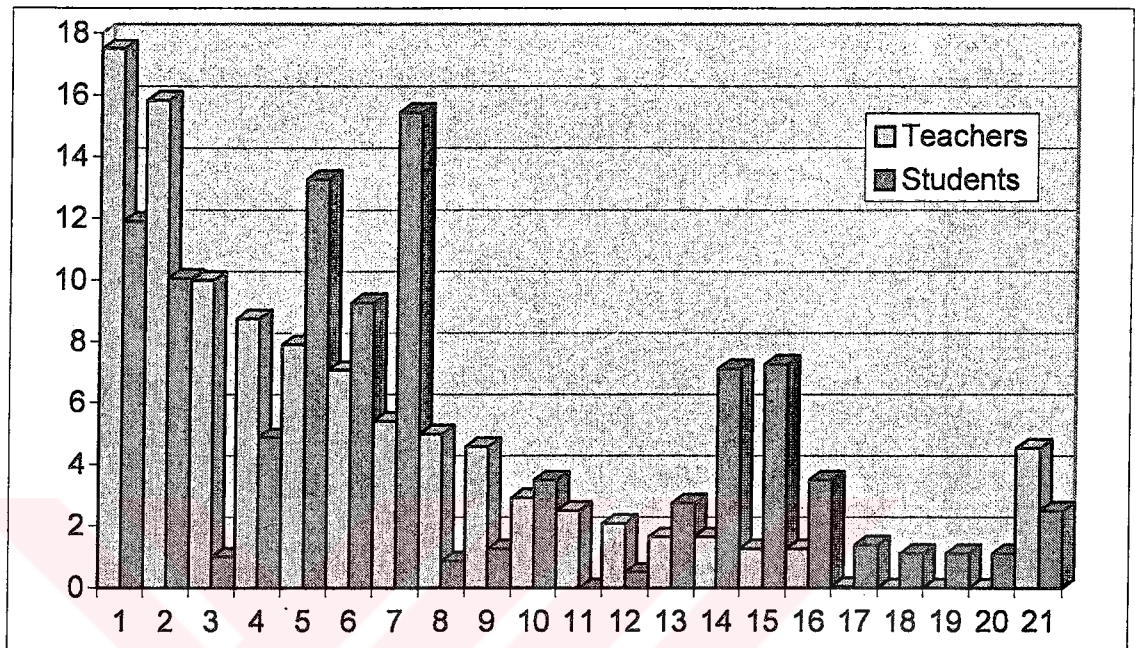
1. Methods / Techniques
2. Teachers
3. Necessity / Career / Emd
4. Material / Source
5. Students' willingness / Interest
6. Environmental / Physical conditions
7. Learning a foreign language
8. Practice
9. Exams / Pop quiz
10. Watching films / Listening to music
11. Only English
12. Understanding and being understood
13. Others

4. 7. The Comparison of the Results of the Teachers' and the Students' Negative Opinions

Table 10
The Comparison of the Results of the Teachers'
and the Students' Negative Opinions

	Teachers ----		Students ----	
	F	%	F	%
Environmental / Physical Conditions -	42	17.5	95	11.9
Methods / Techniques -	38	15.83	81	10.06
Necessity / Career / Tmd -	24	10	8	1
Teachers -	21	8.75	39	4.88
Program / Curriculum-	19	7.91	106	13.28
Material / Source -	17	7.08	74	9.27
Exams / Pop quiz-	13	5.41	123	15.43
Negative transfer -	12	5	7	0.87
Administration -	11	4.58	10	1.25
Attendance -	7	2.91	28	3.5
Lethargy after ÖSS-	6	2.5	‘-‘	‘-‘
Discipline -	5	2.08	4	0.5
Different levels -	4	1.66	22	2.76
Vocabulary / Intonation -	4	1.66	57	7.14
Lack of practice -	3	1.25	58	7.27
Laboratory -	3	1.25	28	3.5
Only English -	1	0.04	11	1.38
Not knowing learning strategies -	‘-‘	‘-‘	9	1.12
Lack of foreign teachers -	‘-‘	‘-‘	9	1.12
Lack of social activities -	‘-‘	‘-‘	9	1.12
Others -	10	4.54	20	2,5
Total—	240	100	798	100

Graphic 2
The Comparison of the Results of the Teachers’
and the Students’ Negative Opinions



1. Environmental / Physical Conditions
2. Methods / Techniques
3. Necessity / Career / Tmd
4. Teachers
5. Program / Curriculum
6. Material / Source
7. Exams / Pop quiz
8. Negative transfer
9. Administration
10. Attendance
11. Lethargy after ÖSS
12. Discipline
13. Different levels
14. Vocabulary / Intonation
15. Lack of practice
16. Laboratory
17. Only English
18. Not knowing learning strategies
19. Lack of foreign teachers
20. Lack of social activities
21. Others

4. 8. Comments

As it can be easily realized from the results of the questionnaires which were given both to students & teachers, there are many differences between the two in pointing out the motivational factors affecting the students while they are learning the foreign language. In almost all items, the percentages are different. Moreover, there are some items which the teachers or students haven't mentioned. For example; the teachers think that students are in a mood of lethargy after the ÖSS exam and cannot give enough effort to foreign language learning in prep class whereas the students have never mentioned this in their papers.

For positive motivational factors, which both the teachers and the students mentioned, there is a significant difference between the two groups (almost % 10) in the item "Methods and Techniques". About one fourth of the teachers think that teaching methods and techniques is more important for the students than the teachers' personal characteristics, however one fourth of the students think just the opposite. So this result disagrees with the second assumption that "teachers", as a motivational factor affecting the students in learning a foreign language, will exhibit the highest percentage among all the results. However, this doesn't mean that most of the students are not happy with their teachers because the number of positive adjectives they used for their teachers are four times more than the negative ones. They think that their teachers who motivate them share common adjectives such as; affectionate, charismatic, cheerful, democratic, determined, efficient, energetic, experienced, funny, eager to teach, encouraging, fair, friendly, have sense of humor, interested, kind, non-oppressive, objective, optimistic, patient, perfect, positive, self-sacrificing, sincere, understanding, vivid, well-prepared and warm. They also use some negative adjectives for the teachers who demotivate them such as arrogant, bad-tempered, demotivated, immoderate, inefficient, inexperienced, unfair and unwilling.

% 12.06 of the teachers believe that the students learn a foreign language because they need it for future possibilities such as career or passing the exams of the departments where the medium of instruction is English, whereas only about %7 of

the students agree on this matter. Similarly, for the negative motivational factors the two groups mentioned, there is a significant difference in the same item. % 10 of the teachers think that the students of the departments where the medium of instruction is Turkish do not care much about learning a foreign language meanwhile only % 1 of the students agree on it.

It is apparent that the number of items in negative motivational factors is more than the positive ones. So, it can be claimed that the teachers and the students must have seen the study as if it was a chance to complain about problematic issues which they experience throughout the learning process.

CHAPTER 5. CONCLUSION & SUGGESTIONS

5. 1. Discussion of the Findings

The findings support most of the researchers in this area such as Dornyei (2001), Oxford & Shearin (1991), Kristmanson (2000), Brown (1993) and Westwood (1995), who claim that teachers have great effect on students' motivation. The findings also support especially the two assumptions of this study that 'there will be significant difference between the teachers' and the students' views about the motivational factors affecting the students positively or negatively in learning a foreign language' and the teachers and the students will write more about 'negative' motivational factors than the 'positive' ones.

After all, the researcher believes that the teachers of foreign language will be able to make use of this thesis in exploring the difficulties they may come across. It is obvious that student motivation is a major problem in classrooms. Many students are bored, inattentive, and unable to see much connection between schoolwork and their lives outside classrooms. Therefore, teachers need strategies to reduce student boredom and enhance student motivation. As Harmer (1998: 5) asserts, one of the greatest enemies of successful teaching is student boredom. This is often caused by the deadening predictability of much classroom time. Students frequently know this

because it will be the same as what happened in the last class – and a whole string of classes before that. Something has to be done to break the chain.

Astin (1985: 117) points out that his research on how to achieve educational excellence reveals factors likely to reduce student motivation to perform well in school. These are:

- Boredom with courses,
- Poor academic performance,
- Dislike of school,
- Detention and suspension.

Considering the findings of the study, the importance of classroom climate should be mentioned here. If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning. So, another important aspect of improving the motivation of students is to be a caring teacher. Although guidelines and rules must be set and understood by the students, and if they cross the guidelines a punishment will follow, the teacher must be approachable and understanding. Students must feel the teacher is genuine and supportive, and the students' values and opinions will be respected. Teachers must be kind and listen fairly to the students, and be patient when they don't understand. A caring teacher tries to develop a relationship with the students. If the teacher sees potential in all students, and communicates this well to the students, they will in return build a desire to learn and participate. When the students realize that the teacher is not going to get angry, s/he is being nice and understanding, and the reason s/he is trying so hard is because it is important to her/him that her/his students learn and do well, the natural human reaction is to reciprocate and do something nice in return, in this case, study.

5. 2. Future Directions

Studies could also be done, such as, designing ways to help students deal with their personal problems (e.g. environmental-physical conditions), or investigating some of the motivational factors in details (e.g. the effects of the teacher's personality and expectations or exams and pop quizzes on students' psychology and learning performance).

5. 3. Suggestions

There are no easy answers or magic formulas for motivating students to learn, particularly when we consider the context of instruction but if the teacher thinks about student curiosity, challenge of the assignment, relevance of content, and student sense of control, s/he can help them to generate their own motivational strategies. Students must be able to see the relevance of new material or skills in relation to their own lives and learning must be self-initiated (it must come from within). Getting students to learn a foreign language is always a challenge. It is however the teacher's primary job!

There are many ways to reward students for their efforts. Perhaps one of the most crucial ways to do this is to be appreciative of all efforts to practice in target language while not being overly corrective. Helping students gain confidence and overcome shyness is a slow process. Teachers must be consistent and constantly encouraging, should praise students regularly; but avoid being artificial while doing so. They should always try to put themselves in their shoes.

Learning should be fun. Everybody learns language through play when they are infants and there is no reason this should not be the case when they are adults. Teachers should use games and activities as active forms of independent practice of objectives they teach in class. With clever use of games their students may not even realize that they are learning...just as it was when they were infants!

Teachers should introduce all new activities carefully and explain how they can help students improve their foreign language skills. Motivation levels drop and anxiety levels go up when students are unsure about how or why they should perform certain language tasks. Making positive statements about upcoming activities, moreover, is an excellent way to increase motivation. They should give their students a good workout in the language classroom but they should not make it too easy or they will get bored. They should always plan ways to extend lessons for more advanced learners and have a back up plan if an activity ends quickly due to oversimplicity. The goal is to make their lessons challenging but not overwhelming.

Low-achieving students who are unmotivated about learning should be inspired by educators to learn. Oliver (1993: 187) suggests the following tips to teachers for motivating students:

- Give immediate feedback to let students know how they are doing.
- Compliment students on success.
- Know what students are capable of doing.
- Be enthusiastic about teaching.
- Explain to students how the lesson / course can help them now and in the future.
- Use different approaches to make lessons interesting - be flexible.
- Discuss current events before beginning a lesson then listen to the students' reactions and incorporate positive ideas into the lesson plan.
- Review lessons.
- Evaluate performance by periodic assessments.
- Teach by example. Teachers should display positive values since youth cannot learn values unless adults teach and train them to value.
- Explain at the outset the goals of the lesson and why they are important.

A teacher's positive energy could lead to the students becoming more motivated. If the students see that the teacher is happy to be in the classroom and excited to teach them, then the students can learn by example. A smile is contagious. Positive attitude is a must for a successful learning atmosphere. To promote self-confidence, it helps if the teacher is self-confident. Positive approval and praise for student efforts is very effective, even if the student is wrong. The teacher should let the students know that s/he is glad they tried and being wrong isn't such a big

problem, and the students won't be so reluctant the next time they're called on to participate.

Dornyei (1998:131) suggests "Ten Commandments for Motivating Language Learners"

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

Finally, this thesis tries to present a wide range of options. The researcher hopes that the teachers who read this thesis will want to choose those options that match their own teaching style and their learners' backgrounds and needs.

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APPENDIXES

Appendix A

Appendix A includes the open-ended question which is asked to the 'lecturers' of DEU School of Foreign Languages.

SEVGİLİ ARKADAŞLAR...

Bu ölçek öğrencilerinizin *yabancı dil öğrenirken motivasyonlarını etkileyen olumlu ve / veya olumsuz etkenleri* belirlemek amacıyla geliştirilmiştir.

Burada belirteceğiniz yalnızca araştırmacı tarafından derlenecek ve yalnızca araştırma amacıyla kullanılacaktır. Araştırmanın geçerliliği için gerçek düşüncelerinizi belirtmeniz özel bir önem taşımaktadır.

Lütfen maddeler ya da cümleler halinde düşüncelerinizi belirtiniz.

Bilimsel bir çalışmaya yaptığınız katkılardan dolayı teşekkür ederiz.

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OLUMLU ETKENLER

OLUMSUZ ETKENLER

Arka sayfaya devam edebilirsiniz

Appendix B

Appendix B includes the open-ended question which is asked to the 'students' of DEU School of Foreign Languages.

SEVGİLİ ÖĞRENCİMİZ,

Bu ölçek sizin *yabancı dil öğrenirken motivasyonunuzu etkileyen olumlu ve / veya olumsuz etkenleri* belirlemek amacıyla geliştirilmiştir. Burada belirteceğiniz yalnızca araştırmacı tarafından derlenecek ve yalnızca araştırma amacıyla kullanılacaktır. Araştırmanın geçerliliği için gerçek düşüncelerinizi belirtmeniz özel bir önem taşımaktadır.

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