

**MOTIVATIONAL STRATEGIES USED
BY EFL TEACHERS WORKING
IN TURKISH STATE PRIMARY
SCHOOL SETTING:
A STUDY IN AFYONKARAHİSAR SCHOOLS**

Aysun ARSLANTÜRK
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Aysun ARSLANTÜRK'ün "Motivational Strategies Used by EFL Teachers Working in Turkish State Primary School Setting: A study in Afyonkarahisar Schools" başlıklı tezi 20.01.2012 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT

**MOTIVATIONAL STRATEGIES USED BY EFL TEACHERS WORKING IN
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AFYONKARAHISAR SCHOOLS**

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Motivation plays a vital role in terms of both a language learner and teacher. It is a key concept in foreign language teaching especially for young language learners. As long as a pupil who has just started to learn English is motivated, he or she can develop interest for the target language. In Turkish state school setting the students begin to learn English as a foreign language at the age of nine at 4th grade and their English learning continues at 5th, 6th, 7th and 8th grades. If these students are kept motivated, their tendency to learn the target language increases in every grade of their school life.

In order to investigate the usage of motivational strategies by English language teachers, this study aimed at finding out the usage of motivational strategies by 87 Turkish EFL Teachers working in Afyonkarahisar in Turkish State Primary Schools. These teachers were given a motivational strategies questionnaire prepared by Zolton Dörnyei (2001b). After the implementation of the questionnaire, 12 teachers

chosen from this group were first applied a semi-structured interview and then (the same group) were observed through a video camera by the researcher herself in their classrooms.

To analyze the quantitative data (questionnaire results) in this study, The Statistical Packages for Social Sciences (SPSS 18) was used. In order to analyse the interview data, The Qualitative Data Analysis Programme for Social Sciences (NVivo 9) was preferred. In addition, the qualitative data which was obtained from the observation were analyzed through categorization according to items in the questionnaire. While the analyzed data of the questionnaire revealed that no significant differences existed among the teachers in using motivational strategies and they generally tended to make use of these strategies, the data from both the interview and observation showed that these teachers were even unaware of some of the motivational strategies and they couldn't use them because of the physical conditions of the schools and their students' socioeconomic status.

Key Words: Motivational strategies used by EFL Teachers and Teacher motivation

ÖZET

TÜRKİYE’DEKİ DEVLET İLKÖĞRETİM OKULLARINDA ÇALIŞAN İNGİLİZCE
ÖĞRETMENLERİNİN KULLANDIĞI MOTİVASYON STRATEJİLERİ:
AFYONKARAHİSAR OKULLARINDA BİR ARAŞTIRMA

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Motivasyon hem dil öğrencisi hem de dil öğretmeni açısından önemli bir rol oynamaktadır. Motivasyon, yabancı dil öğreniminde özellikle yeni dil öğrenmeye başlayacaklar için anahtar bir terimdir. İngilizceyi yeni öğrenmeye başlayan bir ilkokul öğrencisi motive olduğu sürece o dilde başarı gösterecektir. Türkiye’deki devlet okullarında öğrenciler, yabancı dil olarak İngilizceyi öğrenmeye 9 yaşlarında 4.sınıf seviyesinde başlamaktadırlar ve İngilizce öğrenimleri 5., 6., 7., ve 8. sınıfta da devam etmektedir. Bu öğrenciler motive edildiği sürece, eğitim hayatlarının her döneminde İngilizce öğrenme eğilimleri artmaktadır.

İngilizce öğretmenlerinin kullandıkları motivasyon stratejilerini araştırmak için, bu çalışma Türkiye’deki devlet ilköğretim okullarında görev yapan Afyonkarahisar’daki 87 İngilizce Öğretmeninin motivasyon stratejilerini kullanımını saptamayı amaçlamaktadır. Bu öğretmenlere Zolton Dörnyei (2001b) tarafından hazırlanan motivasyon stratejileri anketi uygulanmış. Anketin ardından bu gruptan

seçilen 12 öğretmenle ilk önce yarı-yapılandırılmış bir mülakat yapılmış ve sonra da araştırmacının kendisi tarafından kamera ile sınıflarında gözlemlenmiştir.

Bu araştırmadaki nicel veriyi (anket verileri) analiz etmek için, Sosyal Bilimler için İstatistik Programı (SPSS 18) kullanılmıştır. Mülakat verilerini analiz etmek için ise Sosyal Bilimler için Nitel Analiz Programı (NVivo 9) tercih edilmiştir. Bunun yanında, gözlemlerden elde edilen veri ise anketteki maddelere göre gruplandırılarak içerik analizi yapılmıştır. Anketten elde edilen veriler öğretmenler arasında motivasyon stratejilerini kullanmada önemli bir farklılık olmadığını ve öğretmenlerin bu stratejileri genellikle kullanma eğiliminde olduklarını gösterirken, mülakat ve gözlem verileri, öğretmenlerin motivasyon stratejilerinin bazılarının varlığından bile haberdar olmadıklarını ve okullarının fiziksel şartlarından ve öğrencilerinin sosyo-ekonomik durumlarından dolayı bu stratejileri kullanamadıklarını göstermiştir.

Anahtar kelimeler: İngilizce Öğretmenleri Tarafından Kullanılan Motivasyon stratejileri ve Öğretmen Motivasyonu

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CHAPTER ONE

1. INTRODUCTION

1.1. Introduction

The increasing importance of English as a world language has led to a wealth of recent research focusing on EFL learning motivation. The importance of English as a world language means that the context of EFL learning is somewhat different than many other foreign languages as a school subject for teachers to provide motivation. And as in the case of any subject area, without motivation it is difficult to teach and learn English. In many countries EFL is a compulsory school subject, an important requirement for entry into higher education, and an important factor in seeking employment. This is particularly true of Turkey, where the status of English is widely recognised.

Teaching and learning a foreign language are dependent upon positive motivation. Most researchers agree with the notion that motivation plays a vital role in learning process (Oxford & Sharin, 1994, Dörnyei, 1994b, 1998, 2001a). However; the question of how to motivate language learners has been a neglected area in L2 motivation research, and even the few available analyses lack an adequate research base.

I take the view that L2 motivation is one of the most important factors that determine the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure student achievement. As Good's and Brophy's saying (1994), 'You can lead a horse to water, but you can't make him drink'. We can say that without motivation achievement is impossible. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions; indeed, for the great majority of L2 learners 'you can get it if you really want to' principle is true.

1.2. Theoretical Background of the Study

L2 motivation has been the target of a great deal of research during the past decades because of the central importance attached to motivation by practitioners and researchers alike. Until the 1990s this research had been largely dominated by a social-psychological approach initiated and inspired by the influential work of Gardner (1985), who saw second languages as mediating factors between different ethno linguistic communities in multicultural settings (such as Canada) and, accordingly, considered the motivation to learn the language of the other communities to be the primary force responsible for enhancing or hindering intercultural communication and affiliation.

As an important addition to Gardner's motivation model, Clement, Dörnyei and Noels (1994) have introduced the concept of linguistic self-confidence as a significant motivational subsystem, which is very much in line with the increasing importance attached to self efficacy in mainstream psychological research.

Based on extensive empirical research, Gardner and his Canadian associates (1994) formulated a complex model of L2 motivation and developed a standardized motivation battery, the AMTB (Attitude/Motivation Test Battery), which operationalized the components of this model in measurable terms (Gardner, 1985; Gardner & Clement, 1990; Gardner & MacIntyre, 1993). In the second language profession, two components of this model in particular became well-known: *integrative* and *instrumental orientation*. The former is associated with a positive disposition towards the L2 group and the desire to interact with, and even become similar to, valued members of that community. The latter is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.

To sum up, most research on L2 motivation between the 1960s and 1990s focused on how the students' perceptions of the L2, the L2 speakers and the L2 culture affect their desire to learn the language. This research direction was spearheaded and inspired by a group of social psychologists in Canada, most notably by Gardner, Tremblay and Masgoret (1997).

1.3. Statement of Problem

As an English teacher taking both my experiences and my colleague's views into account, motivating students to learn a foreign language commonly is seen problematic

in Turkish state school setting. While for the beginners learning a new language is fun and interesting, as the time passes, it becomes boring and troublesome. In addition, some students who may never have positive attitude towards learning English even at the starting point suffer from demotivation during their foreign language learning experience. With demotivated students, language teachers become demotivated, too.

According to Dörnyei (2001) without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language. The source of all these problems underlines whether the language teachers especially the ones teaching in primary school settings are aware of motivational effects of their teaching, strategies and behaviours on their students. With this reason in my mind, the usage of the motivational strategies of young language teachers will be searched in this study.

1.4. Purpose of the Study

The study aims to provide both quantitative and qualitative information about the usage of motivational strategies of English Language Teachers who teach in state primary schools. Through this study the researcher wants to observe and make teachers become aware of the motivational strategies they resort to.

1.5. Research Question

This study aimed to find out answers to the following question;

1-How often do EFL Teachers in Turkish State Primary Schools implement motivational strategies in their classrooms and which factors affect the usage of these strategies?

1.6. Significance of the Study

For EFL Teachers it is important to be prepared and have enough information about the students for teaching them (Engin, 2009). There are numerous variables and factors that influence students' learning achievement in school, both directly and indirectly. With motivation being an important element that might affect learner's achievement, no doubt teachers play the key roles to motivate the students. Thus, the key issue is not

about the features of motivation; rather, how to motivate students with insufficient motivation.

In Turkey in state primary schools, students start to learn English at 4th grade and continue to learn it at 5th, 6th, 7th and 8th grades. EFL Teachers teach them three hours of English at 4th and 5th grades a week while at the 6th, 7th and 8th grades students learn English four hours in a week. Because of the limitations of materials, crowded classrooms and time constrains, learning a foreign language becomes tiring and unproductive. At this point the language teacher plays a vital role. To a great extent, the amount of foreign language used by teachers and students in classrooms determines what is learned and how learning takes place. For this reason, the classroom is one of the most important contexts for learning. How the teacher motivates the pupils and reinforces to learn a new language is of vital importance. The teacher is the prime source of motivation, especially the primary school ones, as these teachers are the most important source of motivation for beginners. If a new language learner isn't motivated by his/her teacher in primary school years, he/she is likely to suffer from unwillingness to learn the target language during the following years. On the other hand, if the teacher knows how to motivate the students, he/she can create a pleasant language learning environment where students are taught through stimulating activities, students will have positive attitude for the target language throughout their primary school education. Thus this study is constructed in order to better understand which motivational strategies primary school teachers make use of and how often they refer to these strategies. Lastly, most studies investigating the usage of motivational strategies by teachers have employed only a questionnaire (Bernaus & Gardner, 2008; Cheng & Dörnyei, 2007; Deniz, 2010; Dörnyei & Csizer, 1998). According to the suggestions of previous studies (Bernaus & Gardner, 2008; Guilloteaux & Dörnyei, 2008), by combining both quantitative and qualitative research methods, EFL Teachers' usage of motivational strategies can be investigated. Therefore, this research employed both quantitative and qualitative research methods in order to find out the usage of motivational strategies by EFL Teacher in state primary school setting.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. What Is Motivation?

Research on motivation has burgeoned over the past four decades. As a result, much has been learned about the nature of students' motivation (Wigfield, 1997). During the past half century, a variety of crucial motivational beliefs, values, and goals have been identified and examined (Wigfield, 1997). Motivation is an internal state that arouses learners, steers them in particular directions, and keeps them engaged in certain activities (Ormrod, 2008). Motivation often determines whether and to what extent students actually learn a challenging task, especially if the cognitive and behavioural processes necessary for learning are voluntary and under their control. Once students have learned how to do something successfully, motivation is largely responsible for whether they continue to do it (Ormrod, 2008).

Motivation is one of the main determinants of second/foreign language (L2) learning achievement and, accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process.

In many studies it has been demonstrated that there is an important relationship between motivation and language learning achievement (Clement & Dörnyei, 1994). Motivation has been researched in many different ways by different researchers in psychology and other disciplines, but there has been no agreement on the definition of motivation. According to Brown (2001), motivation determines the goals that one wants to achieve and how much effort one expends to achieve these goals. That is, motivation is an internal drive, stimulating power, wish, or desire. Dörnyei and Otto (1998) define motivation as a state of arousal determining the priority of the wishes and desires of an individual and negatively or positively affecting his/her learning. Motivation can be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals) (Williams & Burden, 1997).

2.2. The Social Dimension of L2 Motivation

One recurring question in recent papers has been how "social" an L2 motivation construct should be and what the relationship between social attitudes and motivation is. To start with, it must be realised that "attitudes" and "motivation" tend not to be used together in the psychological literature as they are considered to be key terms of different branches of psychology. "Attitude" is used in social psychology and sociology, where action is seen as the function of the social context and the interpersonal/intergroup relational patterns. Motivational psychologists, on the other hand, have been looking for the motors of human behaviour in the individual rather than in the social being, focusing traditionally on concepts such as instinct, drive, arousal, need, and on personality traits like anxiety and need for achievement, and more recently on cognitive appraisals of success and failure, ability, self-esteem, etc. For instance in Turkish setting, finding a good job with high salary or getting promoted drives people to learn English, or, as another example, getting a good mark from the English exam is a need for achievement for a student. L2 learning presents a unique situation due to the multifaceted nature and role of language. It is at the same time: a) a communication coding system that can be taught as a school subject, b) an integral part of the individual's identity involved in almost all mental activities, and also c) the most important channel of social organisation embedded in the culture of the community where it is used (Williams, 1994). Thus, L2 learning is more complex than simply mastering new information and knowledge; in addition to the environmental and cognitive factors normally associated with learning in current educational psychology, it involves various personality traits and social components. For this reason, an adequate L2 motivation construct is bound to be eclectic, bringing together factors from different psychological fields.

2.3. Integrativeness and Instrumentality

Gardner's motivation construct (1985) has often been understood as the interplay of two components, integrative and instrumental motivations. The former is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. The latter is related to the

potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. It must be noted, however, that Gardner's theory and test battery are more complex and reach beyond the instrumental/integrative dichotomy. As Dörnyei and Cysizer (1998) state "The important point is that motivation itself is dynamic. The old characterization of motivation in terms of integrative vs. instrumental orientations is too static and restricted".

The popularity of the integrative instrumental system is partly due to its simplicity and intuitively convincing character, but partly also to the fact that broadly defined "cultural-affective" and "pragmatic-instrumental" dimensions do usually emerge in empirical studies of motivation. However, in the last decade, investigations have shown that these dimensions cannot be regarded as straightforward universals, but rather as broad tendencies or subsystems comprising context specific clusters of loosely related components. As Dörnyei and Cysizer (1998) states it is simplistic not to recognise explicitly the fact that socio-cultural context has an overriding effect on all aspects of the L2 learning process, including motivation.

Clement and Kruidenier (1983) found in their Canadian research that in addition to an instrumental orientation, three other distinct general orientations to learn a L2 emerged, namely knowledge, friendship, and travel orientations, which had traditionally been lumped together in integrativeness. For instance, in Turkey's setting facebook, msn messenger and twitter are really motivating for students in order to get in touch with a friend in foreign language. Comenius, Leonardo da Vinci or other projects are another way of triggering students' motivation in foreign language. Through these projects students have the opportunity of travelling to another country, make new friends and use the target language in real context. Moreover, when L2 was a foreign rather than a second language (i.e., learners had no direct contact with the L2 community), a fourth, socio cultural, orientation was also identified.

Investigating young adult learners in a foreign language learning situation in Hungary, Dörnyei and Cheng (2007) identified three loosely related dimensions of a broadly conceived integrative motivational subsystem: 1) interest in foreign languages, cultures, and people (which can be associated with Clement and Kruidenier's (1983) "socio cultural orientation"); 2) desire to broaden one's view and avoid provincialism (Clement and Kruidenier's "knowledge orientation"); and 3) desire for new stimuli and

challenges (sharing much in common with Clement and Kruidenier's (1983) "friendship" and "travel orientations"). A fourth dimension, the desire to integrate into a new community ("travel orientation"), overlapped with the instrumental motivational subsystem.

Investigating secondary school pupils in the same context, Clement and Dörnyei (1983) found that, in this population, instrumental and knowledge orientations clustered together, and they identified four other distinct orientations, xenophilic (similar to friendship orientation), identification, socio-cultural, and English media. In another foreign language learning context, among American high school students learning Japanese, Oxford and Shearin (1994) also found that in addition to integrative and instrumental orientations, the learners had a number of other reasons for learning the language, ranging from “enjoying the elitism of speaking a difficult language” to “having a private code that parents would not know”.

These studies confirm that the most pressing difficulty which motivation researchers face is clarifying the orientation context links that exist. There would seem to be a wider range of orientations here than was previously supposed, and there is considerable scope to investigate different contextual circumstances by varying the L1-L2 learning relationship in different ways. To put it simply, the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on who learns what languages where and by whom it is taught.

2.4. Theories of Motivation

Motivation theory and motivation research carried out in fields as diverse as behaviourist, cognitive or social psychology or industrial and educational psychology explore the various components that constitute motivation, focusing, and the different emphasis, on the origin, structure, process or product of motivation (Hotho & Reimann, 1998).

Although the majority of past research has tended to focus on the social and pragmatic dimensions of L2 motivation, some studies have attempted to extend the Gardner's (1985) construct by adding new components, such as intrinsic / extrinsic motivation, intellectual curiosity, attribution about past successes / failures, need for achievement, self-confidence, and classroom goal structures, as well as various motives

related to learning situation specific variables such as classroom events and tasks, classroom climate and group cohesion, course content and teaching materials, teacher feedback, grades and rewards. In the following lines, I will give an overview of these motivational theories and then outline an L2 motivation construct that includes these components.

2.4.1. Intrinsic/Extrinsic Motivation and Related Theories

One of the most general and well-known distinctions in motivation theories is that between intrinsic and extrinsic motivation. Extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic reward (e.g., high marks) or to avoid punishment. With intrinsically motivated behaviours the rewards are internal (e.g., the joy of doing a particular activity or satisfying one's curiosity).

Deci and Ryan (1985, p.245) argue that intrinsic motivation is potentially a central motivator of the educational process:

Intrinsic motivation is in evidence whenever students' natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish.

Extrinsic motivation has traditionally been seen as something that can undermine intrinsic motivation; several studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement (as is often the case with compulsory readings at school). Brown (2001, p.388) points out that traditional school settings with their teacher domination, grades and tests, as well as "a host of institutional constraints that glorify content, product, correctness, competitiveness" tend to cultivate extrinsic motivation and "fail to bring the learner into a collaborative process of competence building".

Recent research on intrinsic and extrinsic motivation has shown that under certain circumstances if they are sufficiently self-determined and internalised extrinsic rewards can be combined with, or even leads to intrinsic motivation. The self-determination theory was introduced by Deci and Ryan (1985) as an elaboration of the intrinsic/extrinsic construct. Self-determination (for example autonomy) is seen as a prerequisite for any behaviour to be intrinsically rewarding.

In the light of this theory, extrinsic motivation is no longer regarded as an antagonistic counterpart of intrinsic motivation but has been divided into four types along a continuum between self-determined and controlled forms of motivation: External regulation refers to the least self-determined form of extrinsic motivation, involving actions for which the locus of initiation is external to the person, such as rewards or threats (e.g., teacher's praise or parental confrontation). Interjected regulation involves externally imposed rules that the student accepts as norms that pressure him or her to behave (e.g., "I must be at school on time," or "I should have prepared for class"). Identified regulation occurs when the person has come to identify with and accept the regulatory process seeing its usefulness. The most developmentally advanced form of extrinsic motivation is integrated regulation, which involves regulations that are fully assimilated with the individual's other values, needs, and identities. Motives traditionally mentioned under instrumental motivation in the L2 literature typically fall under one of the last two categories identified regulation or integrated regulation depending on how important the learner considers the goal of L2 learning to be in terms of a valued personal outcome.

2.4.2. Proximal Goal-setting

The theories presented above may suggest that extrinsic goals such as tests and exams should be avoided as much as possible since they are detrimental to intrinsic motivation. Dörnyei (1994), however, points out that tests and exams can be powerful proximal motivators in long lasting, continuous behaviours such as language learning; they function as proximal sub-goals and markers of progress that provide immediate incentive, self-inducements, and feedback and that help mobilise and maintain effort. Proximal goal setting also contributes to the enhancement of intrinsic interest through favourable, continued involvement in activities and through the satisfaction derived from sub-goal attainment. Attainable sub-goals can also serve as an important vehicle in the development of the students' self-confidence and efficacy two concepts that will be analysed below.

Oxford and Shearin (1994, p.19) argue that in order to function as efficient motivators, goals should be specific, hard but achievable, accepted by the students, and accompanied by feedback about progress. As the authors conclude, "Goal setting can

have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and energy are spent in the L2 classroom on goal setting".

2.4.3. Cognitive Components of Motivation

Since the mid-1970s, a cognitive approach has set the direction of motivation research in educational psychology. Cognitive theories of motivation view motivation to be a function of a person's thoughts rather than of some instinct, need, drive, or state; information encoded and transformed into a belief is the source of action. In his analysis of current theories of motivation, Weiner (1994) lists three major cognitive conceptual systems: attribution theory, learned helplessness, and self-efficacy theory. All three concern the individual's self-appraisal of what he or she can or cannot do, which will, in turn, affect how he or she strives for achievement in the future.

2.4.4. Attribution Theory

It is the study of how causal ascriptions of past failures and successes affect future goal expectancy. For example, failure that is ascribed to low ability or to the difficulty of a task decreases the expectation of future success more than failure that is ascribed to bad luck or to a lack of effort.

In many ways there is a conceptual similarity between attributions and expectancies as described in the theory of achievement motivation, but whereas achievement theory looks at anticipated behaviour and its associated emotions, attribution theory explains how humans make sense of behaviour and emotions which have already been experienced. Attribution theory is based on the assumption that human beings attempt to understand and thus control their environment by trying to determine the causes of both their and other people's behaviour. These perceptions of causality are not arbitrary, and research on attributions has aimed to identify the general rules, or causal schemata, which relate cause and effect, and ways in which attributions systematically influence subsequent expectancies, behaviour and emotions. In educational settings, a relatively limited set of attributions for success and failure affect students' achievement behaviour and have received considerable attention: effort, ability, task difficulty and luck.

Weiner's (1986) classification of attributions comprises three dimensions which have been widely confirmed by research. The dimension of locus of causality builds on distinction between personal and environmental causality and answers the question whether success or failure are ascribed to factors internal to the person, such as effort or ability, or external, such as task difficulty or teacher's competence. Social norms often serve as indicators of whether an effect is attributable to the student or the classroom environment: if a performance is seen to be consistent with that of others, it is attributed to the task rather than the student. Ascriptions to internal causes magnify positive or negative self-regard. In order to maintain self-esteem and to appear favourably in the eyes of others, individuals tend to bias their attributions by taking more personal credit for success, but ascribing failure more readily to external causes .

Stability refers to the question of whether causes are perceived as being stable or unstable over time and this dimension influences the relative expectancy of future success. Ascriptions to stable, enduring causes suggest that past outcomes will be repeated again, whereas variable, unstable causes mean that future outcomes may differ from the past; hopefulness or hopelessness regarding the learning outcome are the consequences. The stability dimension plays an important role in achievement domains, particularly in educational contexts, as success and failure are most frequently ascribed to their ability (a stable cause) or effort (an unstable cause). Most attributional intervention programmes have therefore concentrated on altering people's failure attributions from ones of low ability to ones of lack of effort. They, thus, foster the belief that performance can in fact be enhanced by increased effort in order to avoid the low self-esteem and shame typically caused by ability attributions (Leo & Galloway, 1996).

2.4.5. Learned Helplessness

As Elizabeth and Galloway (1996) say learned helplessness is related to controllability and it refers to the question of whether the cause of an action is perceived to be subject to volitional change. Internal controllable causes of personal failure, such as lack of effort, promote guilt as they imply personal responsibility; internal uncontrollable causes, such as lack of ability or weakness of character, result in shame. The term

"learned helplessness" has been coined for a situation in which an individual attributes failure in one specific area.

It refers to a resigned, pessimistic, helpless state that develops when the person wants to succeed but feels that success is impossible or beyond him or her for some reason, that is, the probability of a desired goal does not appear to be increased by any action or effort. It is a feeling of "I simply can't do it," which, once established, is very difficult to reverse. Especially among young learners learned helplessness is very common. Once they recognize they aren't good at something, they give up easily.

2.4.6. Self-efficacy

It refers to an individual's judgement of his or her ability to perform a specific action. Attributions of past accomplishments play an important role in developing self-efficacy, but people also appraise efficacy from observational experiences (e.g., by observing peers), as well as from persuasion, reinforcement, and evaluation by others, especially teachers, desk-mates or parents (e.g., "You can do it!" or "You are doing fine!"). Once a strong sense of efficacy is developed, a failure may not have much impact. Oxford and Shearin (1994) emphasise that many students do not have an initial belief in their self-efficacy and "feel lost in the language class"; teachers therefore can and should help them develop a sense of self-efficacy by providing meaningful, achievable, and success requiring language tasks.

2.4.7. The Expectancy Value

The expectancy value theory of motivation implies that, in order to motivate students to learn, teachers must both help them to appreciate the value of academic activities and make sure that they can achieve success on these activities if they apply reasonable effort (Brophy, 1987). The simplest way to ensure that students expect success is to make sure they achieve it consistently. (Green, 2001). In addition, students do not invest effort on tasks that do not lead to valued outcomes even if they know they can perform the tasks successfully, and they do not invest effort on even highly valued tasks if they are convinced that they cannot succeed no matter how hard they strive.

2.4.8. The Classroom Context

According to Entwistle (1988); multidimensional model of learning and teaching, for example, explains classroom learning as a dynamic interaction between its three key participants: learner, teacher and subject or task.

Choices made by the teacher regarding the subject or task, its function, difficulty or presentation and his or her definition of learning outcomes will have as much impact on the learning process as the learner input into the classroom. The learner enters the classroom with a set of personality characteristics, with learning-style preferences and previous learning experiences, with perceptions regarding self, subject, task and the learning project, but also with a specific set of attitudes towards the teacher and the group. These variables interact with each other, thus constituting the dynamics of the learning process.

The classroom context involves and challenges the learner on a cognitive, social and affective level. Since learner motivation is one of the key input factors the learner brings into the classroom, the need for a conceptual framework of motivation that reflects this multidimensionality is obvious since inappropriate pedagogical strategies may be formulated on the basis of oversimplified assumptions regarding learner motivations. To interpret, for instance, enthusiastic class participation simply as a sign of high motivation to learn the language could be as premature as the conclusion that a student's lack of attendance is an indicator of low motivation. Such behaviour may have less to do with the motivation to learn the language than with the social dimension of motivation, and this should be reflected in any pedagogical response (Entwistle, 1988).

2.4.9. Achievement Theory

The theory of achievement motivation is based on the assumption that every achievement-related action can potentially lead to either success or failure (Crookes & Schmidt, 1991). Achievement behaviour is then a consequence of the emotional conflict between hopes for success (and the associated emotion of pride) and fear of failure (with the associated emotion of shame). Achievement motivation is said to result from an interaction of three basic components: the motive for success, or need for achievement, as a stable affective disposition of a personality; the probability or expectancy of success as an individual's subjective estimate of succeeding in a

particular achievement situation based on prior successes and failures; and the incentive value of achieving success which depends on the difficulty of the task: the easier the task, the less the value, the harder the task, the greater the value of its achievement.

Research has identified a number of characteristics in people high in achievement motivation. These characteristics include a preference for personal feedback or knowledge about themselves, the ability to delay gratifications, higher grades in school if grades are instrumental to long term success, as well as a hope- rather than a fear-orientation. People high in achievement motivation also perceive themselves as high in ability and therefore take personal responsibility for success and volitionally undertake achievement-oriented activities when the opportunity arises. However, contrary to one of the major hypotheses of achievement theory which originally assumed a difference in task-selection behaviour between persons within high and low achievement motivation, there seems to be a general tendency to select tasks of intermediate difficulty, with this tendency being only slightly more evident in persons with high achievement motivation. This is probably due to the informational and diagnostic value of intermediate tasks as they provide more opportunities for personal feedback and self-evaluation and a maximum of personal information on individual task performance.

2.5. Motivating Language Learners

With motivation being as important a factor in learning success as argued earlier, skills in motivating learners should be seen as central to teaching effectiveness. However, this significance has not been appropriately reflected in the L2 literature: although there have been a number of researcher that have analysed and described motivational strategies, the amount of research devoted to motivating learners has been rather meagre relative to the total amount of research on L2 motivation. The same tendency can be noted if we look at general motivational psychology: far more research has been conducted on identifying various motives and validating motivational theories than on developing techniques to increase motivation.

2.5.1. The Purpose of Motivational Strategies

The purpose of motivational strategies is consciously not only to maintain ongoing motivated behaviour and protect it from distracting or competing action tendencies but also to generate and increase student motivation. That means such motivational strategies are used to increase student involvement and to 'save' the action when ongoing monitoring reveals that progress is slowing, halting or backsliding (Ziyuan, 2004).

In order to develop a comprehensive set of valid motivational strategies for direct classroom application, we need, in the first place, a detailed enough description of the relevant motives that need to be promoted. Once we have this, it becomes possible to develop a systematic array of specific strategies that enhance various aspects of the motivation complex. At this point, however, a special difficulty arises: motivation is a highly complex concept that attempts to explain nothing less than the volitional control of human behaviour; thus, the number of possible motivational techniques is rather extensive, and even a selection of the most important strategies will make up an extremely long list. For example, the most systematic collection of L2 motivational strategies (Dörnyei, 1994a) consists of 30 macro strategies, each of which are broken down to several micro strategies and techniques, resulting in a total of nearly 100 concrete suggestions and recommendations. This is, admittedly, rather overwhelming and difficult for the average classroom practitioner to manage. Indeed, experience gained from various teacher-training courses has shown us that there is a need for a smaller set of strategies that teachers should pay special attention to when trying to implement a motivationally conscious teaching approach. Therefore, a set of macro strategies were compiled, which he called the 'Ten commandments for motivating language learners' (Dörnyei & Csizer, 1998). In addition, there are some researchers who have even made research on motivation by using this compiled set of strategies by means of teachers, students' perceptions or teacher trainees. For instance, Deniz (2010) has researched about student teachers' evaluation of the motivational strategies used in foreign language teaching. The positive reception of this list of motivational strategies by teachers seemed to confirm that the generation of a distilled set of macro strategies might indeed make the concept of motivating learners more teacher friendly. These strategies are:

2.5.1.1 Set a personal example with your own behaviour

It is accepted that good modelling in general have been found to be very influential on student motivation and the most prominent model in the classroom is the teacher: student attitudes and orientations towards learning are, to a large extent, modelled after their teachers both in terms of effort expenditure and orientations of interest in the subject (Dörnyei, 1994a).

Especially for pupils in their primary school years, they adore their teachers. They try to do what their teachers expect them and they behave as if they are teachers themselves.

2.5.1.2. Create a pleasant, relaxed atmosphere in the classroom

This commandment requires little justification: in Gardner's (1985) model, 'attitudes toward the learning situation' is a key determinant of the motivation complex, and any practising teacher is aware of the fact that student anxiety created by a tense classroom climate is one of the most potential factors that undermine L2 motivation. If a student feels trapped, he or she even don't want to come to class again and this may cause his or her suffering from learned helplessness.

2.5.1.3. Present the tasks properly

This commandment was not part of the earlier set yet its high position in the rank scale makes sense: the way teachers present a task is a powerful tool in raising students' interest in the activity as well as in increasing the expectancy of task fulfilment by setting realistic goals and offering effective strategies in reaching those. Teachers can explain the tasks properly. They can explain the purpose of the tasks and provide appropriate strategies to carry out the tasks. The best way to demonstrate the strategies is to model them. As Dörnyei (2001) states "never explain, demonstrate!"

In addition to these, according to Siegle and McCoach (2005) students see utility in tasks that are integral to their vision of the future. Encouraging students to think seriously about how their performance in present classes can affect their future goals, as well as to explicitly articulate their reasons for choosing or failing to put forth effort in a class is a good way.

2.5.14. Develop a good relationship with the learners

There are several steps to build relationships with students, for example, acceptance of students, listening and paying attention to them. This is a well known principle among teachers and a good rapport between the teacher and the students is a basic requirement in any modern, student centred approach to education. Teachers have to spend some time to be with their students in lunch time in school and giving students e-mail addresses and encouraging them to write something to their teachers.

2.5.1.5. Increase the learners' linguistic self-confidence

According to Dörnyei (1994) this commandment reflects the recognition in the last 20 years that one's perceptions of one's own competence as well as judgements of one's abilities to achieve a goal greatly determine the person's aspiration to initiate and perform goal-directed action. It must be stressed that self-confidence is not directly related to one's actual ability or competence but rather to subjective ability/competence; it is not necessarily what someone knows or can do which will determine their L2 use but rather what they think they know or can do. For example, some people feel quite confident about talking, whereas others with an extensive L2 knowledge shy away from putting that knowledge into action. To increase self-confidence for instance teachers can bring reader's theatres or games to the classes. There are several ways to help teachers to build students self-confidence; providing experiences of success, encouraging the learners, reducing the language anxiety, and teaching learners strategies.

2.5.1.6. Make the language classes interesting

Tension in the classroom may increase students' anxiety and students may be afraid of answering their teachers' questions. One tool that can improve classroom atmosphere is humour. It can create a relaxing attitude and students can be at ease and then it may increase students' learning interest. In addition, especially for younger students, colourful classes with posters and pictures are really stimulating learning environment.

2.5.1.7. Promote learner autonomy

The emphasis on learner autonomy in L2 motivation research is relatively new; however, many writers claim that it is autonomy that leads to motivation. Deci and

Ryan (1985), for example, state in their work on intrinsic motivation that ‘intrinsic motivation will be operative when action is experienced as autonomous. They also say that an autonomy-supporting learning context provides conditions for the development of intrinsic motivation, and that self-determination leads to intrinsic motivation. As Dörnyei and Csizer (1998) explicitly state, ‘Autonomous language learners are by definition motivated learners’. Autonomy is related to term self-regulation. Increased learner involvement in organizing language learning, encouraging student contributions and allowing students to the self-assessment procedures are of vital importance for autonomy.

Brophy (2004) stated that students experience autonomy when their input is valued and encouraged. In an autonomy supported classroom, the environment is one that facilitates independent thought and an understanding that there are many ways to solve a problem. Teachers in autonomy-supportive classrooms encourage students to solve problems in their own ways (Valas & Solvik, 1993). They promote student initiative for asking questions, provide ideas for individual learning projects, and emphasize activities that students find interesting and enjoyable so that they engage in them without extrinsic motivation. Brophy (2004) promotes that creating opportunities for choice supports autonomy and encourages students. The students’ choices are guided by interest, and this promotes ownership. Feelings of self-determination are enhanced when there is support for selecting and planning activities.

2.5.1.8. Personalize the learning process

This commandment concerns the need that the L2 course should be personally relevant to the students. Making the course relevant by doing a needs analysis and adjusting the syllabus accordingly has been seen as a key factor in promoting peer relations and group development in the classroom (Dörnyei & Csizer, 1998). As teachers we should select tasks according to our students’ needs and interests by taking into account their backgrounds.

2.5.1.9. Increase the learners’ goal-orientedness

As Oxford and Shearin (1994) have said ‘Goal-setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and

energy are spent in the L2 classroom on goal-setting'. In the L2 field, goals have been traditionally referred to as 'orientations', which, as discussed earlier, have almost exclusively been looked upon either as integrative or instrumental in nature. Teachers can encourage their students to select specific and short-term goals for their learning. Teachers can also provide formulated explicit class goals decided by students. For example teachers can make pupils negotiate their goals and outline a common purpose and share them with the class.

2.5.1.10. Familiarize learners with the target language culture

In spite of recent efforts in L2 motivation research to emphasize cultural aspects of motivation, Gardner's (1985, p.6) claim that language learning success is dependent on the learners' affective predisposition towards the target linguistic-cultural group is still valid:

the words, sounds, grammatical principles and the like that the language teacher tries to present are more than aspects of some linguistic code; they are integral parts of another culture. As a result, students' attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language.

This suggests that the age-old practice of teaching languages through their cultures does have certain scientific basis and, therefore, there is a need to make the L2 'real' by introducing learners its cultural background, using authentic materials, and promoting contact with native speakers of the L2. (Gardner, Tremblay & Masgoret (1999).

As teacher we can bring our classes native speakers, provide our students to make e-friends from the different cultures and prepare international projects with our students in order to travel abroad.

2.6. Student Motivation and Social Relations in Classrooms

Motivation is perceived as one of the most powerful determinants of students' success and failure in school (Hidi & Harackiewicz, 2000), and people who want to understand why some students seem to learn and thrive in school while others not must consider the role of motivation (Pintrich, 2003). So, research on student motivation is a central issue in studies in the learning and teaching context.

Student motivation is one of the most highly rated assets in any learning group, and many of the changes in language teaching methodology over the past two and a half decades or so, from the emphasis on the communicative function of language and the authenticity of learning tasks to a marked shift towards learner centeredness and learner autonomy, have been fuelled by a desire to foster and increase learner motivation. Yet despite the richness of theoretical and pedagogical frameworks much of the classroom reality and of the practitioner's day-to-day concerns continues to revolve around the issue of low or decreasing learner motivation. This is perhaps a sobering reminder that a guaranteed recipe for successful learner motivation still remains to be discovered (Hotho & Reimann, 1998).

With the classroom becoming a focus of motivational research, researchers have begun to advocate integrating foreign language classroom context into motivation theory, and the research focus has also been expanded from individual differences to the interaction between self and classroom context and also the notion of learning community.

In Turner's (2001) words, motivation should be examined from a simulative view that 'focuses on the ways that social practices provide for the engaged or disengaged participation by members of communities'. Hence, motivation should be viewed from a distributive and relational perspective in which interpersonal or social relations affect individual and collective engagement in a foreign language learning community. The trend of stressing the role of context in motivation theory can also be identified in recent studies on students' self-regulation learning. Regulation of context is one of the important areas for self-regulated learning (Pintrich, 2004). So, it was suggested that students' learning strategies should be studied in relation to perceived classroom procedures and other contextual variables in foreign language context.

As Turner and Meyer (1999) suggested, the classroom context usually includes social elements such as relations among teachers and peers, cultural elements such as norms and expectations, and instructional and material elements such as curricula and tasks. Social elements are usually considered to be the most important aspect because they are represented by teachers and students who create ELT context in which they interact and where the activities are presented. Research findings showed that the teacher-student relationship and students' peer relations have significant impact on

students' motivation, engagement and achievement in primary and middle school (Hughes & Kwok, 2007), which implies that social relations in classrooms possibly play an important role in stimulating and maintaining students' motivation and this plays an incredibly vital role in an ELT class.

2.7. Conclusion

To sum up, this chapter illustrated a short but vital review of literature about motivation theories and strategies both in education and foreign language education, the elements that affect motivation and foreign language learning process, the role of the teachers in motivating foreign language learners and the classroom context. Also components of motivational strategies were presented one by one. Then motivational strategies proposed by linguists, scholars and researchers were presented. To conclude, it can be claimed that motivation has a crucial role in foreign language learning process and motivational strategies can enhance students' motivation if the teachers can achieve bringing these motivational strategies into their EFL classes effectively. Thus, as the existent literature claims that English Language Teachers play a crucial role in motivating students especially the younger ones who have just introduced with English.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter presents the methods and procedures that this study followed and applied.

3.2. Research Question

This study sought answers to the following question;

1-How often do EFL Teachers in Turkish State Primary Schools implement motivational strategies in their classrooms and which factors affect the usage of these strategies?

3.3. Research Design

The aim of this study is to find out the usage of motivational strategies by EFL Teachers working in Turkish state primary schools. In order to obtain this information a quasi-experimental study was led (Nunan, 2004). The main data collection tool for this research, questionnaire developed by Dörnyei (2001b) was used. This study is exploratory in nature. For this purpose, a Likert-type questionnaire which is perhaps most commonly used descriptive method in educational research was used. Typically questionnaires gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events (Cohen & Manion, 2000).

By the administration of questionnaire to 87 teachers working in 45 Afyonkarahisar state primary schools, quantitative data was collected. After the implementation of the questionnaire, a semi-structured interview was held with twelve teachers, chosen from participants, the same twelve teachers were observed in their classrooms by the researcher herself to gather qualitative data. Thus this research is mixed- designed through data triangulation.

3.4. Research Instruments

At first a questionnaire (see Appendix A) which consisted of 10 macro strategies including 48 items was applied. The questionnaire technique is often used because little time is required for the implementation of this technique, participants are not required to perform extended writing in this technique, and it is easy to process. Moreover, it is an efficient and viable way of gathering data from large sample groups (Oppenheim, 1992 and Nunan, 2004). The questionnaire is also comprised of a 5- point Likert Scale items that are the most commonly used scaling method as “the the method is simple, versatile, and reliable” (Dörnyei, 2003). According to Oppenheim (1992), Likert Scales’ primary concern is with uni-dimensionality, making sure that all the items would measure the same thing on an attitude continuum for each statement. For each item participants were asked to tick one of the frequency terms: *always, often, sometimes, rarely, never*. After the implementation of the questionnaire, as a back-up, 11 semi-structured interview questions (see Appendix B) were asked to twelve teachers. This interview was designed to probe the teachers’ usage of motivational strategies in more depth and to verify and add to the findings of the questionnaire data. And as a final data gathering instrument, some teachers were observed in their classroom and these observations were recorded through a video camera.

3.4.1. Questionnaire

Questionnaire is an efficient and viable way of gathering data from large sample groups (Nunan, 2004). The selections of the strategies to be included in the teacher questionnaire were based on Dörnyei’s (2001b) systematic overview of motivational techniques. This questionnaire (Appendix A) is comprised of two sections. The teachers put a tick for the questionnaire items developed in a five point Likert-Type Scale. For each item they put a tick by choosing one of them: *always, often, sometimes, rarely or never*.

The first part of the questionnaire was structured with factual questions which were used to find out about who the respondents are. The teachers were expected to give personal information about their school type, university they graduated from, their educational background, years of experience and sexes.

The second part of the questionnaire consists of ten macro strategies that teachers use or they do not use in their classrooms and 48 items belonging to these strategies. These strategies include proper teacher behaviour, recognizing students' effort, promoting learner's self-confidence, creating a pleasant classroom climate, presenting tasks properly, increasing learners' goal-orientedness, making the learning tasks stimulating, familiarising learners with L2-related values, promoting group cohesiveness and group norms and promoting learner autonomy. However, items were jumbled by the researcher and weren't given under the name of the macro strategies so that respondents weren't affected in any way. The respondents were asked to indicate each item by putting a tick to scale according to the frequency rate they apply each strategy in their classes.

Table 1.

Outline of the teacher questionnaire

Part I Personal information about teachers' university graduation, school type, experience year, gender and educational background

Part II 48 items related to usage of ten macro motivational strategies by teachers:

- proper teacher behaviour
- recognizing students' effort
- promoting learner's self-confidence
- creating a pleasant classroom climate
- presenting tasks properly
- increasing learners' goal-orientedness
- making the learning tasks stimulating
- familiarising learners with L2-related values,
- promoting group cohesiveness and group norms
- promoting learner autonomy

3.4.2. Interview

The aim of this section was to solicit which motivational strategies EFL Teachers make use of and how they use these strategies in their classes in state primary schools. The interview technique is usually employed to provide participant teachers with the chance to express their thoughts in their own words to obtain more detailed data (Seidman, 1998; Nunan, 2004). Interviews (Appendix B) were used in this study to get the viewpoint of the interviewees. Through the use of interview questions, 12 participant teachers were provided with the opportunity to express which motivational strategies they use and how they use these strategies in their own words. The answers given by the respondents were both recorded and then transcribed by the researcher herself. The interview questions were semi-structured in English depending on the strategies included in the questionnaire so that the answers given by the participants can be satisfactory or not too obscure to understand.

12 interviewees gave answer to 11 questions. The first question was asked in order to get general information about both which specific motivational strategies teachers apply in the classroom and how often they use them. The second question was about dealing unmotivated students. The third question was to elicit information about proper teacher behaviours. The fourth question was dealing with recognizing students' effort. Question five was about promoting self-confidence of the students. Participant teachers answered the sixth question by thinking about pleasant classroom environment. The seventh question was asked to learn about the presentation of the tasks. Question eight was inquiring about setting realistic goals and question ten was asked in order to get information about group work strategies. The last question was related to autonomous learners.

3.4.3. Observation

The observation was carried out by the researcher herself to verify the findings of both the questionnaire and the interview data. Subjects of the observation were again the same 12 teachers who took part in the interview session. Each participant teacher was observed for two lesson times (2x40 minutes) in the same day through video recording. For this reason; each subject was exposed to video recording twice. However, only the second lesson was taken into account as the first observation session was applied in

order to make both the teacher and the students get used to the video recorder and the researcher. Thus, each observation session took place for 40 minutes, as a usual class time. Furthermore, as all observations were recorded in the same week, nearly all the teachers were teaching the same unit about past habits with the form of “used to”.

After the observation, all of the video recordings were watched both by the researcher and another experienced English teacher working in Turkish state primary school setting in order to compare consistency and then analyzed according to observation sheet (Appendix C) including all of the motivational strategies that took part both in the questionnaire and the interview. An interrater reliability analysis using the Kappa statistic of SPSS Software was performed to determine consistency among raters. The interrater reliability for the raters was found to be $Kappa = 0.78$ ($p > 0.001$), 95% CI (0.504, 0.848). Thus according to the statistics, substantial agreement was obtained.

3.5. Setting

The study took place in the 2010-2011 academic year in the city of Afyonkarahisar, and it was conducted at all of the (45) state primary schools (see Appendix D) regardless of their location in Afyonkarahisar. Based on the overall national education objectives, the purpose of primary education apart from teaching academic lessons is to give students a minimum common culture, to identify individual and social and environmental problems, to search for solutions, to raise awareness in order to contribute to the socio-economic and cultural development of the country and to prepare the students for higher education, for profession, for life and for business in line with their interests and skills and to socialize the students. The general features’ of the state primary schools which participated in this study can be described as follows:

First of all; schools which belong to the Ministry of National Education is separated into six areas; one is the first area schools in the centre of the cities and another is the second area schools in the economically challenged areas. Other school areas belong to provinces and villages. This study was conducted at the first and the second area schools of Afyonkarahisar.

Secondly, students begin to learn English at the 4th grade for three hours in a week and continue their foreign language education experience at the 5th grade for three

hours again, and for four hours in a weekly schedule at the 6th, 7th and 8th grades in their primary school years. Then English is taught as a foreign language in all schools until students are graduated from the high school. During both their primary school years and high school years, their English lesson books are supplied by the Ministry of National Education. Therefore, in all over the country English is taught by means of the same books written and published by the Ministry of National Education. The National Education System of Turkey provides the foreign language education curriculum considering the needs of school areas. In general the goals of foreign language education program are to enable the students to gain the ability of listening comprehension, the reading-comprehension, speaking and writing taking into consideration of goals of schools in conformity with the overall objectives and fundamentals of Ministry of National Education and to enable students to communicate in the foreign language and maintain positive attitude towards foreign language education. To provide equality of opportunity in all kinds of students and school types, English language curriculum and the books are designed by Ministry of National Education itself.

3.6. Participants

According to the formal data taken from the Directorate of National Education of Afyonkarahisar, there were 87 English Language Teachers working in state primary schools in Afyonkarahisar, and this study was conducted with all of these teachers. The participating teachers in the study had teaching experience ranging from 1 to 25 years, therefore, they were grouped into two; 1 to 4 years (inexperienced) and 5 to 25 years (experienced). They also represented different teaching educational background. The researcher visited all of the schools and asked the English language teachers to participate in this study after informing them about the study. Details of the respondents' backgrounds can be seen in Table 2, 3, 4, 5 and 6 below:

Table 2.
Gender of the participant teachers

Gender	Number of the teachers
Female	60
Male	27

Table 3.
Year of teaching experience

Experience years	Number of the teachers
1-4	32
5-9	43
9-14	9
15-19	1
20+	2

Table 4.
Names of the universities participant teachers graduated from

Name of the University	Number of the teachers
19 Mayıs U.	2
Abant İzzet Baysal U.	1
Anadolu U.	15
Ankara U.	2
Bilkent U.	1
Boğaziçi U.	1
Cumhuriyet U.	3
Dicle U.	1
Dokuz Eylül U.	11
Dumlupınar U.	6
Erciyes U.	1
Fatih U.	1

Gazi U.	3
Hacettepe	7
İstanbul	2
Marmara	2
Mersin U.	1
METU	3
Selçuk U.	19
Trakya U.	1
Uludağ U.	4

Table 5.

Departments participant teachers graduated from

Department	Number of the teachers
English Language Teaching	61
English Language and Literature	26

Table 6.

Educational background and further education of the participant teachers

Educational Background	Number of the teachers
Courses and Workshops	1
Courses and Workshops-Education Conferences or Seminars	1
Courses and Workshops-Education Conferences or Seminars-In-service training	6
Courses and Workshops-Education Conferences or Seminars-In-service training- Qualification programmes abroad	3
Courses and Workshops-In-service training	2
Courses or workshops	1
Education Conferences or Seminars	10

Education Conferences or Seminars-In-service –training	7
In-service training	10
MA	17
MA+ Courses and Workshops-Education Conferences or Seminars	1
MA+ Courses and Workshops-Education Conferences or Seminars-In-service training	1
None	26
Qualification programmes abroad	1

For this study, convenience sampling method was used for the selection of participating teachers. In the convenience sampling method, members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, or easy accessibility (Dörnyei, 2002). Therefore; the researcher decided to study in Afyonkarahisar, her hometown as it was very easy for her to reach all of the state primary schools in terms of location. At first a list of the schools was given by the Afyonkarahisar National Education Department and the necessary permission (see Appendix E) was obtained by the Afyonkarahisar National Education Research and Development Department through Anadolu University. Then the questionnaire was administered to 87 participants (all of the English language teachers working in state primary schools of Afyonkarahisar) between 1st and 28th of February 2011 and all of the 87 participants returned their questionnaire for a return rate of 100%.

After the questionnaire was applied, 12 participants chosen from the 87 teachers in accordance with their experience years and school areas they work in, took part in the interview session between April 4th and 8th. The number of these participant teachers chosen among 87 participants for the interview was more than %10. Six of these interviewees were working in schools of economically challenged areas and six of them were working in city centre schools. In addition, half of them were experienced whereas the other half were inexperienced. The interview was applied about four weeks after

implementation of the questionnaire so as not to make the participants remember the questionnaire items.

For the observation session, the same 12 participants chosen for the interview took part in the study. Interviews and observation sessions were applied at the same day. At first the interview was applied and then observation of the teacher was realized.

3.7. Timeline

The study was carried out in a planned schedule. The following table describes the steps of the study in a timeline:

Table 7.
Timeline of the study

Exploratory research	October 2010-March 2011
Proposal development	January 2011
Gathering data	February-April 2011
Data analysis	April-June 2011
Writing of Draft Chapters	May-September-2011
Revision	November-December 2011

3.8. Data Collection Procedure

The questionnaire items were structured by drawing on the relevant literature in motivational strategies. Then the questions were organized in line with the literature review section of the study in constructing the questionnaire. First of all, the questionnaire items were replicated from the study of Dörnyei (2001b) in English. As it would be applied to English Teachers, it was thought that there would be no problem in understanding the language. In order to overcome any potential deficiencies of the questionnaire, and to ensure its working as intended, it was piloted on October 10th, 2011 with expert English teachers and checked by the supervisor, as well. The questionnaire was implemented by the researcher herself. The researcher handed out the questionnaire to the 87 participating teachers between the 1st and 28th of February 2011.

One month later, the researcher carried out the interview. The interview questions were structured with the support of the supervisor and an expert based on the questionnaire to understand the usage of participant teachers' motivational strategies. 12 interviews were tape recorded and then transcribed by the researcher in the first week of April.

At the same week when the interview session took place, 12 participant teachers were observed through video recorder by the researcher herself and then analyzed according to the observation sheet structured depending on the questionnaire items and checked by the supervisor and two English Teachers, as well.

3.9. Data Analysis Procedure

This study collected both qualitative and quantitative data. To analyze the quantitative data in this study, Statistical Packages for Social Sciences (SPSS 18) was used. 48 teacher strategies were grouped into 10 clusters based on their content similarities. Descriptive statistics were used during the data analysis, such as mean, percentage, and standard deviation of each item. To compare teachers' responses to the items and to describe equality of means, *Mann Whitney Test* is used. In addition via SPSS18 interrater reliability (Kappa) was used to examine the agreement between two observers in order to analyze lesson videos of the participant teachers, as well.

Qualitative Data Analysis Programme for Social Sciences (NVivo9) was preferred in order to analyse the interview data with constant comparison and descriptive analysis methods. It is said that computers are better at numbers than people (Gibbs, 2002) since using a software programme for the analysis of qualitative data is more reliable method than the using pen or paper. According to Kuş (2006) descriptive analysis give the data opportunity to be presented by taking the research questions into the consideration. The data were examined with the research question of the study and questionnaire results were kept in mind to contribute to answering the research question.

The qualitative data which was obtained from the observation were analyzed through categorization according to items in the questionnaire. In that sense, both the interviews and observations were used to draw conclusions about teachers' usage of motivational strategies and to confirm the results of questionnaire.

CHAPTER 4

4. FINDINGS AND RESULTS

4.1. Introduction

In this study the collected data was concerned with the usage of motivational strategies by EFL Teachers working at Turkish State Primary School setting in Afyonkarahisar. As stated in chapter 1 and 3 under the headings of research question, this study aimed at finding out how often EFL Teachers in Turkish State Primary Schools implement motivational strategies in their classrooms and which factors affect the usage of these strategies.

This study employed a questionnaire, and conducted interviews and observations to collect necessary data. The questionnaire was conducted with 87 teachers and 12 of them participated both in the interview and observation sessions. This chapter presented and discussed the findings, obtained from the data.

4.2. The Usage of Motivational Strategies by EFL Teachers According to Questionnaire Data

The questions in the questionnaire were designed to investigate teachers' usage of motivational strategies. There were 48 Likert-scale questions in this part. The following scale was applied in this part of the questionnaire:

Always: 5 Often: 4 Sometimes: 3 Rarely: 2 Never: 1

Teacher strategies were grouped and analyzed in terms of their purposes; proper teacher behaviour, recognizing students' effort, promoting learner's self-confidence, creating a pleasant classroom climate, presenting tasks properly, increasing learners' goal-orientedness, making the learning tasks stimulating, familiarising learners with L2-related values, promoting group cohesiveness and group norms and promoting learner autonomy. Each macro-strategy was comprised of different number of sub-strategies so each maximum mean score for the usage of a macro strategy changed according to the number of its sub-strategies. For instance; as a strategy in order to present tasks properly, the maximum mean score is 10 as there were 2 sub-strategies for this macro-

strategy (if the participant teachers put a tick on “always” for each item of this strategy: 2x5). Whereas as a strategy in order to familiarise learners with L2 related values, the maximum mean score is 35 as there were 7 sub-strategies for this macro-strategy (if the participant teachers put a tick on “always” for each item of this strategy: 7x5). Full responses were recorded in Table 7 and mean scores of each statement were displayed according to the gender of the teachers.

Table 8.

The usage of motivational strategies by EFL teachers

	N 60 Mean Female (Mean)	N 27 Mean Male (Mean)	Sig.(2-tailed)
1. Proper teacher behaviour	21,0333	21,4444	,379
2. Recognizing students' effort	17,0167	16,7407	,459
3. Promoting learner's self-confidence	20,9667	20,4074	,171
4. Creating a pleasant classroom climate	16,2500	15,6296	,235
5. Presenting tasks properly	8,5000	8,2593	,335
6. Increasing learners' goal-orientedness	15,3500	15,2593	,824
7. Making the learning tasks stimulating	23,2333	22,9630	,472
8. Familiarising learners with L2-related values	23,6167	23,9630	,897
9. Promoting group cohesiveness and group norms	20,8000	20,2963	,375
10. Promoting learner autonomy	23,8000	23,1481	,505

In order to measure if there were any significant differences between the two unequal groups in terms of motivational strategies use, Mann Whitney test was used. Table 8 showed the result of the test. The findings suggested that there was no equality in the number variation of the gender groups (60 females and 27 males). However, according to the Table 8, there was no difference between genders in using motivational strategies as it can be seen via significance numbers ($p>0.05$). When the mean scores of the motivational strategy use are looked into, it can be said that nearly all of the teachers make use of the all strategies. For the first strategy the mean score illustrated that teachers establish good rapport with students, show students they care about them, and show their enthusiasm for teaching and value English as a meaningful experience.

For the second strategy, teachers recognize students' effort and progress encourage their hard work and promote effort attributions. For the third strategy, according to the table of the mean score teachers promote self-confidence by giving positive feedback, designing tasks within students' ability, making sure that communicating meaning effectively is more important than being grammatically correct.

For strategy four, it can be said that teachers create a pleasant classroom environment by promoting risk taking, bringing in humour avoiding social comparison and using short and interesting opening activity to start each class. Also it can be seen that teachers present tasks properly.

For the sixth strategy, when the table is analyzed, goal-orientedness is increased by the teachers by helping students set realistic goals, helping students to set realistic beliefs about English learning. For the strategy seven, making the learning tasks stimulating is applied by the teachers through visual and auditory aids, novel and fantasy elements.

As for strategy eight, teachers familiarize learners with L2-related values through cultural background of the target language, authentic cultural materials. On the other hand, according to the data collected from the questionnaire 71 teachers either never or rarely invite English-speaking foreigners to the class.

For strategy nine, it can be seen that teachers have a tendency for promoting group cohesiveness and group norms by allowing students to get to know each other,

asking them to work toward the same goal and explain and letting students suggest classroom goals.

Again the table eight illustrates that participant teachers in the questionnaire promote learner autonomy by means of adopting the role of a “facilitator”, involving students designing and running the English course, encouraging peer teaching, group presentation and self- motivating strategies and giving students choices in how and when they will be assessed.

As there was no difference in accordance with gender, there was also no difference between the experienced and novice teachers in usage of motivational strategies. Teachers having 1-4 years of teaching experience were accepted novice teachers whereas teachers with 5 and more than 5 years of teaching experience were accepted as experienced teachers in the study. Table 9 shows the usage of motivational strategies by the novice and experienced teachers.

Table 9.

The usage of motivational strategies by the experienced and novice teachers

Motivational Strategies	N 32 1-4 years of experienced teachers (Mean)	N 55 5+ years of experienced teachers (Mean)	Sig.(2-tailed)
1. Proper teacher behaviour	21,2500	21,1091	,690
2. Recognizing students' effort	16,8750	16,9636	,771
3. Promoting learner's self-confidence	20,4375	21,0000	,414
4. Creating a pleasant classroom climate	16,2500	15,9455	,359
5. Presenting tasks properly	8,3125	8,4909	,539
6. Increasing learners' goal-orientedness	15,0313	15,4909	,366

7. Making the learning tasks stimulating	22,7500	23,3818	,302
8. Familiarising learners with L2-related values	22,9375	24,1818	,095
9. Promoting group cohesiveness and group norms	20,4375	20,7636	,595
10. Promoting learner autonomy	23,5625	23,6182	,736

If there were any significant differences between the two experience groups in terms of motivational strategies use, Mann Whitney test was used. Table 9 shows the result of the test. There was no equality in the number of the teachers (32 novice and 55 experienced). Table 9 displays that there is no difference between experience groups in using motivational strategies as it can be seen via significance numbers ($p > 0.05$). When the usages of strategies are looked into through mean scores, it can be said that nearly all of the teachers make use of all the strategies.

The study also analyzed the data in usage of motivational strategies to look for information about whether there is difference between teachers graduated from ELT department and English Language and Literature department. When teachers' graduation departments are compared with regards of their usage of motivational strategies, again there is not any striking difference except for strategy 4. Table 10 displays the analysis of the data collected from the teachers graduated from the different departments of the universities:

Table 10.

The usage of motivational strategies by the teachers graduated from ELT departments or not ELT departments

Motivational Strategies	N 60 Teachers graduated from ELT Department (Mean)	N 27 Teachers graduated from not ELT Department (Mean)	Sig.(2-tailed)
1. Proper teacher behaviour	21,0833	21,3333	,919
2. Recognizing students' effort	16,8383	17,1481	,523
3. Promoting learner's self-confidence	20,8000	20,7778	,864
4. Creating a pleasant classroom climate	15,7373	16,7778	,033
5. Presenting tasks properly	8,4000	8,4815	,654
6. Increasing learners' goal orientedness	15,1667	15,6667	,355
7. Making the learning tasks stimulating	22,9000	23,7037	,221
8. Familiarising learners with L2-related values	23,8667	23,4074	,625
9. Promoting group cohesiveness and group norms	20,7667	20,3704	,468
10. Promoting learner autonomy	23,4500	23,9259	,216

For the questionnaire data, Mann Whitney test was used with the aim of measuring if there are any significant differences between the two experience groups in terms of motivational strategies use. Table 10 displays the result of the test. The table suggest that there is no equality in the number of the teachers (60 teachers graduated

from ELT department and 27 teachers graduated from English Language and Literature department).

When table is analyzed in a detailed way, there is no difference between participant teachers' graduation department in using motivational strategies as it can be seen via significance numbers ($p > 0.05$), yet the situation is really interesting for strategy four ($p < 0.05$). Thus, Table 10 shows that the graduates of English Language and Literature departments seem to be keen on creating a pleasant classroom environment. However, for a general review of the table via means scores, whole teachers whatever their departments are, inclined to use all motivational strategies.

Now Table 11 displays the analysis of the data collected from the teachers with different educational backgrounds and further education.

Table 11.

The usage of motivational strategies by teachers with different educational background

Strategies	N 19 Teachers having MA Degree (Mean)	N 42 Teachers participated in different professional development education (Mean)	N 26 Teachers having no further educational background (Mean)	Sig.(2- tailed)
1. Proper teacher behaviour	21,7368	21,1667	20,7308	,568
2. Recognizing students' effort	16,6842	17,2381	16,6154	,386
3. Promoting learner's self-confidence	21,1053	20,7857	20,5769	,661
4. Creating a pleasant classroom climate	16,4737	15,8333	16,1154	,576
5. Presenting tasks properly	8,6842	8,5476	8,0385	,147
6. Increasing learners' goal-orientedness	16,0526	15,3095	14,8077	,184

7. Making the learning tasks stimulating	24,4737	22,8095	22,7308	,073
8. Familiarising learners with L2-related values	24,6316	23,7381	23,0385	,527
9. Promoting group cohesiveness and group norms	21,3158	20,6905	20,0769	,231
10.Promoting learner autonomy	24,4737	23,2857	23,4615	,398

Table 11 presents the data collected from teachers by categorizing them into three groups. The first group included 19 teachers who had MA degree. The second group was comprised of 42 teachers who participated in courses and workshops, education conferences or seminars, in-service training or qualification programmes abroad. The third group of 26 teachers had no further educational background. When the table is analyzed, it can be seen that there is no difference between teacher groups with different educational backgrounds in using motivational strategies as it can be seen via significance numbers ($p > 0.05$). Again by looking into the mean scores it can be interpreted that teachers within the three groups generally resort to all strategy types.

4.3. The Interpretation of the Interview Data

The answer of the teachers reported in the interview showed difference when compared to the questionnaire data as most of the twelve teachers gave different answers to the interview questions compared with these participants' questionnaire data. During the interview session nearly all teachers focused on activities they applied in their classroom rather than giving answers related to specific motivational strategies. Moreover, each participant teacher gave different answers to the interview questions thus there was no common answer for each question and the number of the same answers couldn't be counted. In order to analyze data in a detailed way for each question and categorization of the participants, the researcher made use of NVivo, a qualitative data analysis software programme. In the following pages as it can be seen from the figures, there are classifications and parents written on each figure extracted by NVivo, the software programme, itself. Classification is related to categorization of the

participant teachers: their teaching areas and their experiences. On the other hand; parents are the specific answers given by the participant teachers.

4.3.1. Specific Motivational Strategies Teachers Use in English Language Lessons

To get the interview data, the first question was about the specific motivational strategies teachers use in their classrooms. The answers showed variety. For instance; one of the teachers said that she motivates her students through an exam used for primary school students at the 6th, 7th and 8th grades called SBS (Seviye Belirleme Sınavı) in Turkey. According to the results of these exams students are placed in high schools. Answering to multiple choice English questions correctly is one of the necessities of this exam. Furthermore, in another example; one of the teachers said some parts of the books are boring and unnecessary so she skips them and finds more interesting activities instead of them in order to increase motivation in her classes. Figure1 presents participant teachers' detailed and categorised answers.

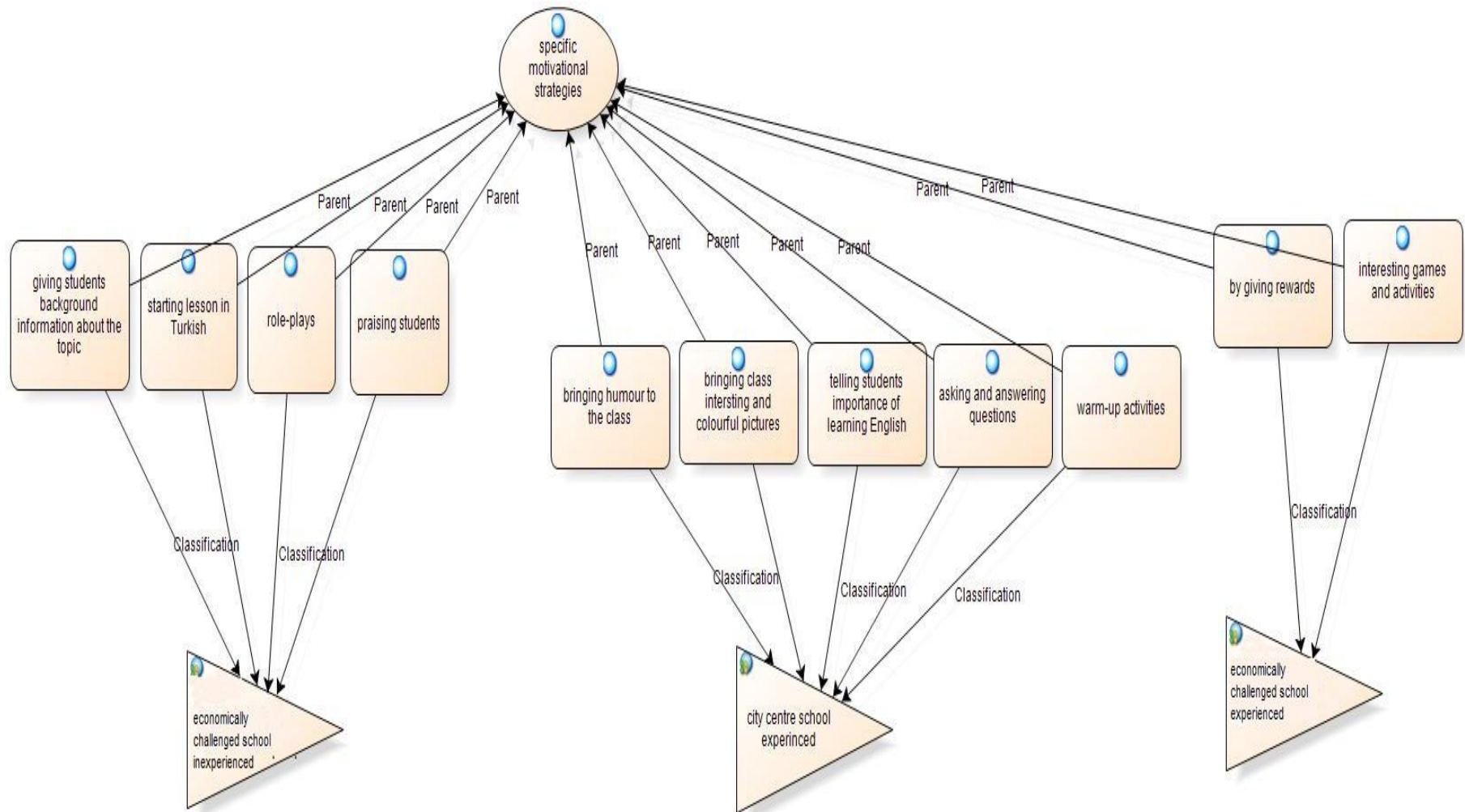


Figure 1. Specific motivational strategies according to NVivo

According to Figure 1, it can be seen that teachers were categorized into three groups: experienced teachers working in economically challenged schools, inexperienced teachers working in city centre schools, experienced teachers working in city centre. Inexperienced teachers working in city centre weren't taken into account as they gave no explanation about this subject. Figure 1 displays that while inexperienced teachers working in economically challenged schools motivate their students specifically by giving their students background information about the topic they teach, starting their lessons in Turkish explanations, using role-plays and praising their students, experienced teachers working in economically challenged schools motivates their students specifically thanks to interesting games and activities and by giving rewards. The third group, experienced teachers working in city-centre was illustrated in the figure motivate their students by bringing humour to the class, bringing class interesting and colourful pictures, telling students importance of learning English, asking and answering questions and through warm-up activities. Therefore, it can be stated that the third group nearly uses the same strategies as they stated in the questionnaire.

4.3.2. Dealing with Unmotivated Students

To inquire about which motivational strategies teachers use in order to deal with unmotivated students, the second question of the interview was addressed to the teachers. Nearly all teachers said that having a good communication with the family is a must in the case of unmotivation. Figure 2 shows the details of the answers.

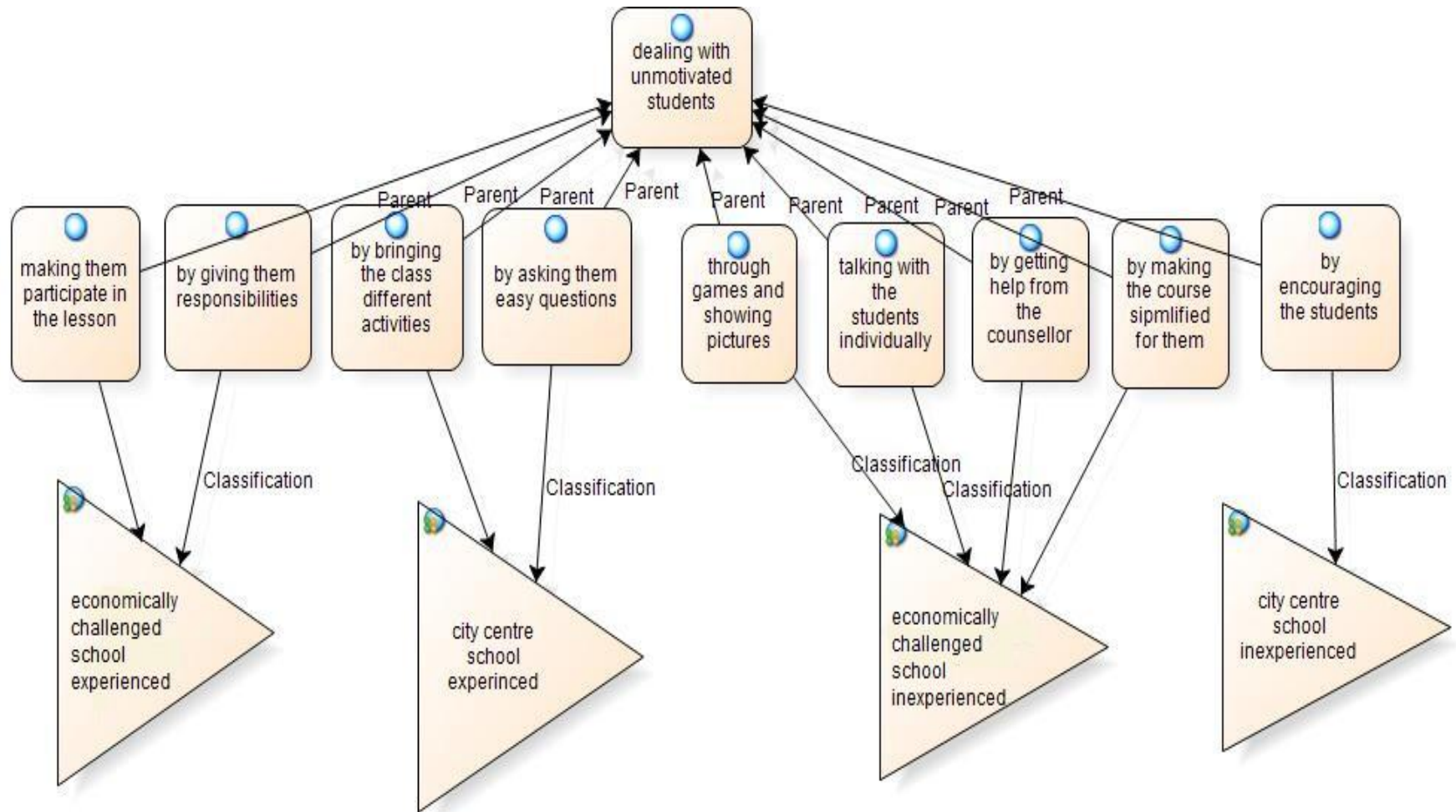


Figure 2. Dealing with unmotivated students according to NVivo

Figure 2 displays four categories that participants were divided; the first group was comprised of experienced teachers working in economically challenged schools. Figure 2 illustrates that these teachers motivate their unmotivated students by making them participate into the lesson and giving their students responsibilities. The second group, experienced teachers of city centre schools deal with unmotivated students by bringing the class different activities and by asking these students easy questions. The third group, inexperienced teachers of economically challenged schools are the ones who make use of the motivational strategies more than the others in order to improve unmotivated students through games and showing pictures, talking with the target students individually, by getting help from a counsellor and by making the course simplified for them. Inexperienced teachers of city centre schools, the fourth group, only said that they deal with their unmotivated students by encouraging them.

4.3.3. Proper Teacher Behaviours in the English Classes

The third question of the interview aimed at learning the participants' answers related to proper teacher behaviours in the EFL classes. One of the participant teachers answered this question by saying "Good teacher is the one who speaks in the same level with her students and this is my biggest criteria". Other two teachers explained they behave in a student-centred manner, yet it turns out to be vice-verse because of the materials they use or crowded classrooms of 35-40 students. Figure 3 explains the clear and detailed answers of the participants.

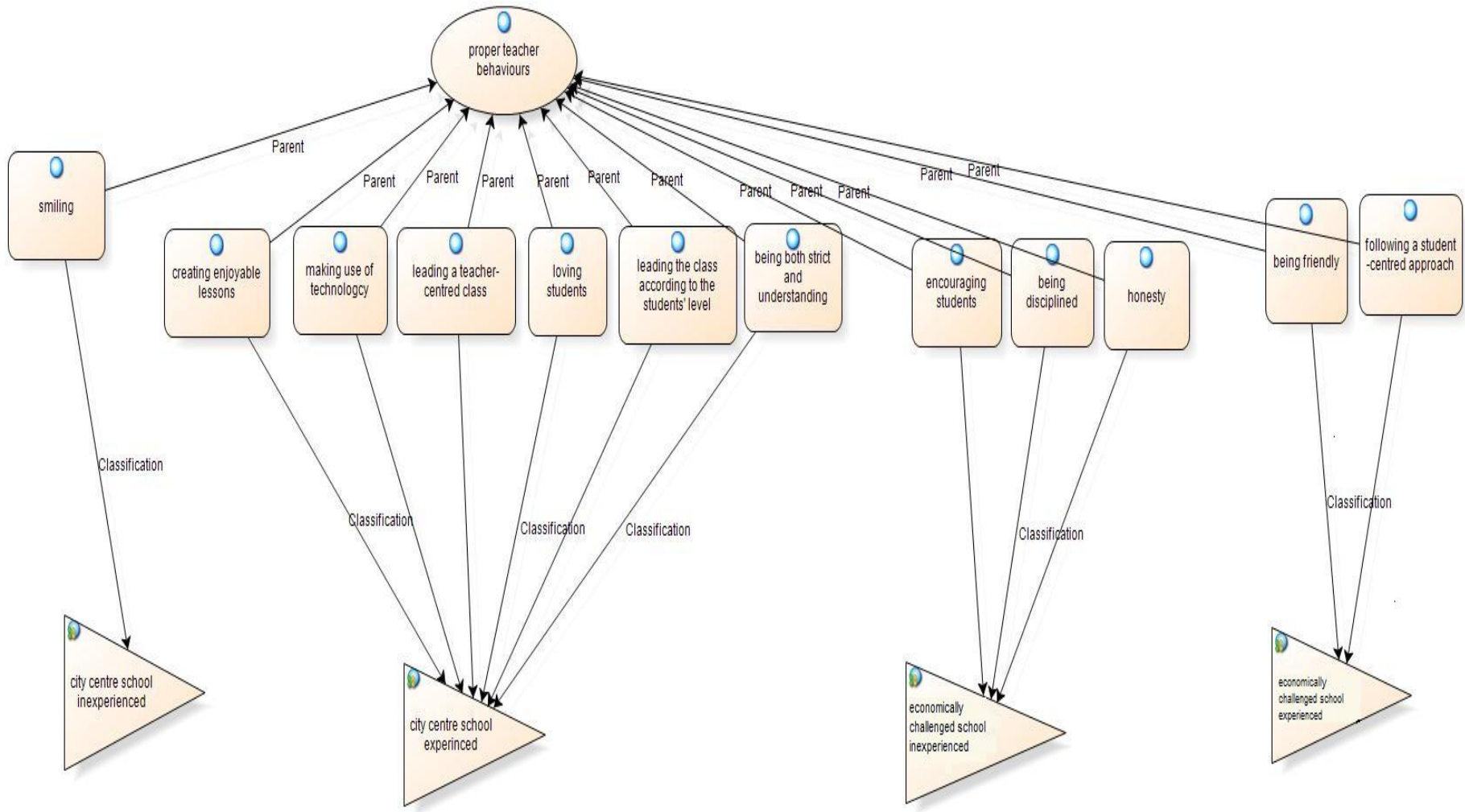


Figure 3. Proper teacher behaviours according to NVivo

To analyze the third question again the researcher made use of NVivo. As it can be seen in the Figure 3, there are four groups of teachers. Group 1 covers inexperienced teachers working in city centre. According to this group proper teacher behaviour is only smiling. For the second group (experienced teachers working in the city centre schools), creating enjoyable lessons, making use of technology, leading a teacher-centred class, being both strict and understanding, showing care to students, leading the class according to the students level are among the proper teachers behaviour. When the third group (inexperienced teachers working in economically challenged schools) is analyzed, for them encouraging students, being disciplined and honesty are proper teacher behaviours. Yet, the terms they used for being disciplined and honesty are confusing. For instance; being disciplined means either an authoritarian teacher or a responsible one. Honesty means either being honest with assessing the students or behaving equally towards her students or being loyal to her/his job. For the last group, experienced teachers of economically challenged schools, being friendly and following student-centred approach are foremost proper teacher behaviours in order to motivate students. Furthermore, Figure 3 displays a clear-cut difference between the experienced teachers of city-centre schools and economically challenged schools. While the experienced teachers of city centre school adopt a teacher-centred perception in their classes, economically challenged schools' experienced teachers favour student-centred classrooms.

4.3.4. Recognizing Students' Efforts

The fourth question of the interview was related to recognizing students' efforts. For this question, answers of the teachers showed variety. As an interesting example; one of the participants said "It is difficult to observe children because the effort spent by the child sometimes turns into action but in some cases the child masks herself/himself and shows it only in written exams. Thus, we need to learn how this student introduces herself/himself." Figure 4 shows the well-arranged answers of the participants.

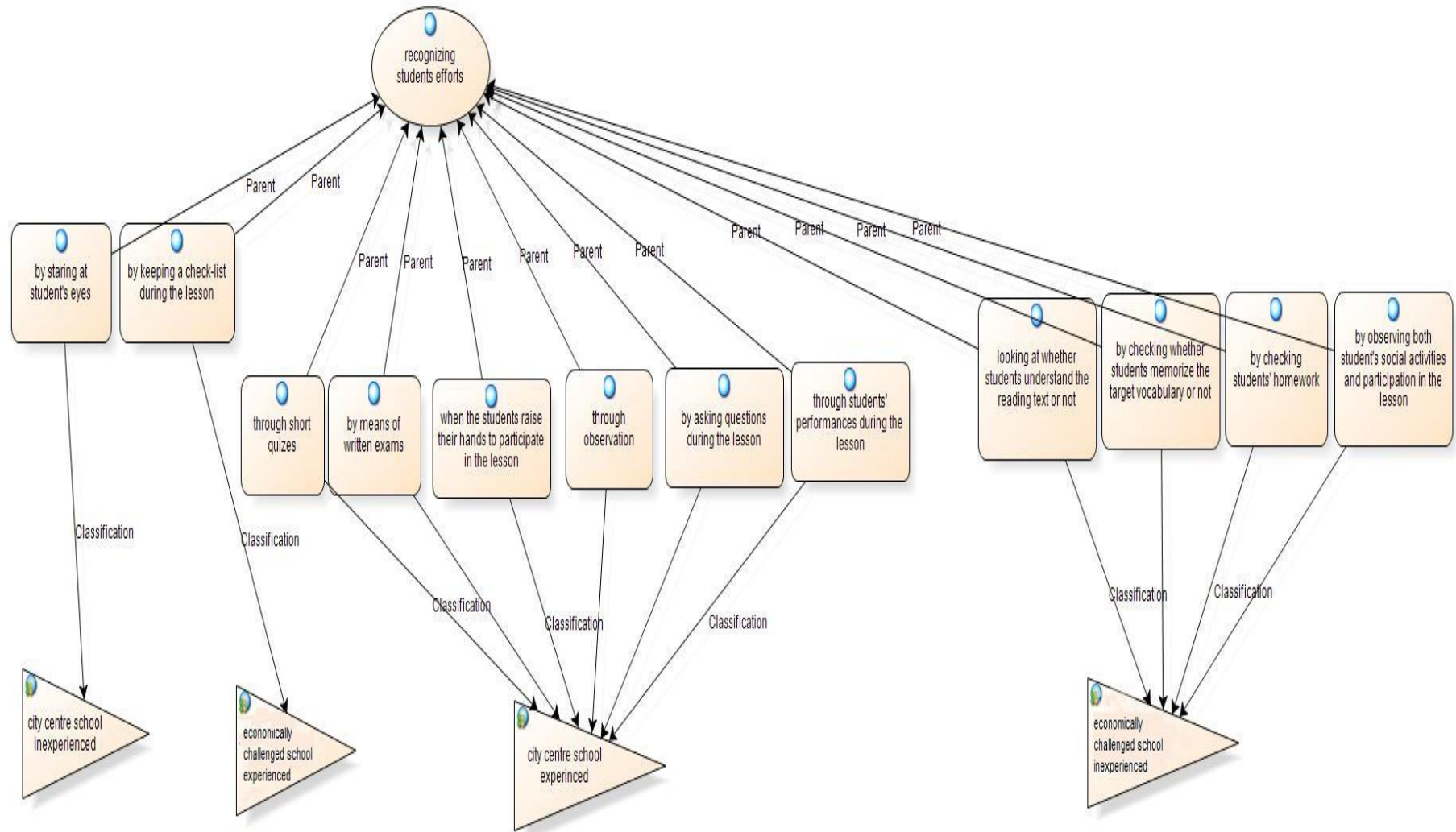


Figure 4. Recognizing students' efforts according to NVivo

Figure 4 displays that inexperienced teachers working in city-centre schools recognize their students' efforts by staring at their eyes, while experienced teachers of city-centre schools recognize their students' efforts through short quizzes and observation, by means of written exams, by asking questions during the lesson and through students' performances during the lesson. When the experienced teachers of economically challenged schools are checked from the figure, it can be told that these teachers recognize their students' efforts by keeping a check-list during the lesson whereas inexperienced teachers of economically challenged schools check whether students understand the reading text and memorize the target vocabulary or not, check their homework and observe students' social activities and their participation in the lesson.

4.3.5. Promoting Students' Self-confidence

The fifth question of the interview was related to promoting students' self-confidence. For this question, the answers of the participant teachers were informative. For instance; one of the participants' answers was just like that 'I tell my students not to be afraid of making mistakes. This is normal and English is not your mother tongue, it is a new culture and a new language.' Another participant complaint about the lack of students' self confidence and this is a big problem for EFL teachers. To prevent this he stated that he might ask the easiest questions to these kinds of students such as the last item of a matching activity. Figure 5 illustrates more detailed and systematic answers of the participants.

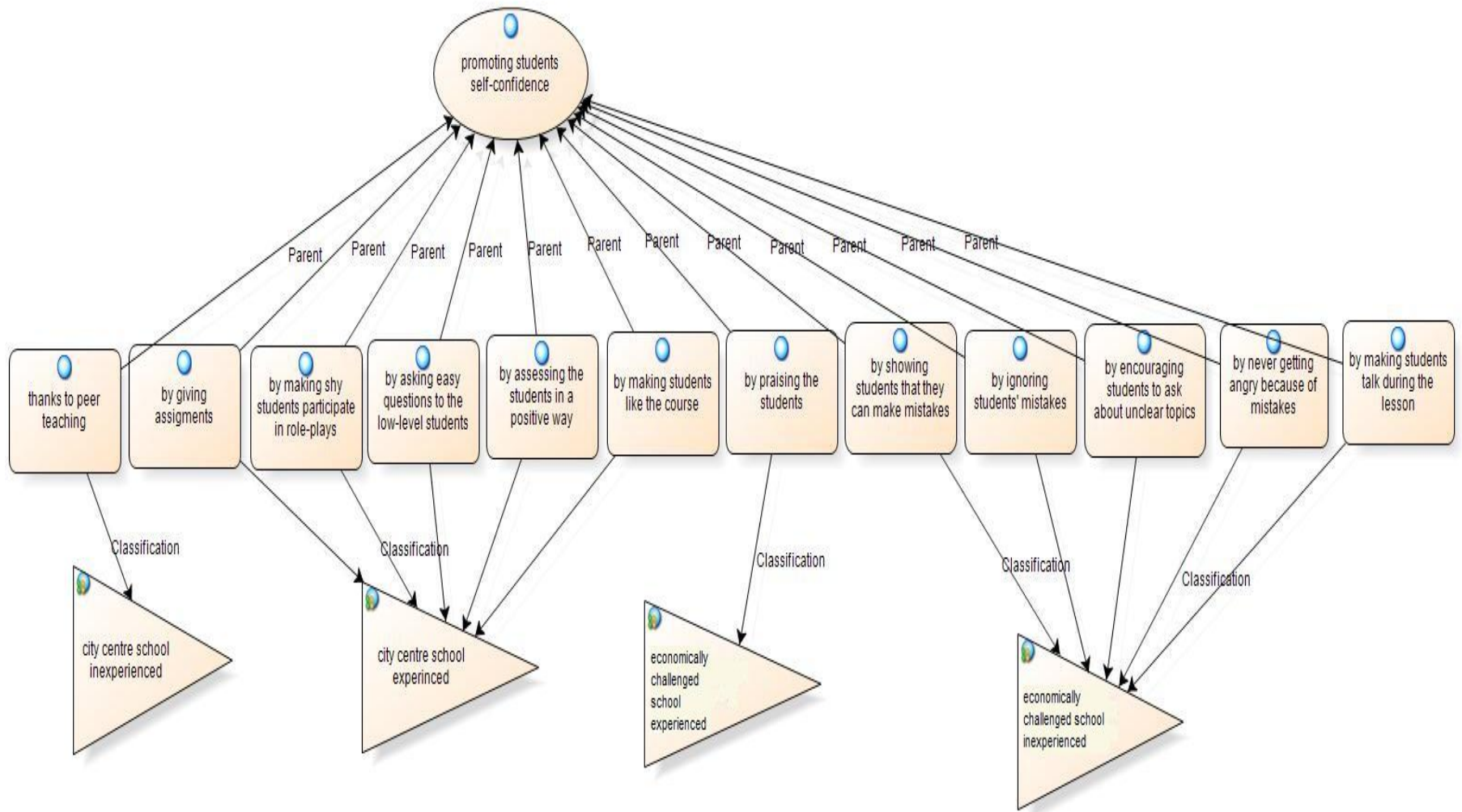


Figure 5. Promoting students' self-confidence according to NVivo

According to Figure 5 there are four groups of participants. Inexperienced teachers of city centre schools promote students' self-confidence through peer teaching while experienced teachers of city centre schools promote students' self-confidence by giving assignments, making shy students' participate in role-plays, asking easy questions to the low-level students, assessing the students in a positive way and by making students like the course. Praising the students is way of promoting students' self-confidence for the experienced teachers of economically challenged schools according to Figure 5. On the other hand, inexperienced teachers of economically challenged schools increase their students' self-confidence by showing them that they can make mistakes and ignoring their mistakes. This group of teachers also encourage their students to ask about unclear topics, they never get angry because of students' mistakes and they make the students talk during the lesson. Last but not least, it can be deduced from the figure that except for the inexperienced teachers of city centre schools, the other group of teachers struggle eagerly in order to promote their students' self-confidence.

4.3.6. Teachers' Perceptions about Pleasant Classroom Environment

To inquire about the teachers' perception of a pleasant classroom environment, question 6 was addressed to the participant teachers. Nearly all teachers claimed that the first thing that comes into their minds when they think over is the classroom with full of motivated students. One of the teachers stated that for him presenting students' work is of vital importance for teaching English, so a special language classroom hold a positive atmosphere where he can exhibit his students' performance and project works. Figure 6 summarises all answers of the participant teachers.

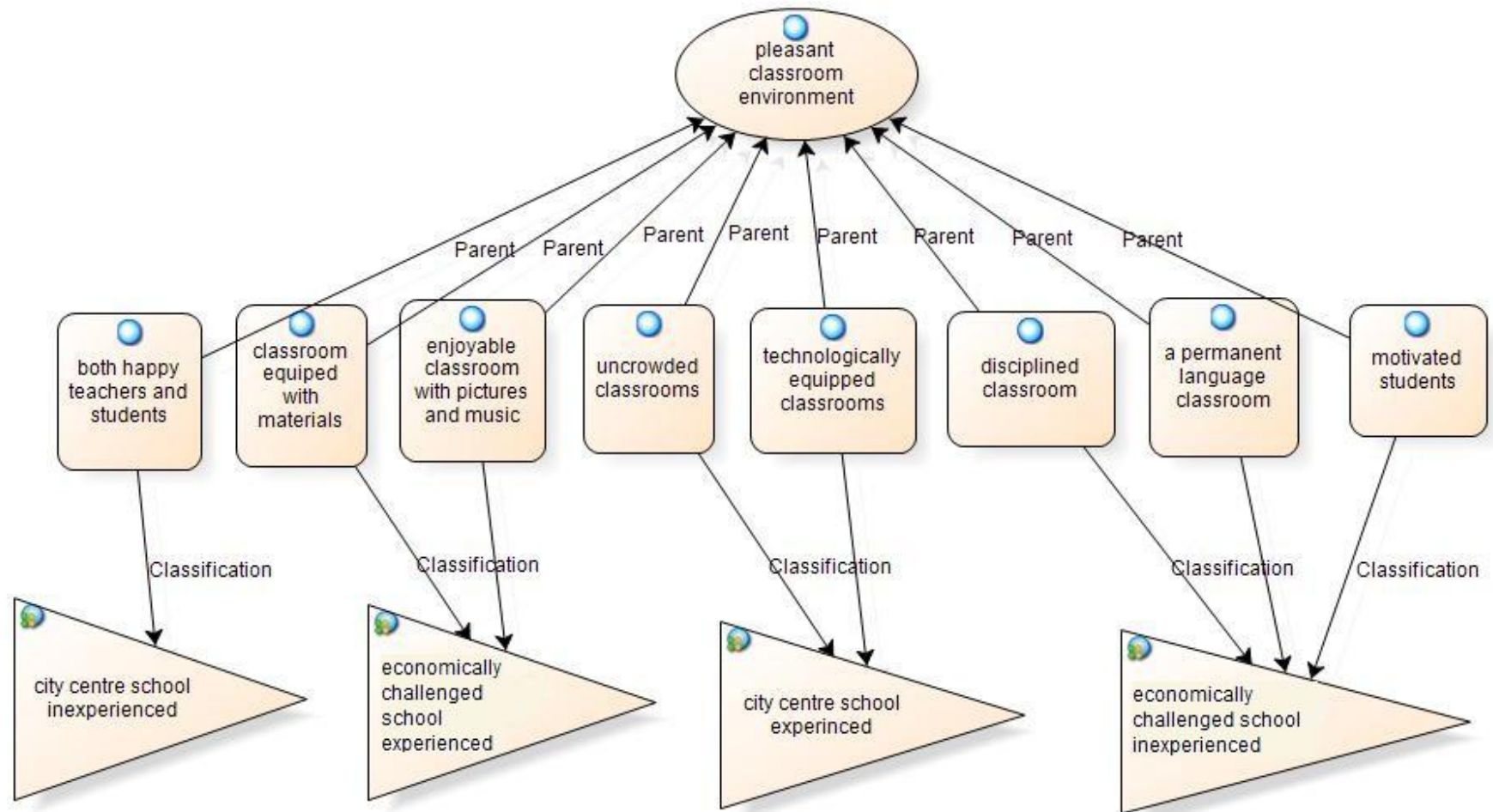


Figure 6. Teachers' perceptions about pleasant classroom environment according to NVivo

When Figure 6 is analyzed, it can be seen that inexperienced teachers of city centre schools visualize both happy teachers and classroom when they dream of a pleasant classroom environment while the experienced teachers of city centre schools imagine uncrowded and technologically equipped classrooms. On the other hand, according to Figure 6, a classroom equipped with materials and enjoyable classroom with pictures and music hold a pleasant classroom environment for the experienced teachers of economically challenged schools, whereas inexperienced teachers working at economically challenged schools favour disciplined, a special language classroom and motivated students as a pleasant classroom environment.

4.3.7. Presentation of the Tasks by the Teachers in order to Motivate Students

The seventh question of the interview was related to the presentation of the tasks by the teachers in order to motivate students. For this question participant teachers made explanations about their applications of tasks on their classes. For example, one of the teachers said that she begins a new topic by Turkish presentation and giving examples from Afyonkarahisar. The answers of the other participants were illustrated in Figure 7.

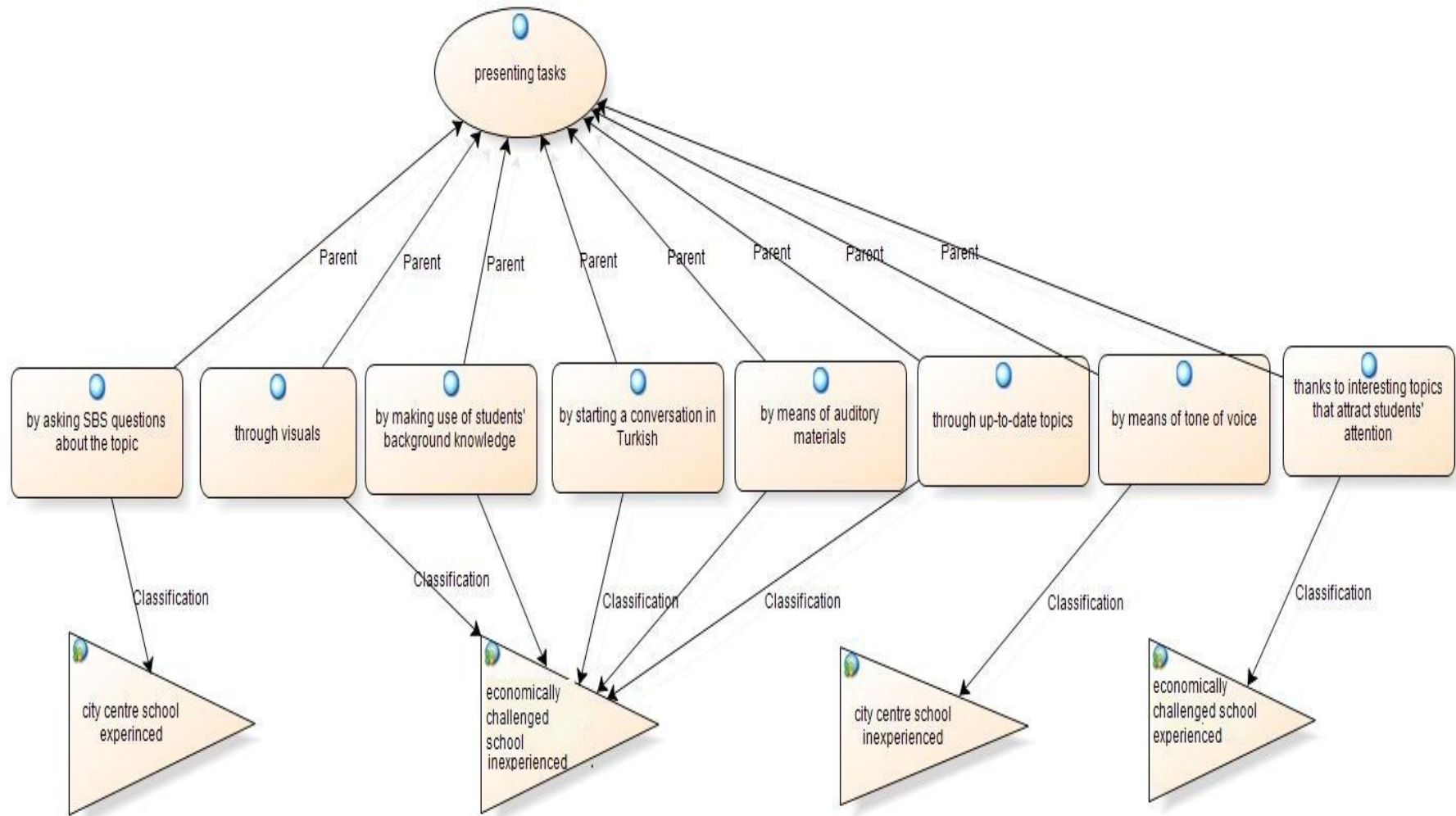


Figure 7. Presentation of the tasks by the teachers according to NVivo

Figure 7 displays the participant teachers that make use of different strategies while they are presenting their tasks so as to motivate their students. While the experienced teachers of city-centre schools present their tasks by asking SBS test questions about the topic, inexperienced teachers of city-centre schools present their tasks by means of their tone of voice. According to Figure 7, inexperienced teachers of economically challenged schools present their tasks through visuals, by making use of students' background knowledge, by starting a conversation in Turkish, by means of auditory materials and through up-to-date topics whereas experienced teachers of economically challenged schools present their tasks through interesting topics that attracts students' attention. As a result of the figure, inexperienced teachers of economically challenged schools do more than their colleagues in order to motivate their students while presenting tasks.

4.3.8. Helping the Students to Set Realistic Goals

Participants were asked question 8 during the interview to get their answers about how they help their students to set realistic goals. Interesting answers were given for this question, as well. For instance; one of the participants stated that she motivates her students by telling them not to perceive English as only a lesson but a common language for their future jobs. Another teacher said that there is a unit for the 8th grades in their course books about setting goals for learning a foreign language. However as a general, participants complained about aimless students and these students' setting unrealistic goals. Figure 8 gives a summarisation of the answers.

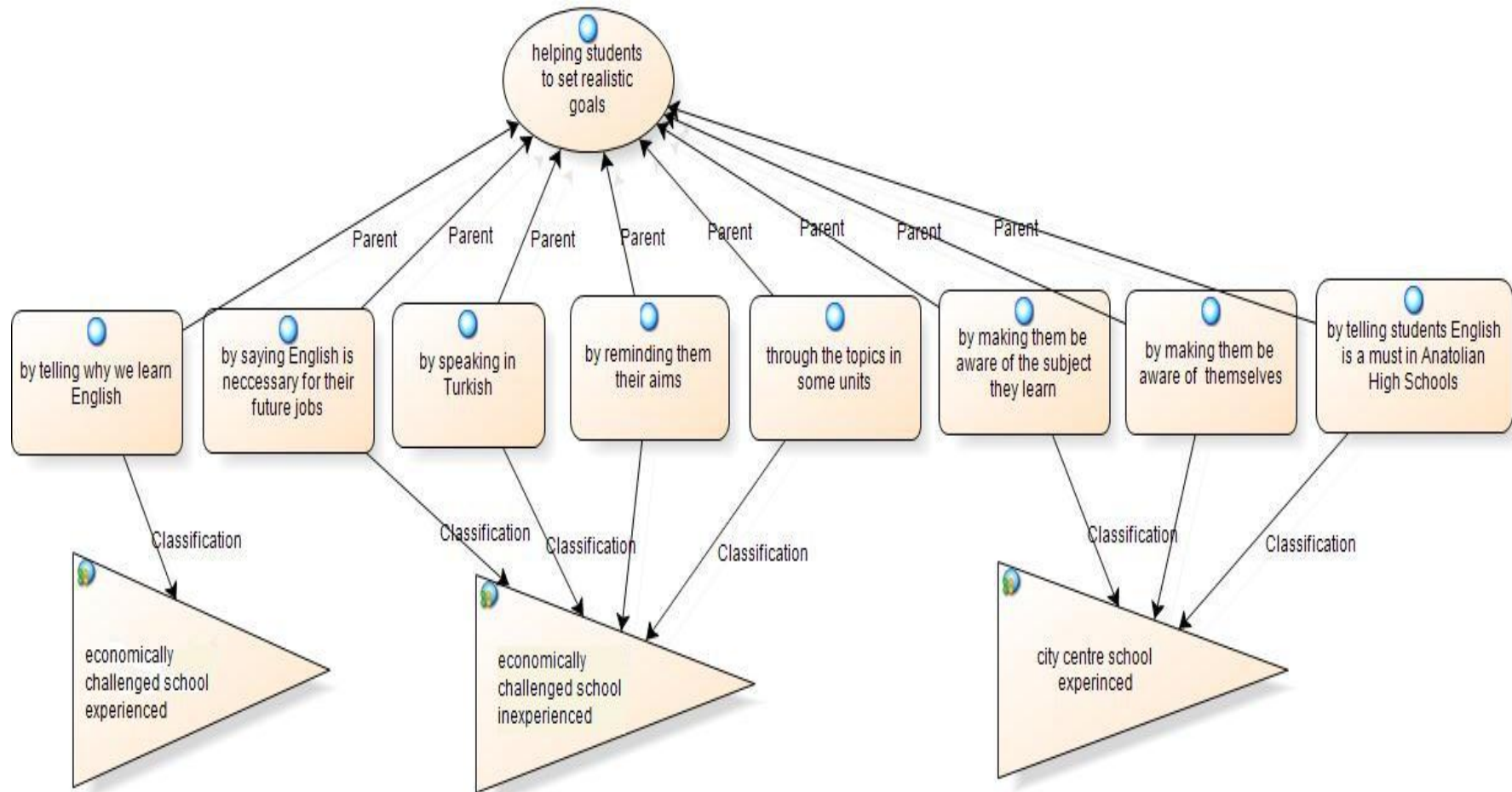


Figure 8. Helping the students to set realistic goals according to NVivo

When Figure 8 is analyzed, it can be seen that experienced teachers of economically challenged schools tell their students why they learn English, while inexperienced teachers of economically challenged schools say English is necessary for their future jobs, speak in Turkish and remind the students to set realistic goals. The last group, experienced teachers working at city-centre schools make their students be aware of the subject they learn and make them be aware of their capacity, motivate their students by saying English is a must in Anatolian High Schools with the aim of helping their students to set realistic goals. However, according to Figure 8, inexperienced teachers of city centre schools have no idea about helping their students to set realistic goals.

4.3.9. Familiarising the Students with L2-Related Values

With the aim of searching how teachers make students deal with L2, question 9 was pointed to the teachers during the interview. One teacher said she translates as much as possible during the lesson to prevent students from getting bored during the lesson even if she knows this is wrong. Another teacher stated he tells his students how to study English, how they can be more successful in English as, they don't have any study skills at the beginning. In addition, one of the teachers claimed that she speaks %50 simple English and %50 Turkish during the class. One teacher complained about her colleagues as they always use Turkish in their lessons and she added that these teachers still use Grammar Translation Method. She herself promoted the usage of English in answering her students' questions in Turkish and after a while her students get used to both her speaking and leading the lesson in English. She also concluded that she gives her students the message that in this class only English is spoken. Figure 9 shows a general outline of participant teachers' answers.

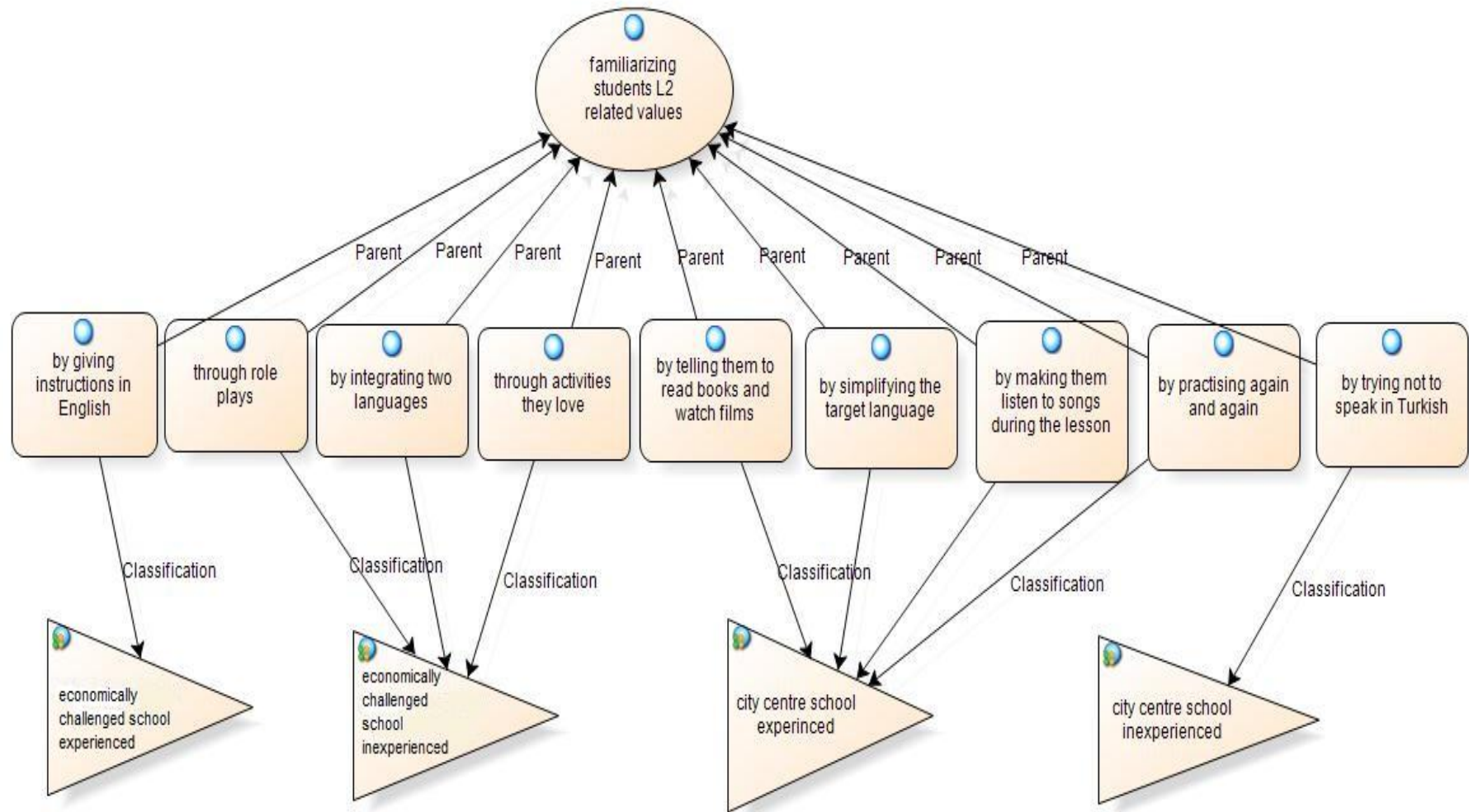


Figure 9. Familiarizing the students with L2-related values according to NVivo

According to Figure 9, experienced teachers of economically challenged schools make their students deal with L2 by giving instructions in English while inexperienced teachers of economically challenged schools provide this by integrating two languages, through activities students love and role plays. On the other hand, experienced teachers working at city-centre schools make their students deal with L2 by telling their students to read books and watch films, by simplifying the target language, making students listen to songs during the lesson and by practising again and again whereas inexperienced teachers working at city-centre schools try not to speak in Turkish in order to make students deal with L2. Thus, the figure displays that there are clear distinctiveness among the teachers making their students deal with L2.

4.3.10. Promoting Group Cohesiveness and Group Norms

Tenth of the interview question aimed at what participants think of group work and how they provide this. Unfortunately, most of the participants defined that group work doesn't work at crowded classrooms. Some teachers also added that the level of the students vary, so while high level students do most of the work, the others sit on their desks silently. Some teachers complained that arrangement of the classes is not suitable for group work, so they spend their time on arranging the desks for groups. One teacher said that she makes use of group work for peer correction and it is a really effective method for her students to learn better from each other. Another teacher claimed that as teacher they have to give importance to group work at their classes, because of performance work. However, only one participant told that she makes use of group work at her classes, as she thinks that her students exchange information during group work. Figure 10 illustrates the answers of the participant teachers more systematically.

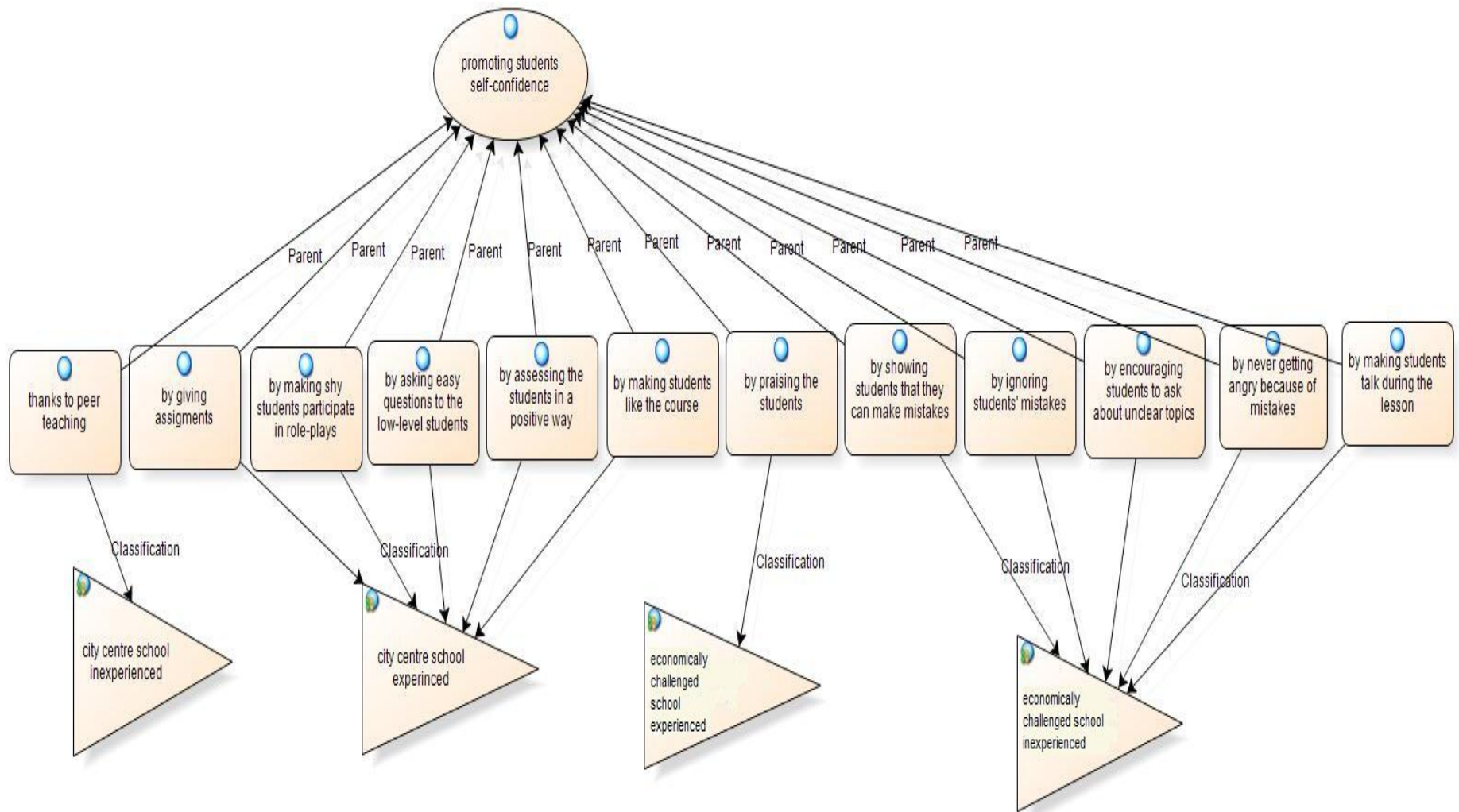


Figure 10. Promoting group cohesiveness and group norms according to NVivo

As Figure 10 demonstrates, inexperienced teachers of city centre schools provide group work rarely at their classes, because of crowded classrooms whereas experienced teachers of city centre schools provide this as pair-work and performance work, but they cannot do group work during the lesson. On the other hand, inexperienced teachers working at economically challenged schools provide group work by designing the desks and they claim that their students do not like group work while their experienced counterparts provide this by mixing students of different level in a group or making use of group work for the 4th and 5th grades. As it can be seen from the figure, participant teachers don't spend too much effort related to group work and they even don't favour it.

4.3.11. Making Students Autonomous Learners

The last question of the interview was related to how teachers make their students autonomous learners. However, half of the teachers didn't know the term of autonomous, so it was explained by the researcher, herself during the interview and nearly half of them had no idea about this topic, as well. One of the participants said that he behaves as a facilitator as much as possible at his classes, yet sometimes he has to lead his classes as teacher-centred because the level of his students are a bit low. Another participant stated that "I tell my students to watch cartoons or play computer games and read books in English at home". In addition, one participant told that her students could never memorize the target words so she applied a test on her students in order to learn their intelligence types and now she gives assignments according to their learning types. For instance; she makes her visual learners prepare posters at home and stick on their bedroom walls, she tells her auditory learners to listen to her carefully as her voice may come into their mind during the exams. Unfortunately, one of the participants said that his students' economical status aren't enough to practice and develop themselves outside school, therefore he can't do anything to make his students autonomous learners. Figure 11 shows a detailed picture of the participants' answers.

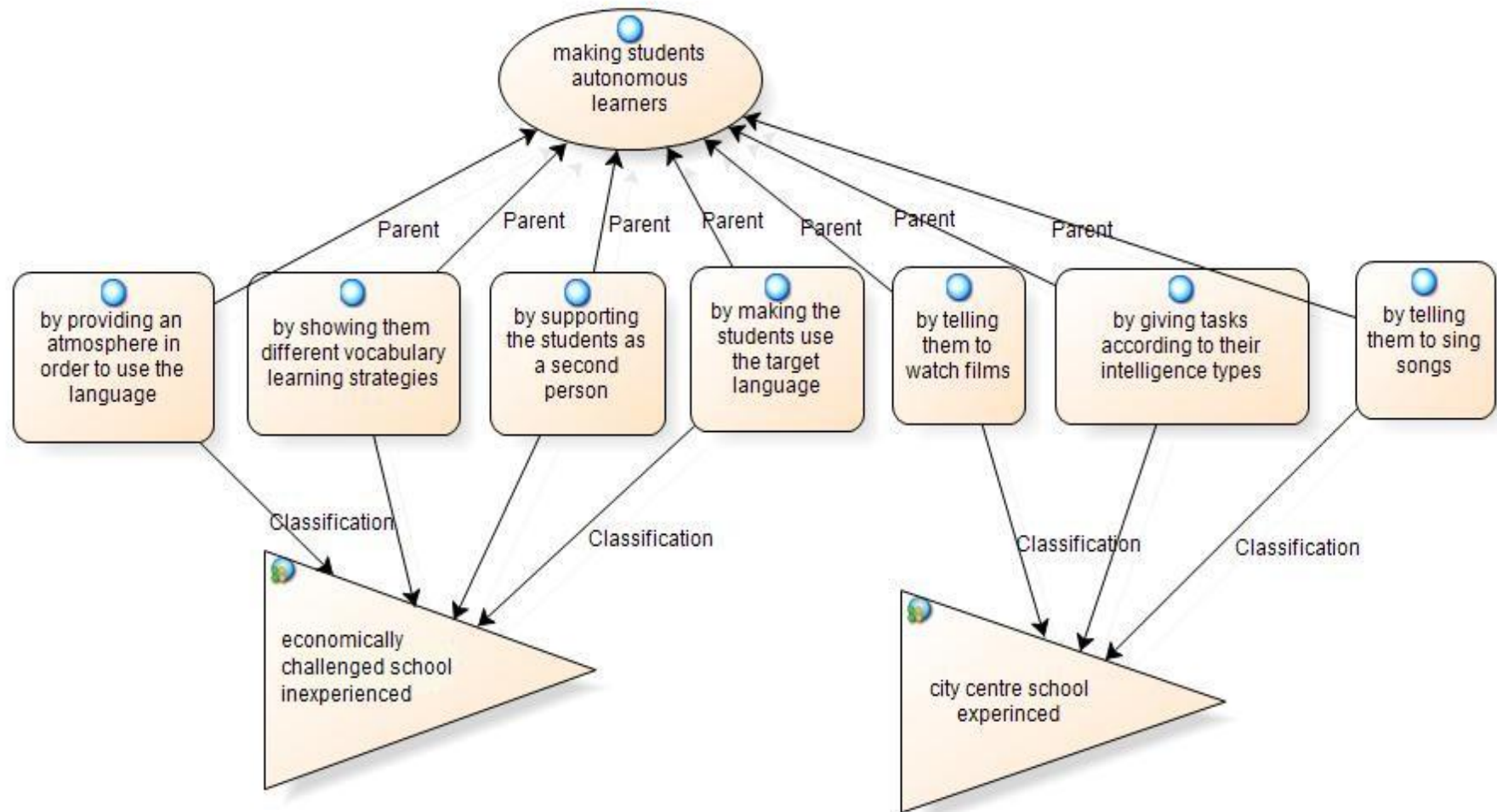


Figure 11. Making students autonomous learners according to NVivo

Figure 11 depicts that there are only two categorizations for the answers of the participants: inexperienced teachers of economically challenged school and experienced teachers of city centre school. According to the figure the first group of teachers, inexperienced teachers working at economically challenged schools make their students autonomous learners by providing an atmosphere where they can use the target language, by showing their students different vocabulary learning strategies by supporting their students as a second person and by making them use the target language. The second group, experienced teachers of city centre school make their students autonomous learners by giving tasks according to their intelligence types and by telling their students to listen to songs. As can be seen from the figure other group of teachers have no idea about making their students autonomous learners.

4.4. The Results of the Observation Data

To collect the observation data 12 participants who took part in the interview session were requested to be recorded during their classes (12x40 minutes class time, one from each participant). At first the lessons were recorded on video by the researcher herself and then the researcher evaluated the video recordings through observation checklist (see Appendix C). There were 48 items and a frequency scale on the sheet. After the video recordings were watched, each item was pointed through the scale. For each item the researcher put a tick by choosing one of them: always, often, sometimes, rarely or never. The following scale was applied in this part of the analysis:

Always: 5 Often: 4 Sometimes: 3 Rarely: 2 Never: 1

Then the percentage of each strategy usage was calculated by considering both number of the sub-strategies for each macro strategy and number of the participants. The rate between %70 and %100 was accepted positive, between %50 and %70 was thought not bad and %50 and lower rate was considered negative in using motivational strategies. In order to make the rating more reliable, at the beginning of the evaluation another experienced teacher rated the same video recording with the researcher. An interrater reliability analysis using the Kappa statistic of SPSS Software was calculated to find out consistency among raters. The interrater reliability for the raters was found to be $Kappa = 0.78$ ($p > 0.001$), 95% CI (0.504, 0.848). Thus, according to the statistics, substantial agreement was obtained. After all video recordings were evaluated; categorization was

made like the interview data between the teaching experience of teachers; experience teachers and inexperienced teachers and between their working areas; teachers working in city centre school and teachers working in economically challenged schools. These results were displayed in Table 12, 13 and 14 successively and then interpreted.

Table 12.

The usage of motivational strategies by teachers through observation

Motivational Strategies	N 12 Total usage (%)
1. Proper teacher behaviour	88
2. Recognizing students' effort	85
3. Promoting learner's self-confidence	80
4. Creating a pleasant classroom climate	80
5. Presenting tasks properly	65
6. Increasing learners' goal-orientedness	53
7. Making the learning tasks stimulating	62
8. Familiarising learners with L2-related values	39
9. Promoting group cohesiveness and group norms	64
10. Promoting learner autonomy	50

Table 12 shows the general usage of motivational strategies by 12 participants observed by the researcher. When Table 12 is analyzed, it can be seen that teachers present proper teacher behaviour at their classes (%88). They are also good at recognizing their students' effort (%85), promoting learners' self-confidence (%80) and

creating a pleasant classroom environment (%80). However; according to video records, teachers don't have a much tendency to present the task properly (%65). Either they have not got enough information how tasks are presented or it is easy for them to present the task without taking other strategies into account. Anyway these teachers don't deal with making the learning task stimulating enough, as well (%62). In most of the observed lessons there was no interesting activity. In addition, teachers don't give much importance to increasing their learners' goal orientedness (%53). By looking at the table, it can be interpreted that they lead their students to pursue a goal in order to learn English by setting both short-term and long-term objectives. Teachers don't struggle to familiarize their students with L2 related values (%39). This rate is really low. When the videos were watched, it could be seen clearly that most of the teachers and all of the students speak Turkish during the lesson and even teachers avoid L2 related values. The result of promoting group cohesiveness and group norms is not bad (% 64). Even if teachers don't give more importance to group work activities during their class, video recordings report that they generally provide this through pairs. As far as learner autonomy is concerned, observed participants can't provide this effectively (%50). They usually lead their lessons in a teacher-centred way, thus students feel themselves wholly dependent on their teachers.

Table 13.

The usage of motivational strategies by teachers according to their teaching experience through observation

Motivational Strategies	N 6	N 6
	1-4 years of experienced teachers	5+ years of experienced teachers
	(%)	(%)
1. Proper teacher behaviour	96	80
2. Recognizing students' effort	90	80
3. Promoting learner's self-confidence	88	80

4. Creating a pleasant classroom climate	85	75
5. Presenting tasks properly	70	60
6. Increasing learners' goal-orientedness	50	55
7. Making the learning tasks stimulating	70	53
8. Familiarising learners with L2-related values	37	40
9. Promoting group cohesiveness and group norms	64	64
10. Promoting learner autonomy	53	47

Table 13 illustrates the difference between the experienced and inexperienced teachers in using motivational strategies. As can be seen from the table inexperienced teachers of English present more proper teachers behaviour than their experienced colleagues. Inexperienced teachers (%90) are also better at recognizing their students' effort than the experienced ones (%80). When it comes to promoting learners' self-confidence, the observation results report that inexperienced teachers (%88) show more tendency than their counterparts (%80). Furthermore, inexperienced teachers (%85) create more pleasant classroom environment than experienced teachers (%75). In presenting tasks properly it can be understood from the table that inexperienced teachers (%70) are more successful than the experienced teachers (%60). Inexperienced teachers (%70) also make the learning tasks more stimulating than the experienced ones (%53). Even if there is no clear-cut discrepancy, experienced teachers do more than inexperienced teachers in order to increase their students' goal-orientedness. As far as familiarising the learners with L2 related values is concerned, experienced teachers (%40) give more importance to L2 related values than inexperienced teachers (%37), yet there is no clear difference. The rate is really low due to the setting of the schools, since teachers don't have enough opportunity to familiarize the students with L2-related values in Afyonkarahisar. For promoting the group cohesiveness and group norms both the inexperienced teachers and experienced teachers displayed the same attitude (%64).

As a last observed strategy video recordings have showed that inexperienced teachers (%53) try to make their students more autonomous learners than their experienced colleagues (%47). As learner autonomy is a new trend in teacher education, newly graduate teachers are more informed about learner autonomy.

Table 14.

The usage of motivational strategies by teachers according to their school areas through Observation

Motivational Strategies	N 6 Teachers working at city centre schools (%)	N 6 Teachers working at economically challenged schools (%)
1. Proper teacher behaviour	84	84
2. Recognizing students' effort	90	80
3. Promoting learner's self-confidence	80	84
4. Creating a pleasant classroom climate	80	85
5. Presenting tasks properly	70	60
6. Increasing learners' goal-orientedness	60	40
7. Making the learning tasks stimulating	60	63
8. Familiarising learners with L2-related values	37	40
9. Promoting group cohesiveness and group norms	72	64
10. Promoting learner autonomy	47	50

Table 14 shows the differences between the city-centre school teachers and economically challenged school teachers according to the observation data. Both the teachers working in city-centre schools and economically challenged schools display equal proper teacher behaviour (%84). However, city centre school teachers (%90) are better at recognizing students' efforts than economically challenged school teachers (%80). On the other hand, economically challenged school teachers promote learners' self-confidence more than city centre school teachers even if there is no big difference. Economically challenged school teachers (%85) create more pleasant classroom climate than their colleagues working at city centre schools (%80). As far as tasks are concerned, teachers working at city centre schools (%70) are more successful at presenting the tasks properly than economically challenged school teachers (%60), yet in making the learning tasks stimulating vice versa is valid. For increasing learners goal-orientedness teachers working at city centre schools (%60) are more interested than economically challenged school teachers (%40). As for the familiarising learners with L2-related values teachers working at economically challenged schools (%40) have more tendency than city- centre schools but there is no clear-cut difference (%37). When it comes to promoting group cohesiveness and group norms; teachers of city-centre schools (%72) are more inclined to do group work and organizing group norms than economically challenged school teachers (%64). The last strategy, promoting learner autonomy is applied by the teachers working at economically challenged schools (%50) more than by the teachers of city centre schools (%47).

4.5. Conclusion

In this chapter, teachers' questionnaire, interview and observation data were analyzed one by one in a detailed way. Questionnaires were analyzed quantitatively and interviews and observations were analyzed qualitatively.

In the next chapter, findings of the study are discussed, pedagogical implications of the study are presented and further researches are suggested.

CHAPTER 5

5. CONCLUSION AND SUGGESTIONS

5.1. Introduction

This mixed design study intended to analyze the usage of motivational strategies by English Language Teachers working in state primary schools, through the data obtained from (data triangulation method) questionnaire, interview and observation. The purpose of investigating the usage of subjects is to prepare a platform for the English Language Teachers to realize the importance of these strategies in language teaching and enable them to develop positive attitudes towards these strategies.

One of the most crucial subjects of concern among both teachers of primary and high schools has been complaints about students' lack of motivation. According to these teachers, students starting to learn English at the primary school years gradually lose their motivation. A considerable number of them no longer show interest in learning English as time passes. It is obvious that the teachers engaged in fulfilling curriculum-related requirements of the Ministry of National Education might not be able to speculate on how difficult it is for language learners to concentrate on language learning for an extended period of time. Acquiring data about the teachers' usage of motivational strategies will provide an opportunity for the teachers to turn their faces to interpersonal, psychological and social difficulties that students experience during the process of English language learning. These difficulties about socio-affective factors will be overcome by the recognition and informed use of motivational strategies. Understanding the significance of motivational strategies will build up a bridge between students and teachers for successful foreign language teaching and learning. Thus the agreement will be a good remedy to the problem of lack of student motivation.

Provided that teachers at the primary schools manage to motivate their students to learn the language, their students will not only be successful language learners in their high school and university years, but also they will become good users of the language in their real lives.

Another reason for investigating the topic is that even though many studies have been conducted to find out teachers' motivational strategy use (Cheng & Dörnyei, 2007; Dörnyei & Csizer, 1998; Green, 2001; Guilloteaux & Dörnyei, 2008) and its influence on student motivation (Bernaus & Gardner, 2008), relatively small number of research has been done on usage of motivational strategies by EFL teachers in literature. That's why the study also aims to shed light on the studies conducted on motivation in literature.

5.2.Results and Discussion

This study aimed at finding out the usage of motivational strategies arranged around 10 macro strategies and 48 micro strategies by teachers working in state primary schools. These strategies are compiled around proper teachers' behaviour, recognizing students' effort, and promoting students' self-confidence, creating a pleasant classroom climate, task presentation, and stimulation, increasing goal orientedness, dealing with L2 related values promoting group cohesiveness and group work and students' autonomy. All of these clusters were discussed one by one.

According to the findings of the questionnaire data, teachers consider that having a good rapport with students, getting to know the students individually, showing the students that the teacher cares about them and displaying their enthusiasm for teaching can motivate students to learn English. By considering the analysis of the data in this study it should be mentioned here that strategies related to teacher-student relationship are among the most effective motivating strategies. In addition, the similar view about the importance of proper teacher behaviour was obtained in other studies (Deniz, 2010, Dörnyei & Cheng, 2007, Dörnyei & Csizer, 1998). According to the data obtained from the interviews, being friendly, creating enjoyable lessons, smiling and showing their students they care about them are of vital importance for most of the teachers. Anyway video recordings of the observed lessons proved that all teachers from experienced to inexperienced, working at city centre to economically challenged schools presented favourable attitudes to the strategies about building good relationships with students.

Another analyzed set of strategies are about recognizing students' effort and promoting their self confidence. Dörnyei (2001a) points out that encouragement is the

positive persuasive expression of the belief that someone has the capability of a certain goal. It can explicitly make the learner aware of his personal strengths and his abilities or it can directly communicate that teachers trust the person. The results of the questionnaire showed that teachers are good at promoting effort attributions, monitoring students' development or celebrating their success, providing positive feedback and designing the tasks within students' ability. Both the observation and interview data showed that generally teachers have a tendency to ignore students' mistake or they correct them through peer correction. One teacher stated that she makes her shy students take part in role plays. Also video recordings illustrated that teachers praise their students by saying 'Thank you, Good, Well done, Great'. According to Alderman (2008) when used appropriately, verbal praise enhance students' interest. These behaviours can increase the learners' satisfaction and promote positive self-confidence in the students. Furthermore, Williams and Burden (1997) put forward that teachers should provide their students with feedback so as to make it possible for students to gain self- confidence and therefore reassure them that their progress in language will continue. However, the interview results proved that there are still some traditional teachers who think that oral and written exams are more important to identify students' achievements than the exact performance of the students' during the class. Therefore, students' accomplishment should be recognized and their mistakes should be addressed with caution.

In order to create a pleasant classroom environment participant teachers have a tendency to create a supportive classroom climate that promotes risk-taking. According to the results of questionnaires, interviews and observation, the teachers highly value this strategy perhaps because they consider foreign language learning classes make students anxious because students in language classes are expected to use a language in which they are not very competent. As Dörnyei (2001a) stated as they have to explain their thoughts and opinions via a language in which they are not very experienced, students are usually inclined to fear that they might make a mistake and as a result they can be mocked by their peers The teachers, therefore, may highly value encouraging students to take risks without fear of feeling stupid and communicating a belief to students that mistakes are a natural part of learning. In this way, they may want to help their students to feel self-confident to use the language without the fear of

embarrassment and making mistakes (Dörnyei, 2001a). For this reason, learning a foreign language is a terrifying experience if students feel that they are humiliated by others.

The analyzed data of the research instruments also showed that teachers like bringing in and encouraging humour in their classes. For instance, during the interview, it was reported by one of the teachers that humour decrease student anxiety in foreign language classes. Unfortunately, there are also some traditional teachers who come up with the idea of disciplined classes when they think over a pleasant classroom atmosphere.

When it comes to avoiding social comparison, all teachers agreed with the idea that teachers' always showing favouritism towards the same students and leading a competitive class are demotivating behaviour. Oxford and Sharing (1994) claimed that serious competition is not a particularly useful vehicle for L2 learning, although entering games and other forms of light competition can be good.

As a strategy for using a short and interesting opening activity to start each class, the result of the questionnaire results showed teachers often started their lessons with a short and interesting opening activity yet this could not be verified by either interview or observation results. Alderman (2008, p.262) claims that in order to increase interest in classes, teachers can embellish tasks or activities to make students more attractive by including student control, curiosity and personalization. The questionnaire results also showed that teachers graduated from English Language Literature Department are better at creating a pleasant environment than their counterparts graduated from English Language Teaching Department.

As far as presenting the tasks and making learning tasks stimulating is concerned, the results of the questionnaire reported that teachers are good at both presenting the tasks effectively and making them stimulating. These were even supported by the results of interviews and video recordings. Video recordings displayed that teachers give clear instructions by modelling and they also give good reasons to students as to why a particular task is meaningful. Dörnyei (2001a) states that the way teachers present tasks can make a huge difference in how students perceive and approach them. If teachers want their students to give their best when attending to a task, they need to see the point in what they do. In addition, the compiled data points

out that with the aim of motivating learners, participants presents their tasks by making use of auditory or visual materials, by means of changing their tone of voice, through triggering students' background knowledge, via up-to-date topics that attracts students attention. As Dörnyei and Cheng (2007) point out humans are willing to invest a considerable amount of time and energy in activities and tasks that interest them. Focusing your planning in major instructional goals to obtain desired student outcomes is the key to making students' learning experiences worthwhile (Brophy, 1987). In order to increase learners' goal orientedness, as an important motivational strategy, most of the participant teachers don't take this strategy seriously. It was seen from the results of the interviews and observation that most of the teachers don't give much importance for helping students to set realistic goals, even if the questionnaire results showed positive results. One of the teachers said that she motivates her students by saying that learning English is a gatekeeper for the students' future jobs. This saying aims at increasing students' instrumental motivation as in the context of Turkey the English language is a must to many occupations and students need to acquire it to obtain better prospects. Moreover, one teacher added that she motivates her students by telling them to be successful at English in order to pass the SBS exam and study at Anatolian High Schools. However, this teacher was teaching at one of the most favoured primary schools of Afyonkarahisar and during the observation session she was only studying multiple choice questions with her students with the help of a SBS exam preparation book. Meanwhile, none of the participant teachers endeavour to find out students' needs and build them into curriculum as the curriculum is too rigid to manipulate for taking students' decisions into consideration and nearly all of the participant teachers stated that they do not want to take the risk of falling behind the curriculum by taking students' decisions into consideration.

In order to familiarize the learners L2-related values while some of the teachers care about increasing the amount of English they use in the class, the others prefer to speak in Turkish during the class. The questionnaire results were face-saving for this strategy, as well. However the results taken from the interview and observations denied the questionnaire data. Not many of the teachers increase the amount of English they use in the class or encourage students to use English outside the classroom. One of the teachers even criticized the other English teachers that they always speak Turkish in

their classes and they make their students get accustomed to this situation thus she is tired of convincing her to use English in her classes. An interesting finding in this study is related to inviting native speakers to the class. The collected data showed that none of the 87 teachers invites English-speaking foreigners to class in spite of the fact that in the literature the importance of this strategy has been emphasized in enhancing students' motivation.

A study conducted by Dörnyei and Csizer (1998) reported that the participants of the Hungarian teachers couldn't make use of this strategy as they found it difficult to find native speakers in Hungary. The situation is same for the teachers of Afyonkarahisar as the city isn't a famous tourist attraction spot. On the other hand, the study results showed that students are motivated extrinsically by reminding them of the benefits of mastering English by their teachers such as having a job or continuing their higher education at qualified schools. Moreover, only one teacher reported during the interview that she brings English songs to her classes as authentic cultural materials.

When it comes to group cohesiveness and group norms, the questionnaire data proved that teachers provide group cohesiveness and norms during their lessons yet during the interview half of the teacher reported that they don't have enough opportunity for even providing group work at their classes due to limited time, arrangement of the desks, both crowded and heterogeneous classrooms. One of the teachers stated that her students don't like working in groups as their low-level peers don't make any contribution. However, this results from lack of communication among groups and insufficient organizations of the group work by the teachers, because it is a well-known fact that group work maximizes student collaboration. Another teacher drew attention to the fact that she has to give performance work to her students and through performance work her students have to work in groups but outside the class as she has no time dealing with the groups during the class. It was emphasized by Gilbert (2002) that working in groups can be a great motivator and it was also reported by Dörnyei (2001a) that in a cohesive learner group there is a strong 'we' feeling. It is also important to set classroom rules altogether despite the fact that participant teachers rarely apply it to their classes according to the collected data. It is warned by Dörnyei and Murphey (2003) that setting up group norms with students as a means to drive students to be motivated to a language is of vital importance. Unfortunately, none of the

observed teachers applied to group work except one and she was really good at setting group norms.

Lastly as a motivational strategy promoting learner autonomy is taken into account, teachers of English have a tendency to make learners autonomous according to the questionnaire data. On the contrary, the interview and observation data displayed that some teachers don't even have an idea of the term 'learner autonomy'. Therefore, this strategy is rarely utilized by English teachers. Very small percent of the teachers behave as a facilitator in the class as the video recordings show. All of the studies in the literature have proved that if the teacher's position is seen as an only the decision-maker in the class, it is unavoidable that students become demotivated. The analyzed data showed that some teachers take students' view into consideration about how they lead the lesson or when they are assessed. It is emphasized by Dörnyei (2001a) that choice is the essence of responsibility as it permits learners to see that they are in charge of their learning experience. One of the interviewed teachers pointed out that she learnt her students' intelligence types and she has been leading her students according to their intelligence types since then.

5.3. Pedagogical Implications

Generally it is the case that as soon as a student begins high school it can be understood by her/his English teacher that she/he suffers from demotivation or incuriosity for the subject. Student motivation is affected by various factors associated with learning English. One of these factors is prior learning experience. Under the Turkey's National Educational Curriculum by the time students are accepted to high schools, they have studied English for at least five years in the 4th, 5th, 6th, 7th and 8th classes, yet many of them are unable to carry on simple conversation or write a few sentences free of grammatical and spelling errors. Most of the English teachers still favour of traditional methods like the grammar-translation method, and prefer teacher-centred classrooms to student-centred ones in which little or no English is spoken. Therefore, students lack communicative ability. Unfortunately, this is a grimy picture of what is going on in the schools. Another hurdle for the students is that English is a foreign language and it is not spoken in daily life. In addition, the analyzed data of the study show that teachers have no tendency for directing students for using the target language outside the

classroom. Therefore, Turkish Ministry of Education and universities should take the necessary precautions, so that pre-service teaching programmes and in-service teaching programmes should give more emphasis on the topic of motivational strategies.

Besides the teachers don't use all of the motivational strategies, some teachers aren't even aware of the existence of these strategies. This argument is inferred through interview and observation data. For this reason, the motivational factors that underline in both success and failure must be understood and teachers should react according to the dynamics of motivation.

Moreover, it has been found through the data triangulation of this study that even if most of the teachers are knowledgeable about the prominence of utilising these strategies, they claim that they don't have the opportunity for applying them in their classes for some reasons. The major reason why they cannot make use of these strategies is the curriculum of Ministry of National Education that they have to obey strictly. During the interview some teachers stated that they have to finish the book sent by the ministry and they have no additional time to back up students interests or cater for their needs otherwise they might fall behind the curriculum. Together with this curriculum obstacle, some teachers emphasised that they have to deal with official bureaucratic business at school such as classroom counselling, meetings, celebrating important national days, etc. According to them these work overloads sometimes make them burn-out and for this reason teachers lose their idealism and enthusiasm for teaching. Therefore, heavy workloads of the teachers should be limited by the administrators and organized in a flexible way that will be useful both the teacher and the students so that teachers can dedicate more time to come over their students' lacking of motivation and apply motivational strategies more effectively and frequently.

Last but not least, teachers complain about physical impossibilities of both schools and students. Some teachers stated that they want to make use of technology in their classes in terms of motivating their students with up-to-date topics and visual or auditory materials, yet they haven't got projector or computer at their classes. Another teacher emphasized that she intends to give assignments to her students that they would prepare via computer with internet connection; however most of her students don't have the opportunity of connecting to internet at their homes. In order to motivate both

teachers and students, authorities should provide better facilities and equal opportunities.

5.4.Suggestions for Further Research and Conclusion

This research was conducted in order to investigate the usage of motivational strategies by teachers working at state primary schools. It can be inferred from the analysis of both the qualitative and quantitative data of the study that while some strategies are sometimes used, others are never used by the teachers because of time limitations, lack of language proficiency of teachers, curriculum obstacles and physical limitations of the schools and inequality among students both intellectually and economically.

This study was carried out only in the state primary schools in the city of Afyonkarahisar. Therefore, it would be inappropriate to generalize the result of the study to reflect on all English teachers working in state primary schools in Turkey. Nonetheless, this study can be thought to represent the general to a large extent, since it has taken into consideration all EFL teachers working in Afyonkarahisar's state primary schools.

Since this study was conducted among state primary school teachers, another study can investigate the usage of these strategies by comparing teachers working at the first stage to second stage of primary education. Moreover, further studies should be carried out among high school foreign language teachers.

An action research can also be carried out through teachers' diaries about the usage of motivational strategies and their results. Another study can take students' reflections and expectations on motivation into consideration in order to find out match or mismatch with their teachers' usage of motivational strategies during English classes.

EFL teaching has always been problematic in Turkey. All around the country a large scale research on motivating language learners can be carried out through teachers, students and even their parents with the help of Ministry of National Education and universities. This research may provide useful data and long term solutions for the future of language teaching and learning throughout the whole country.

A research can be conducted in order to compare state primary school and high school EFL teachers with the ones working in private primary schools and high schools in terms of using motivational strategies.

Lastly, a longitudinal study can be conducted by observing both motivated and unmotivated students in foreign language classes. For this aim, it is important for the foreign language teachers to get accustomed to the motivational strategies and utilize these strategies in a suitable way during their English classes. Thereby, which motivational strategies students react positively or negatively can be found out by means of classroom observations and interviews given to both teachers and students.

As a conclusion, it is supposed that findings of this study can make a valuable contribution to the teachers in terms of motivating their students effectively in ELT classes and for the literature together with researchers with the aim of understanding the importance of using motivational strategies in foreign language classes.

APPENDICES

APPENDIX A: QUESTIONNAIRE

QUESTIONNAIRE

Dear colleagues,

I am studying my MA thesis at Anadolu University. I am conducting a research on usage of motivational strategies by EFL Teachers working in state primary school setting in Afyonkarahisar in Turkey.

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

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

Aysun ARSLANTÜRK

Teacher of English

Tel:0 505 485 7136

moonsubmit@hotmail.com

Your School Name:

Gender: Female Male

Year of Teaching Experience: 1-5 5-10 10-15 15-20 20-25 25+

University and Department You Graduated from:

Educational Background:

- MA
- Doctorate
- Courses or workshops
- Education conferances or seminars
- In-service training
- Qualifacition programmes abroad

Motivational Strategies Used by EFL Teachers Working in Turkish State Primary School Setting

While reading the strategies below, take your teaching in the classroom into consideration. Please mark (X) for each item.

	always	often	sometimes	rarely	never
1- I bring in and encourage humour					
2- I show students I care about them					
3- I allow students to get to know each other					
4- I familiarise students with the cultural background of the target language					
5- I explain the importance of the class rules					
6- I give clear instructions by modelling					
7- I invite senior students to share their English learning experiences					
8- I monitor students' progress and celebrate their victory					
9- I remind students of the benefits of mastering English					
10- I encourage students to set learning goals					
11- I design tasks that are within the students' ability					
12- I introduce various interesting topics					
13- I make tasks challenging					
14- I teach self-motivating strategies					
15- I make sure grades reflect students' effort and hard work					
16- I let students suggest class rules					
17- I show my enthusiasm for teaching					
18- I break the routine by varying the presentation format					

	always	often	sometimes	rarely	never
19- I invite English-speaking foreigners to class					
20- I help students develop realistic beliefs about English learning					
21- I use a short and interesting opening activity to start each class					
22- I involve students in designing and running the English course					
23- I establish good rapport with students					
24- I encourage peer teaching and group presentation					
25- I give good reasons to students as to why a particular task is meaningful					
26- I find out students' needs and build them into curriculum					
27- I encourage students to create products					
28- I encourage students to try harder					
29- I give students choices in deciding how and when they will be assessed					
30- I create a supportive classroom climate that promotes risk-taking					
31- I display the class goal in a wall chart and review it regularly					
32- I introduce authentic cultural materials					
33- I make clear to students that communicating meaning effectively is more important than being grammatically correct					
34- I provide students with positive feedback					
35- I ask students to work toward the same goal					
36- I teach students learning techniques					
37- I adopt the role of a 'facilitator'					

	always	often	sometimes	rarely	never
38- I encourage students to use English outside the classroom					
39- I increase the amount of English I use in the class					
40- I share with students that I value English as a meaningful experience					
41- I avoid social comparison					
42- I promote effort attributions					
43- I make tasks attractive by including novel and fantasy element					
44- I encourage students to share personal experiences and thoughts					
45- I present various auditory and visual teaching aids					
46- I recognise students' effort and development					
47- I am myself in front of students					
48- I allow students to assess themselves					

APPENDIX B: INTERVIEW QUESTIONS

- 1-Which specific motivational strategies do you prefer to use in your classroom?
- 2-How do you deal with unmotivated students?
- 3-What are the proper teacher behaviours in your classes?
- 4-How do you recognize your students' efforts?
- 5-What do you do in order to promote your students self-confidence?
- 6-What comes into your mind when you think of pleasant classroom environment?
- 7-How do you present your tasks in order to motivate your students?
- 8- Do you help your students to set realistic goals? How?
- 9-What do you do to make your students deal with L2?
- 10-What do you think of group work in your classes and how do you provide this?
- 11- What can you do to make your students autonomous learners?

APPENDIX C: OBSERVATION OF THE LESSON VIDEOS

Your School Name:
Gender: Female <input type="checkbox"/> Male <input type="checkbox"/>
Year of Teaching Experience: 1-5 <input type="checkbox"/> 5-10 <input type="checkbox"/> 10-15 <input type="checkbox"/> 15-20 <input type="checkbox"/> 20-25 <input type="checkbox"/> 25+ <input type="checkbox"/>
University and Department He/She Graduated from:

Motivational Strategies Used by EFL Teachers Working in Turkish State Primary School Setting

	always	often	sometimes	rarely	never
1. Proper teacher behaviour					
She/He shows students she/he cares about them					
She/He establishes good rapport with students					
She/He shows her/his enthusiasm for teaching					
She/He shares with students that she/he values English as a meaningful experience					
She/He is herself/himself in front of students					
2. Recognise students' effort					
She/He recognises students' effort and development					
She/He monitors students' progress and celebrate their victory					
She/He makes sure grades reflect students' effort and hard work					
She/He promotes effort attributions					
3. Promote learners' self-confidence					
She/He provides students with positive feedback					
She/He teaches students learning techniques					

She/He encourages students to try harder					
She/He designs tasks that are within the students' ability					
She/He makes clear to students that communicating meaning effectively is more important than being grammatically correct					
4. Creating a pleasant classroom climate					
She/He creates a supportive classroom climate that promotes risk-taking					
She/He brings in and encourage humour					
She/He avoids social comparison					
She/He uses a short and interesting opening activity to start each class					
5. Present tasks properly					
She/He gives clear instructions by modelling					
She/He gives good reasons to students as to why a particulartask is meaningful					
6. Increase learners' goal-orientedness					
She/He helps students develop realistic beliefs about English learning					
She/He finds out students' needs and build them intocurriculum					
She/He encourages students to set learning goals					
She/He displays the class goal in a wall chart and reviewit regularly					
7. Make the learning tasks stimulating					
She/He breaks the routine by varying the presentation format					
She/He introduces various interesting topics					
She/He presents various auditory and visual teaching aids					
She/He makes tasks attractive by including novel and fantasy element					
She/He encourages students to create products					

She/He makes tasks challenging					
8. Familiarise learners with L2-related values					
She/He increases the amount of English she/he uses in the class					
She/He encourages students to use English outside the classroom					
She/He familiarises students with the cultural background of the target language					
She/He introduces authentic cultural materials					
She/He reminds students of the benefits of mastering English					
She/He invites senior students to share their English learning experiences					
She/He invites English-speaking foreigners to class					
9. Promote group cohesiveness and group norms					
She/He explains the importance of the class rules					
She/He encourages students to share personal experiences and thoughts					
She/He allows students to get to know each other					
She/He asks students to work toward the same goal					
She/He lets students suggest class rules					
10. Promote learner autonomy					
She/He adopts the role of a 'facilitator'					
She/He encourages peer teaching and group presentation					
She/He teaches self-motivating strategies					
She/He allows students to assess themselves					
She/He gives students choices in deciding how and when they will be assessed					
She/He involves students in designing and running the English course					

APPENDIX D: STATE PRIMARY SCHOOLS IN AFYONKARAHİSAR

Name of the School	Number of the teachers
125.Yıl P.S	1
27 Ağustos P.S	2
75.Yıl P.S	1
Ali Çetinkaya P.S	1
Atatürk P.S	5
Ayşegül Arsoy P.S	1
Bayraktepe P.S	1
Beyazıt P.S	1
Cumhuriyet P.S	2
Dumlupınar P.S	2
Ekrem Yavuz P.S	2
Ertuğrul Gazi P.S	1
Fatih P.S	3
Gedik Ahmet Paşa P.S	2
Hacı Ahmet Özsoy P.S	2
Hacı Hayriye Özsoy P.S	2
Hamza Kesman P.S	1
Hisarbank 100.Yıl P.S	3

Hoca Ahmet Yesevi P.S	2
Huriye Aşkar P.S	1
Hürriyet P.S	2
Hüseyin Sümer P.S	2
Kadaifçioğlu P.S	1
Kadınana P.S	3
Kasımpaşa P.S	1
Kazım Özer P.S	3
Kocatepe P.S	3
Mareşal Fevzi Çakmak P.S	3
Mehmet Akif Ersoy P.S	2
Mehmet Yağcıoğlu P.S	2
Merkez Toki P.S	2
Methiye Dumlu P.S	2
Nurettin Karaman P.S	1
Oruçoğlu P.S	3
Osman Atilla P.S	2
Öğretmen Saniye Sayıoğlu P.S	2
Özerler P.S	1
Özlem Özyurt P.S	1

Salim Pancar P.S	2
Selçuklu P.S	1
Şemsettin Karahisari P.S	4
Ticaret Borsası P.S	2
Yavuz Selim P.S	1
Yunus Emre P.S	2
Yüksel Varlı P.S	2

APPENDIX E: PERMISSIONS FOR THE STUDY

T.C.
AFYONKARAHİSAR VALİLİĞİ
Milli Eğitim Müdürlüğü

18.02.2011 - 05723

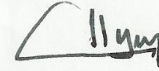
Sayı :B.08.4.MEM.4.03.00.10-605.99/
Konu :Araştırma İzinleri

ANADOLU ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ'NE

İlgi : 09/02/2011 tarih ve B.30.2.ANA.0.70.01.00-399-137/1829 sayılı Aysun ARSLANTÜRK'ün araştırma izin talebi yazısı.

Müdürlüğümüze bağlı kurum ve kuruluşlarda yapılması planlanan araştırmalar için, Müdürlüğümüz bünyesinde oluşturulan "Araştırma Değerlendirme Komisyonu" toplanarak "Milli Eğitim Bakanlığı Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı" tarafından 28.02.2007 tarih ve B.08.4.EGD.0.33.03.311-311/1084 sayılı bakanlık onayı ile yayınlanan "Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi" doğrultusunda ilgili izin talebini incelemiş olup "Valilik Oluru", "Araştırma Değerlendirme Formu", "Onaylanmış Veri Toplama Aracı" ve "Uygulama Yapılacak Okullar Listesi" ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.



Hidayet YILDIRIM
İl Milli Eğitim Müdürü

EKLER :

1. Valilik Oluru (1 Sayfa)
2. Araştırma Değerlendirme Formu (1 Sayfa)
3. Onaylanmış Veri Toplama Aracı (4 Sayfa)
4. Uygulama Yapılacak Okullar Listesi (1 sayfa)

     	İl Milli Eğitim Müdürlüğü	Eğitim Öğretim Şubesi
	Tel : 0 272 213 76 03	E-posta : afyonmem@meb.gov.tr
	Edep : 0 272 214 05 87	egitim03@meb.gov.tr
	Fax : 0 272 213 76 05	Web : http://afyon.meb.gov.tr
Yazılarımıza verecek cevaplarda yazımızın ilgisinin mutlaka belirtilmesi		

T.C.
AFYONKARAHİSAR VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı :B.08.4.MEM.4.03.00.10-605.99/
Konu :Araştırma İzinleri

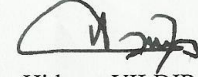
17.02.2011* 05576

VALİLİK MAKAMINA

İlgi: 09.02.2011 tarih ve B.30.2.ANA.0.70.01.00-399-137/1829 sayılı Aysun ARSLANTÜRK'ün araştırma izin talebi yazısı.

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı Öğrencisi Aysun ARSLANTÜRK'ün 2010-2011 öğretim yılında **“Türkiye’deki Devlet İlköğretim Okullarında Çalışan İngilizce Öğretmenlerinin Kullandığı Motivasyon Stratejileri: Afyonkarahisar Okullarında Bir Araştırma”** konulu yüksek lisans tezi kapsamında ekli listedeki ilköğretim okullarımızın İngilizce öğretmenlerine yönelik anket çalışmaları yapmaları, anket çalışmaları tamamlandıktan sonra sonuçlarının birer örneğinin İl Milli Eğitim Müdürlüğüne teslim edilmesi şartıyla, Müdürlüğümüz Araştırma ve Değerlendirme Komisyonunun teklifi doğrultusunda, müdürlüğümüzce uygun görülmektedir.

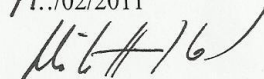
Makamınızca da uygun görüldüğü takdirde tensiplerinize arz ederim.



Hidayet YILDIRIM
İl Milli Eğitim Müdürü

OLUR

17./02/2011


Ali Muhiddin VAROL
Vali a.
Vali Yardımcısı

EKLER:

- 1-Araştırma Değerlendirme Formu (Form 2)
- 2-Anket Yapılacak Okullar

   	İl Milli Eğitim Müdürlüğü	Eğitim Öğretim Şubesi
	Tel : 0 272 213 76 03 Edep : 0 272 214 05 87 Fax : 0 272 213 76 05	E-posta : afyonmem@meb.gov.tr egitim03@meb.gov.tr Web : http://afyon.meb.gov.tr
Yazılarımıza verilecek cevaplarda vazımızın ilaisinin mutlaka belirtilmesi		

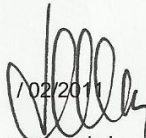
FORM-2

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

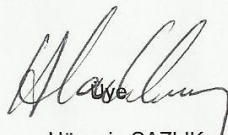
ARAŞTIRMA DEĞERLENDİRME FORMU

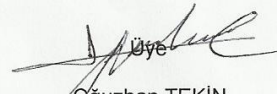
ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Aysun ARSLANTÜRK
Kurumu / Üniversitesi	ANADOLU ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Araştırma yapılacak iller	AFYONKARAHİSAR
Araştırma yapılacak eğitim kurumu ve kademesi	Ekli Listede Bulunan İlköğretim Okulu İngilizce Öğretmenleri
Araştırmanın konusu	"Türkiye'deki Devlet İlköğretim Okullarında Çalışan İngilizce Öğretmenlerinin Kullandığı Motivasyon Stratejileri: Afyonkarahisar Okullarında Bir Araştırma"
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Var
Veri toplama araçları	1- Anket Formu (4 sayfa)
Görüş istenilecek Birim/Birimler	-
KOMİSYON GÖRÜŞÜ	
Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı Öğrencisi Aysun ARSLANTÜRK'ün "Türkiye'deki Devlet İlköğretim Okullarında Çalışan İngilizce Öğretmenlerinin Kullandığı Motivasyon Stratejileri: Afyonkarahisar Okullarında Bir Araştırma" konulu yüksek lisans tezi hakkında, Afyonkarahisar Merkez ilçede bulunan ekli lisedeki ilköğretim okullarının İngilizce öğretmenlerine yönelik araştırmalarını yürütebilme isteği komisyonumuzca uygun görülmüştür.	
Komisyon kararı	Oybirliği ile alınmıştır.
Muhalef üyenin Adı ve Soyadı:	Gerekçesi;

KOMİSYON

18 / 02 / 2011

Emin EKİCİ

Komisyon Başkanı 7.


Hüseyin SAZLIK


Öğuzhan TEKİN

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