

To my beloved mother and my dearest husband

Fatma and Ünsal



TEACHERS' AND STUDENTS' PERCEPTIONS OF TEACHERS' TASK-
RELATED MOTIVATIONAL STRATEGY USE
AND
STUDENTS' MOTIVATION LEVELS

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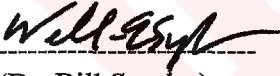
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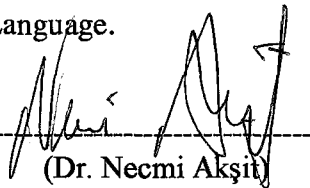
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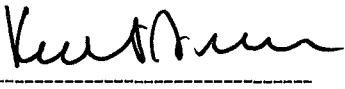
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ABSTRACT

TEACHERS' AND STUDENTS' PERCEPTIONS OF TEACHERS' TASK-RELATED MOTIVATIONAL STRATEGY USE AND STUDENTS' MOTIVATION LEVELS

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This thesis explores teacher and student perceptions of teachers' task-related motivational strategy use at Anadolu University School of Foreign Languages. It also investigates the relationship between students' perceived motivation levels and teachers' task-related motivational strategy use.

Questionnaires were administered to gather data from 13 randomly chosen teachers and 261 students who were taught by the teachers involved in the study. Data were analyzed quantitatively.

The findings of the study revealed significant differences between teacher and student perceptions. Teachers' perceptions of their strategy use related to tasks were more positive than students' perceptions. Teachers also rated their students' motivation levels higher than the students. A comparison of teachers' perceptions of their strategy use and their students' motivation levels indicated a low correlation.

Students' perceptions of their own motivation levels and their teachers' task-related motivational strategy use revealed a low correlation as well.

Teachers use task-related strategies generically regardless of their students' motivation levels. However, teachers should take their students' motivation into account while designing their courses and selecting the tasks they will use to foster learning in their classrooms. Based on students' perceptions of teachers' strategy use, tasks addressing to students' needs and interests and current abilities should be used. The findings of this study can contribute to the material development projects as it approached the concept of motivation as a practical classroom issue.

Key Words: Motivation, Motivational Strategies, Tasks, Perceptions.

ÖZET

ÖĞRETMEN VE ÖĞRENCİLERİN ÖĞRETMENLERİN AKTİVİTELERLE İLGİLİ MOTİVE EDİCİ STRATEJİ KULLANIMI VE ÖĞRENCİLERİN MOTİVASYON DÜZEYLERİ İLE İLGİLİ ALGILAMALARI

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Bu çalışma Anadolu Üniversitesi, Yabancı Diller Yüksekokulu'ndaki öğretmen ve öğrencilerin öğretmenlerin aktivitelerle ilgili motive edici strateji kullanımıyla ilgili algılamalarını araştırmaktadır. Çalışma ayrıca öğrencilerin motivasyon düzeyi ile ilgili algılamaları da öğretmenlerin strateji kullanımı ile ilişkisi açısından incelemektedir.

Rasgele seçilmiş 13 öğretmen ve bu öğretmenlerin girdiği sınıflardan seçilmiş 261 öğrenciye anket uygulanmıştır. Anketten elde edilen veriler niceliksel olarak analiz edilmiştir.

Çalışmanın sonuçları öğretmen ve öğrenci algılamaları arasında önemli farklılıklar ortaya koymuştur. Çalışma öğretmenlerin kendi strateji kullanımlarıyla ilgili algılamaların öğrencilerinin algılamalarından daha olumlu olduğunu göstermiştir. Öğretmenler ayrıca öğrencilerin motivasyon düzeylerini öğrencilerden

daha yüksek deęerlendirmişlerdir. Öğretmenlerin kendi motivasyon düzeyleri ile ilgili algılamalarıyla öğrencilerinin motivasyon düzeyleriyle ilgili algılamaları arasındaki karşılaştırma düşük bir ilişki ortaya çıkarmıştır. Öğrencilerin kendi motivasyon düzeyleri algılamalarıyla öğretmenlerin aktivitelerle ilgili motive edici strateji kullanımı algılamaları arasındaki karşılaştırma da düşük bir ilişki ortaya çıkarmıştır.

Öğretmenler öğrencilerin motivasyon düzeylerinden bağımsız olarak aktivitelerle ilgili motive edici stratejileri genel bir şekilde kullanmaktadırlar. Oysa ki, öğretmenler sınıflarındaki öğrenmeyi kolaylaştırmak için derslerini planlarken ve aktiviteleri seçerken öğrencilerinin motivasyon düzeylerini göz önünde bulundurmalarıdır. Öğrencilerin öğretmenlerin strateji kullanımıyla ilgili algılamalarına dayalı olarak, öğrencilerin ilgi, ihtiyaçlarına ve yeteneklerine hitap eden aktiviteler kullanılmalıdır. Bu çalışma motivasyon kavramına sınıfın içinden bir konu olarak yaklaştığı için materyal geliştirme projelerine katkıda bulunabilir.

Anahtar Kelimeler: Motivasyon, Motivasyon Stratejileri, Aktivite, Algılamalar.

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CHAPTER I: INTRODUCTION

Introduction

The role of the teacher in the enterprise of learning a language is to create a classroom climate that fosters language acquisition (Williams & Burden, 1997). The teacher should not only “bring the lesson to students,” but also “bring students to the lesson” (Marshall, 1992, p. 234). Hence, teachers should make use of motivational strategies to evoke students’ motivation in their classrooms, and thus create positive conditions for learning. Every phase of the instruction influences student motivation (Pintrich & Schunk, 1996). Teachers should, therefore, take their students’ beliefs about effective teaching into consideration to make necessary adjustments in their teaching processes. This study will explore teachers’ and students’ perceptions about the motivational strategies related to tasks teachers use to motivate students. In addition, teachers’ and students’ perceptions of students’ motivation levels will also be explored.

Background of the Study

The concept of ‘motivation’, which also lies at the heart of language learning, has been the key to understand the reasons for actions that people perform, the amount of effort they put into their actions, and the ‘will’ that people have to persist in certain activities (Dörnyei, 2001a). Due to its importance in the teaching and learning process, motivation has been one of the most popular topics inspiring researchers, and many researchers agree upon the importance of teachers’ influence on student motivation in language learning (see e.g., Brophy, 1998; Brown, 2000;

Brown, 2001; Cook, 1991; Crookes, 2003; Csikszentmihalyi, 1997; Deci & Ryan, 1985b; Dörnyei, 2001a; Dörnyei, 2001b; Dörnyei, 2002b; Dörnyei, 2003; Dörnyei & Csizer, 1998; Lightbown & Spada, 1999; Lowman, 1990; Noels, Clement, & Pelletier, 1999; Noels, 2003; Pintrich & Schunk, 1996; Raffini, 1996; Reeve, Bolt, & Cai, 1991; Ushioda, 1996; van Lier, 1996; Wentzel, 1999; Williams & Burden, 1997; Wlodkowski, 1999; Wu, 2003). Teachers and their teaching styles can enhance students' motivation to learn.

Motivation affects all the classroom events because it influences both the learning of new behaviors and performance of previously learned behaviors (Pintrich & Schunk, 1996). Students who have sufficient motivation are more likely to succeed in learning. In this sense, motivation may be perceived an indicator of achievement (see e.g., Dörnyei & Csizer, 1998; Gardner & Lambert, 1972, as cited in Ushioda, 1996; Gass & Selinker, 1994; Tremblay & Gardner, 1995; Skehan, 1989). Highly motivated students will have better performances and outcomes than other learners who are given the same opportunities and conditions for learning (Wlodkowski, 1999). If students are not motivated, even those with remarkable abilities may not achieve their long-term goals (Ames, 1992; Dörnyei & Csizer, 1998). Similarly, motivation has been identified as a critical determinant of failure or success in learning a language.

Williams and Burden (1997) categorize the factors that affect student motivation as internal and external. In order to explore the sources of motivation the focus should not only be on the personal motivational factors but also on the effect of external factors (Dörnyei, 2001b; Williams & Burden, 1997). Internal factors are related to the personal factors; the individual is emphasized. However, external factors may have influence on internal factors. Students' peers, parents and teachers

as external factors all may have an influence on students' motivation in the language learning process. All students are likely to be influenced by their personal feelings and perceptions of teachers. To put it simply, teachers play a very important role in motivating students.

Dörnyei (2001b) also suggests a dynamic relationship between levels of motivational factors. In his framework, Dörnyei identifies three components: language level, learner level, and learning situation level. Although all three are important, the learning situation level is the major focus in the framework. The learning situation level includes three components specifically course specific motivational components, teacher specific motivational components, and group-specific motivational components. Teacher specific motivational components are related to the impact of teachers' personality and teaching style on students' motivation (Dörnyei, 2001b). While all three are important for motivating students, teachers may be most concerned with how to motivate students and how to create motivating lessons.

Although motivation has been recognized as critical for teaching and learning, to make the concept of motivation more education-friendly and to narrow the gap between theory and practice, research devoted to classrooms is required (Crookes, 2003; Crookes & Schmidt, 1991; Dörnyei, 2001a; Dörnyei, 2002b; Tremblay & Gardner, 1995). Because classrooms are the actual places where teaching and learning take place, classroom applications are a primary source for researchers to identify the variables that affect student motivation.

Teachers are one of the variables that influence student motivation. The level of motivation students have can be transformed in part by teacher behavior and the classroom practices. Teachers teaching students of foreign languages who do not

have the purpose of integrating in the other culture have a more important role in generating student motivation in the classroom (Dörnyei, 2001b; Ur, 1996). In attempting to motivate students, teachers consciously utilize some strategies to evoke students' motivation.

“The techniques teachers use to promote students' goal-related behaviors are called motivational strategies” (Dörnyei, 2001b, p. 28). As Dörnyei (2001a) states, teachers are “motivational socialisers”; as the official leader of the classroom, they have the responsibility to motivate students (p.35). It is vital in such EFL contexts for teachers to use strategies to motivate students for student effort and the use of higher level of thinking in learning (Alderman, 1999). Teachers use strategies to generate, enhance and maintain the motivation of students. Dörnyei and Otto (1998) categorize three phases for motivating strategies: preactional phase, actional phase and post-actional phase. According to their process-oriented framework for motivational strategies, teachers first create the basic motivational conditions, that is, a pleasant and supportive classroom climate for their students. After creating the basic conditions for motivation, teachers use strategies to generate student motivation in the preactional phase. In the actional phase, they use strategies to maintain and protect motivation and in the post-actional phase they try to encourage positive self-evaluation (as cited in Dörnyei, 2001a). The skills and strategies teachers use to motivate students play such a critical role in teaching that they have come to be seen as indicators of effective teaching.

Statement of the Problem

Motivation is at the heart of the language learning process for students who are learning a foreign language as learning a language is different from learning other subjects (Dörnyei, 2001b). Because students in EFL contexts are less likely to

integrate into the target culture, the classroom practices and the role of the teacher become more important in the learning process.

The dynamic nature of language learning makes the exploration of teachers' and students' perceptions in the process of the language study indispensable. Pintrich and Schunk (1996) points out that recent studies assess motivation from a cognitive perspective. They deal with the mental processes in motivation and how the personal and environmental factors affect these processes. However, the focus should be on teachers because teachers, among the environmental factors influencing the conditions for learning, have a great impact on students' motivation and learning processes.

Teachers may consciously utilize various motivational strategies to motivate students (Dörnyei, 2001b; Wlodkowski, 1999). Students who benefit from these strategies and gain motivation are likely to be more enthusiastic about engaging in classroom activities; however, students' perceptions about the use of motivational strategies may vary and differ from the perceptions of teachers. Because teachers and students have a reciprocal relationship in the learning process (Csikszentmihalyi, 1997; Pintrich & Schunk, 1996), to understand classroom events what participants -- teachers and students-- bring to the classroom should be explored (Tudor, 2001).

Although motivational strategies have been perceived as a vital means of enhancing student motivation, studies that compare teachers' and students' perceptions of teachers' use of motivational strategies are limited. Yücel (2003) conducted an MA study on teachers' perceptions of their beliefs and use of the motivational strategies, but there is no indication that the relationship between teachers' and students' perceptions of teachers' task-related motivational strategy use and teacher and student perceptions of students' motivation levels have been

investigated. Moreover, the overall question of what techniques to use to enhance student motivation have been a neglected area in L2 research, with little work having been done on motivating language learners (Dörnyei & Csizer, 1998; Dörnyei, 2001a). Dörnyei (2002b) also points out that research investigating the more specific issue of task motivation in language learning contexts has been very limited.

Students in the Preparatory School of Anadolu University have high failure and drop-out rates, which may be the result of a lack of motivation. Because most of the departments at Anadolu University require preparatory class education, students do not have self-determination in learning English (Deci & Ryan, 1985a; Deci & Ryan, 1985b). The lack of self-determination in students' decision making has a negative effect on students' performance and interest in learning English. The students' reluctance to learn English makes student motivation a priority for the teachers and the use of motivational strategies indispensable for teachers to increase student motivation. Therefore, teachers' and students' perceptions of teachers' task-related motivational strategy use should be explored to understand how teacher and student perceptions of student motivation influence the perceptions of teachers' and students' of teachers' motivational strategy use.

Research Questions

1. What are AUSFL teachers' perceptions of their use of task-related motivational strategies in the classroom?
2. What are AUSFL students' perceptions of their teachers' use of task-related motivational strategies in the classroom?
3. How do the perceptions of prep-school teachers and students at AUSFL about teachers' use of task-related motivational strategies in the classroom relate?
4. How do AUSFL teachers' and students' perceptions of students' motivation levels

compare?

5. How do AUSFL teachers' perceptions of students' motivation levels relate to their task-related motivational strategy use?
6. How do AUSFL students' perceptions of their motivation levels relate to their perceptions of teachers' task-related motivational strategy use?

Significance of the Study

Student motivation is directly affected by students' goals, beliefs, perceptions, and expectations, all of which give energy and direction to behaviors in learning (Dembo, 2000). Teachers, who play a crucial role in increasing student motivation, should take students' goals, beliefs, perceptions, and expectations of learning processes into consideration while designing their courses and using strategies to motivate students. However, studies dealing with student motivation in terms of teachers' and students' perceptions of teachers' use of task-related motivational strategies are lacking in the field of ELT. More research has been done on analyzing and describing motivational theories than on motivational practices to enhance student motivation. Research on the instructional strategies that are used to motivate students is essential (Oxford, 1996; Dörnyei & Csizer, 1998), as well as the role of tasks as motivational tools for language teachers (Dörnyei, 2002b). As Horwitz (2000) points out, in recent research studies, motivation has been a concept investigated in a social context rather than as an individual characteristic of learners because of its social nature. To explore this social concept, research should be devoted to classrooms and involve both teachers and students in order to provide a deeper understanding, as motivation is "a practical issue" (Ushioda, 1996, p. 1).

This study focuses on teachers' reported use of task-related motivational strategies in teaching and compares them with students' perceptions of the strategies

used by teachers. Teachers' and students' perceptions of students' motivation levels will also be explored. The study views the learning process as involving the mutual interaction of teachers and students and reflects the perceptions of both teachers and students related to teachers' strategy use to increase student motivation. For this reason, it may contribute to the literature by addressing the question of how teachers' and students' perceptions of students' motivation levels relate to teachers' task-related motivational strategy use to create enthusiastic and motivated students.

By looking at teacher and student reflections on teachers' motivational strategy use related to tasks and the motivation of students in the Preparatory School of Anadolu University, the study will provide data about students' problems and needs in motivation, this may in turn contribute to the process of curriculum renewal, as tasks and materials can be designed taking students perceptions, needs and problems into account. It may also assist teachers in identifying their own motivational strategies and developing additional strategies through recognition of the ones they underutilize. The study may lead to in-service teacher training for professional teacher development in the Preparatory School in motivational strategy use.

Methodology

The questionnaire about teachers' motivational strategy use, which already exists in the literature (Yücel, 2003), was used after necessary adaptations to gather data to address the research questions. The researcher added eight items to the questionnaire, which derive from the literature, three items to the second part of the questionnaire and five items to measure students' motivation levels (Crookes & Schmidt, 1991; Dörnyei, 2001a; Dörnyei, 2001b; Brophy, 1998). The first part of the questionnaire solicited personal information about the participants. The second part

asked about teachers' task-related motivational strategy use. The third part solicited information about students' motivation levels. Different versions of the questionnaire were administered to both teachers and students to gather information about teacher and student perceptions about teachers' strategy use students' motivation levels.

The questionnaires were delivered to 14 randomly chosen teachers from 90 prep-school teachers at Anadolu University, who had different backgrounds and years of experience and were teaching different courses at different levels.

Questionnaires were given to three teachers from each level except for the advanced level. Two hundred sixty-eight students, who were taught by the teachers included in the study and who had different proficiency levels of English, were given the questionnaires. As the number of the students participated in the study in class 11 was not adequate, responses of teacher 11 and seven students in class 11 were excluded from the statistical analyses. The questionnaires for teachers, which included six-point Likert scale type questions, were piloted with 5 teachers working at Anadolu University School of Foreign Languages, and the student questionnaires were piloted with 50 students at Anadolu University who were not included in the main study, in March.

The questionnaires were administered at the end of March, and the data were analyzed in the first week of April. Frequencies, independent and paired samples *t*-tests, and Kendall's T were employed to analyze the data from the questionnaires. The data provided implications about the correlation of teachers' and students' perceptions of students' motivation levels and teachers' and students' perceptions of teachers' motivational strategy use. The study also explored how teachers' and students' perceptions of students' motivation levels and teachers' motivational strategy use compared.

Key Terminology

The following terms are used repeatedly throughout this study:

Motivation

“Motivation concerns the direction and magnitude of human behavior, that is:

- the choice of a particular action,
- the persistence with it,
- the effort expended on it” (Dörnyei, 2001a, p. 8).

Motivational Strategies

“Motivational strategies are deliberate instructor actions that enhance a person’s motivation to learn” (Wlodkowski, 1999, p.69) and “promote the individual’s goal-related behavior” (Dörnyei, 2001b, p.28).

Task

“A task is an instructional activity “that students perform during the period between the teacher’s initial task instructions and the completion of the final task outcome” (Dörnyei, 2002b, p. 139), “which requires learners to use language, with emphasis on meaning, to attain an objective” (Bygate, Skehan, & Swain, 2001, p.11).

Conclusion

This chapter provided a brief summary of the issues related to student motivation and motivational strategies. Statement of the problem, research questions, and the significance of the problem were also covered. The second chapter is a review of the literature on motivation in education, cognitivist motivational theories, motivation in language learning, classroom motivational strategies, and task-related motivational strategies. In the third chapter, details about the participants, instruments, and data collection and analysis procedures are provided. In the fourth chapter, the procedures for the analysis of the data and the findings are presented.

The fifth chapter covers the overview of the study, discussion of the results, pedagogical implications, limitations of the study, and suggestions for further research.



CHAPTER II: LITERATURE REVIEW

Introduction

This study explores teachers' and students' perceptions of motivational strategies which teachers use to enhance student motivation. Thirteen teachers' and 261 students' perceptions of teachers' task-related motivational strategy use at Anadolu University School of Foreign Languages in the academic year of 2003-2004 were compared to see the degree of relation between teacher and student perceptions. Teachers' and students' perceptions of students' motivational levels were also explored.

This chapter provides background information about the concept of motivation in education and motivation theories. In light of these, motivation in language learning is discussed. Finally, classroom motivational strategies and task-related motivational strategies are examined.

Motivation in Education

Motivation lies at the heart of all classroom practices (Pintrich & Schunk, 1996) because it “produces” (Ryan & Deci, 2000a, p. 69). Therefore, an understanding of the concept of motivation is vital to make immediate learning contexts more effective for student learning. Motivation and achievement are interrelated concepts as motivated students are more likely to be enthusiastic and to expend sufficient effort in learning (see e.g., Brown, 2000; Brown, 2001; Dörnyei, 2001a; Dörnyei, 2001b; Gardner, 1985; Oxford & Shearin, 1996). In Glasser's

(1986) words, “Teaching is a hard job when students make an effort to learn. When they make no effort, it is an impossible one” (p. 1).

The key concepts of motivation are effort and involvement. Students who have higher levels of motivation make more effort while learning and are more active during the learning process. Without motivation, they fail to expend the necessary effort and do not persist long enough to learn. Because of this, “motivation-sensitive” teaching practices are regarded as effective strategies for leading students to successful learning (Dörnyei, 2001a, p. 135). Teachers should design their instruction in a way that will enhance students’ motivation and create a classroom climate that fosters learning. As Dörnyei (2001a) summarizes, “motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it” (p. 8). In other words, it is what gives energy to actions, determines the effort that will be put forth, and the length of persistence while performing actions. In order to assess motivation, the sources that trigger actions should be explored.

The sources of motivation have been a prominent area in motivation research. What stimulates human behavior can either lead to intrinsic motivation or extrinsic motivation (Deci & Ryan, 1985a; Deci & Ryan, 1985b; Ryan & Deci, 2000b). Intrinsic motivation stems from innate sources, such as human curiosity and willingness to engage in challenging activities. In extrinsic motivation, on the other hand, external factors influence individual’s motivation. Although intrinsic motivation is considered more valuable for learning, students may not always be intrinsically motivated to learn in educational contexts (Brophy, 1998). For ideal classroom environments and better learning outcomes, students need to have a balance of intrinsic and extrinsic motivations, which should operate together (Brown,

2000; Brown, 2001; van Lier, 1996). Teachers, by connecting school to students' interests and needs and helping them to develop personal goals and values, can influence student motivation. Through mediation, educators can help students to become more intrinsically motivated (Assor, Kaplan, & Roth, 2002; Ryan & Deci, 2000b).

Intrinsic Motivation

Ryan and Deci (2000b) define intrinsic motivation "as the doing of an activity for its inherent satisfactions rather than for some separable consequence" (p. 56). Intrinsic motivation is not only the cause of actions, but it is also an outcome (Csikszentmihalyi, 1997; Ushioda, 1996; van Lier, 1996). Satisfaction derives from the activity itself, not from external rewards (Raffini, 1996). Intrinsically motivated people value the actions for intrinsic values such as the challenge and fun activities include (Brown, 2001; Csikszentmihalyi, 1997; Raffini, 1996; Ushioda, 1996.) In this sense, intrinsic motivation requires self-determined initiation of activities (Ryan & Deci, 2000b).

Intrinsic motivation increases when people are given opportunities to choose activities that are appealing and challenging to them, have opportunities to develop their abilities, and permit individuals to become more competent (Brown, 2001; Noels, Clement, & Pelletier, 1999; Noels, Clement, Pelletier, & Vallerand, 2000; Ryan & Deci, 2000a; Ryan & Deci, 2000b). Volition is central in intrinsic motivation. When people are provided with choice and autonomy in their actions, they value and engage in the activities which they perceive as enjoyable, interesting, and challenging. Interest and mastery in tasks are at the core of intrinsic motivation. Activities that do not match interests and current abilities of individuals undermine intrinsic motivation (Brophy, 1998; Deci & Ryan, 1985a; Deci & Ryan, 1985b;

Noels, Clement, Pelletier, & Vallerand, 2000; Raffini, 1996; Ryan & Deci, 2000a; Ryan & Deci, 2000b; Williams & Burden, 1997) because intrinsic motivation requires “a sense of competence” (Ryan & Deci, 2000a, p. 70). Learners can become intrinsically motivated when they believe they are competent in performing activities.

Intrinsic motivation leads to quality in learning (Csikszentmihalyi, 1997; Deci & Ryan, 1985a; Deci & Ryan, 1985b; Ryan & Deci, 2000b; van Lier, 1996). Because intrinsically motivated learners are engaged in activities in order to explore new ideas and develop their knowledge (Wu, 2003), they are more likely to experience conceptual learning. Intrinsic motivation also fosters learners' ability to think creatively (Ryan & Deci, 2000a). When students voluntarily choose to perform activities, they have positive attitudes towards the learning process and become more involved (Brown, 2001; Raffini, 1996). Intrinsic motivation provides students with intrinsic rewards of learning and a more enjoyable learning process (Brown, 2001; Csikszentmihalyi, 1997; Ushioda, 1996).

Extrinsic Motivation

Different from learners who have intrinsic motivation, extrinsically motivated learners perform activities not for the sake of the activities, but have instrumental reasons for performing the activities (Brophy, 1998; Brown, 2001; Noels, Clement, & Pelletier, 1999; Noels, Clement, Pelletier, Vallerand, 2000; Noels, 2003; Ryan & Deci, 2000b; van Lier, 1996). Extrinsically motivated students engage in activities because of extrinsic rewards and threats of punishment rather than interest in activities; that is, they value the activities for their utilitarian benefits. Students who have extrinsic sources of motivation are influenced by social pressure and

environmental factors (Noels, Pelletier, Clement, & Vallerand; 2000; Ryan & Deci, 2000b).

There are different forms of extrinsic motivation depending on the degree of external influence. Deci and Ryan (1985a, 1985b) classify extrinsic motivation into four types based on the degree of internalization of motivation: external regulation, introjected regulation, identified regulation, and integrated regulation. The influence of the social context on the performance of actions varies according to the type of the extrinsic motivation learners have (Deci & Ryan, 1985a; Deci & Ryan, 1985b; Ryan & Deci, 2000a; Ryan & Deci, 2000b; Noels, Pelletier, Clement, & Vallerand; 2000; Noels, 2003; van Lier, 1996).

External regulation refers to a behavior that is performed as a result of an external reward or punishment. It is the least autonomous form of extrinsic motivation. In other words, the external influence has the most important role in the performance of activities as the source of learner motivation. Students are less likely to experience internalization of what has been taught in externally regulated behaviors.

Introjected regulation deals with individual's accepting the external pressure. Learners do not perform actions because of the external rewards and punishments. Although there is external control, compared to students with external regulation, performance of learners' actions with identified regulation is not based solely on the external influence. Learners carry out the actions because they expect approval from the environment.

Identified regulation is seen as a more internalized form of extrinsic motivation. In identified regulation, learners value the goals that are set for them. In a

sense, learners experience personal involvement, though it is limited. The activity is perceived as personally important.

Integrated regulation is the most autonomous and internalized form of extrinsic motivation. Learners with integrated regulation perform activities because they have chosen to do so, and they have valued goals for the performance of the activities. Learners synthesize assigned goals with their own goals after evaluating them. This form of extrinsic motivation shares a number of characteristics with intrinsic motivation. However, it is still regarded as extrinsic because activities are performed for the external outcomes rather than the satisfaction they offer.

Although intrinsic motivation has been characterized as superior to extrinsic motivation in learning, and extrinsic motivation criticized for its lack of self-determination, extrinsic motivation can promote learning as well (Deci & Ryan, 1985a; Deci & Ryan, 1985b; Ryan & Deci, 2000a; Ryan & Deci, 2000b). Social contexts which support autonomy, competence, and relatedness can foster learning through more internalized forms of extrinsic motivation (Ryan & Deci, 2000a; Ryan & Deci, 2000b). Ryan and Deci (2000b) state that students may not always experience intrinsic motivation in educational settings as classroom tasks may not always be interesting and enjoyable. Therefore, teachers should be concerned with promoting learning by helping students in internalization of educational goals and combining their personal goals and values with assigned ones.

Cognitivist Motivational Theories

Motivation theorists have investigated the reasons for people's actions for decades. To explain the underlying reasons for human behavior, mechanistic and organismic theories have been proposed (Deci & Ryan, 1985b). In mechanistic theories, human beings are viewed as passive. The main assumption of this theory is

that people's actions are determined by their physiological drives, and the external stimuli they receive rouse people to act. In contrast to mechanistic theories, organismic theories perceive human beings as active initiators of their actions. Volition and choice are central to organismic theories. People choose to perform certain actions because they want to and because they intrinsically need to perform those actions. In these theories, the environmental stimuli are not perceived simply as the causes of the behaviors, but are also considered as opportunities for people to meet their intrinsic needs.

Theories assessing motivation from a cognitive perspective derive from the organismic theories. In cognitive theories of motivation, individuals and their decisions are seen as more important than external forces. Cognitive approaches are largely based on choice, decision-making and problem solving; because of this, what learners bring to the learning process plays a major role in learning. In theories based on a cognitive approach, the influence of individuals' thoughts, beliefs, attitudes, and interpretations plays a central role in motivation (Dörnyei, 2001b; Ushioda, 1996; Williams & Burden, 1997). The reasons for actions and the factors that influence people's choices are keys to understand motivation from a cognitive perspective. People choose to perform and take control of actions about which they feel competent and whose outcome they value. If individuals perceive themselves capable and the outcome is perceived worth performing, they will be able to set their own goals and achieve these goals as autonomous individuals (Raffini, 1996; Williams & Burden, 1997).

Most motivational theories focus on past and future sources of motivation to have a better understanding of the complex construct of motivation.

Csikszentmihalyi and Rathunde (as cited in van Lier, 1996) broaden the scope of

motivational theories by including present sources of motivation, which have been ignored in the motivation research, as well as past and future sources of motivation. Present sources of motivation should be deemed more important in educational contexts as they can be influenced by not only internal factors but also external factors. Self-determination and self-efficacy theories, as cognitive theories, explain present sources of motivation through examining individuals' cognitive states, that is, their thoughts, beliefs, attitudes, and interpretations.

Self-Determination Theory

Self-determination theory (SDT) (Deci & Ryan, 1985a; Deci & Ryan, 1985b; Ryan & Deci, 2000a) is a recent motivation theory that perceives people's choices as the determinants of behavior rather than external forces and pressures. Self-determined individuals have conscious control over their actions. Because individuals are considered active initiators in SDT, self-determined individuals are more likely to experience higher levels of motivation. In self-determination theory, autonomy, competence, and relatedness are seen as the key elements motivating human behavior as they are central to intrinsically motivated behavior.

In self-determined activities, human beings have control over the direction of their behaviors, and autonomy in choices leads to higher levels of motivation (Deci & Ryan, 1985b; Ryan & Deci, 2000a). Choice and the responsibility for actions are the foundations of autonomy. In learning environments which support volition in performing actions, learners who have self-determination in their learning are more likely to experience intrinsic motivation (Benson, 2001; Brown, 2001; Deci & Ryan, 1985b; Little, 1991; Raffini, 1996; Ryan & Deci, 2000a). Teachers can foster learning and learner involvement by providing learners with autonomous learning contexts (Assor, Kaplan, & Roth, 2002; Benson, 2001; Brown, 2001; Brophy, 1998;

Deci & Ryan, 1985a; 1985b; Dörnyei, 2001b; Little, 1991; Noels, 2003; Noels, Clement, & Pelletier, 1999; Pelletier, Legault, & Levesque, 2002; Raffini, 1996; Reeve, Bolt, & Cai, 1999; Ryan & Deci, 2000a; 2000b; Sweet, Guthrie, & Ng, 1998; van Lier, 1996; Wu, 2003).

Little (1991) defines autonomy as “a capacity for detachment, critical reflection, decision-making and independent action” (p. 4). As the definition suggests, autonomy requires an active learner in every phase of the learning process as the learner will plan, make choices and evaluate and reflect upon the outcomes of the actions during the learning process. Human behavior is not only a reaction to the external stimuli received (Deci & Ryan, 1985b; Ryan & Deci, 2000a); autonomy implies independent and conscious action. Though independence is the key issue in autonomy, it does not imply isolation from the environment (Little, 1991).

Autonomy requires dependence as well as independence. Human beings as social creatures should balance dependence and independence. In this sense, autonomous actions require interdependence (Benson, 2001; Dam, 1995; Little, 1991). Autonomy has a social dimension as well as an individual dimension. Especially in educational settings where group-work is important, such as language learning classrooms, cooperation among the group members is of great importance for better learning conditions.

Competence is the second key element in SDT. Besides the need for choice in actions, people also need a feeling of competence. Competence refers to the capabilities of individuals. Students are more motivated to perform the actions when they perceive themselves capable (Bandura, 1997; Brophy, 1998; Deci & Ryan, 1985a; 1985b; Dörnyei, 2001b; Ryan & Deci, 2000b). Learners choose to engage in the activities that will provide them with adequate challenge and interest (Brophy,

1998; Brown, 2001; Csikszentmihalyi, 1997; Dörnyei, 2001b; van Lier, 1996).

Students have volition to engage in the activities that they feel competent to accomplish and which are not beyond their current abilities. The preferred activities are neither too easy nor too difficult to perform.

Relatedness, the last element of SDT, focuses on the social context as an influential factor on the self-determined behavior. The notion of relatedness explains the “social origins of student motivation” (Wentzel, 1999, p. 84) and in order to investigate the concept of motivation social origins should be explored as well as the psychological origins. Deci and Ryan (1985a, 1985b) state that individuals belong to the social context where the activity takes place. Human beings, by their nature, need to feel secure and connected. As a psychological need, they expect to be recognized and appreciated by the people who they deem important (Deci & Ryan, 1985a; Deci & Ryan, 1985b; Ryan & Deci, 2000a; Raffini, 1996). When the social context in which the action is carried out creates a feeling of belonging and relatedness, learners are more likely to be involved in the learning process and become more motivated.

As Benson (2001) and Little (1991) point out, self-determined and autonomous behavior does not imply isolation. Actions that are being carried out are largely influenced by the social context in terms of the support for autonomy and choice in action. That is, an autonomy supportive environment boosts and a controlling environment diminishes learner motivation (Assor, Kaplan, & Roth, 2002; Benson, 2001; Brown, 2001; Brophy, 1998; Deci & Ryan, 1985a; Deci & Ryan, 1985b; Dörnyei, 2001a; Dörnyei, 2001b; Glasser, 1986; Little, 1991; Noels, 2003; Noels, Clement, & Pelletier, 1999; Pelletier, Legault, & Levesque, 2002; Raffini, 1996; Reeve, Bolt, & Cai, 1999; Ryan & Deci, 2000a; Ryan & Deci, 2000b; Sweet, Guthrie, & Ng, 1998; van Lier, 1996; Wu, 2003).

Dörnyei (2001b) emphasizes the importance of group cohesion in language learning classrooms, which derives from the notion of relatedness. As the social context has great impact on learner motivation, it should foster cooperation and support among learners (Brophy, 1998; Brown, 2001; Clement & Dörnyei, 1994; Deci & Ryan, 1985b; Dörnyei, 2001b; Williams & Burden, 1997). Collaborative and supportive environments enable students to take over the responsibility of their learning (Benson, 2001). If there is cohesion in the group and learners feel themselves connected to each other and secure in the learning context, they will experience higher levels of autonomy and motivation. A sense of “belonging” promotes self-determined behavior and sustains motivation (Williams & Burden, 1997, p. 77) as learners are more likely to internalize and integrate the external regulations with their personal values and goals in social contexts in which they feel related (Ryan & Deci, 2000a). Therefore, teachers should create non-threatening classroom climates to stimulate students’ feeling related (Brophy, 1998; Brown, 2001; Deci & Ryan, 1985b; Dörnyei, 2001b; Williams & Burden, 1997) and should create learning contexts that cater to students’ needs for autonomy, competence, and relatedness (Ryan & Deci, 2000a).

Self-Efficacy Theory

Self-efficacy, the second cognitivist motivation theory, is regarded as one of the most important determinants of motivation as it refers to people’s self-perceptions about their competencies based on their skills and knowledge. Personal beliefs about one’s capabilities influence the choice of activities, the amount of effort that will be expended, and persistence. Perceptions about personal efficacy influence people’s use of skills and motivational levels (Bandura, 1997; Brophy, 1998; Crookes, 2003; Dörnyei, 2001a; Williams & Burden, 1997; Zimmerman, 1995).

Self-efficacy has three basic aspects: level, generality, and strength (Bandura, 1997; Zimmerman, 1995). The level of the self-efficacy fluctuates across tasks, depending on the perceptions about the difficulty level of tasks to be performed. The generality of self-efficacy refers to people's generalizing their capabilities. Self-efficacy can be transferred across tasks that require similar skills. The strength of self-efficacy beliefs determines the effort that students will put forth and the length of time they persist. Students who have strong self-efficacy tend to endure the difficulties they encounter.

Students who have positive self-judgments about their capabilities tend to volunteer for challenging tasks, expend more effort, and do not give up easily. On the other hand, when learners experience low levels of self-efficacy, they view challenging tasks as threatening and give up when they encounter difficulties (Bandura, 1997). The levels of self-efficacy learners experience derive from "enactive mastery experiences, vicarious experiences, verbal persuasion and physiological and affective states" (Bandura, 1997, p. 79).

Enactive mastery experiences have the strongest influence on self-efficacy. The successes and failures students have experienced have a great impact on students' self-image. Students develop a sense of self-efficacy when they experience achievement. However, learners who have encountered failures experience low levels of self-efficacy. Having experienced failures in the past, a student may lack confidence and feel incompetent to perform actions. In this regard, success and mastery are crucial sources for the development of self-efficacy.

The second source of self-efficacy is vicarious experiences. Others' performances can influence people's perceptions about their capabilities. Students are likely to feel efficacious when they observe others' achievement. Based on their

observations, they can make inferences about their own capabilities. Students are more likely to experience higher self-efficacy perceptions when the individual perceived as the model has similar characteristics with the student.

Verbal persuasion refers to the positive thoughts and expressions of other people about one's capabilities. Teachers can influence students' perceptions about their abilities through positive and realistic feedback. When students receive feedback which identifies their strengths and weaknesses from their teachers, they can make positive self-judgments about their capabilities.

The last source of self-efficacy is the physiological and affective states of people while carrying out activities. Depending on the nature of activity, students can experience low levels of self-efficacy. Activities that require a great amount of physical strength may have negative influence on students' self-efficacy levels. Students' emotional states are important as well. Anxiety and stress students experience when they encounter difficult tasks have a negative impact on self-efficacy.

Self-efficacy theory is directly related to students' motivational levels in language learning because it plays a major role in students' selection of specific tasks, length of persistence, and the amount of effort exerted (Dörnyei, 2001a). Teachers should encourage students who have low perceptions of self-efficacy by providing them with manageable tasks (Csikszentmihalyi, 1997), focused and positive feedback (Bandura, 1997; Zimmerman, 1995), and a non-threatening classroom environment (Bandura, 1997; Dörnyei, 2001b; Williams & Burden, 1997) and training in strategy use to complete tasks effectively (Sewell & George, 2000; Williams & Burden, 1997; Zimmerman, 1995). Students should be given

opportunities to set their own goals, and teachers should appreciate students when students make progress in their learning (Bandura, 1997; Brophy, 1998).

Motivation in Language Learning

Learning a foreign language is different from learning other school subjects because of its social nature (Williams & Burden, 1997). Language learning motivation is unique; it has a social dimension (Dörnyei, 2003). As language is a concept relating to one's identity, learners, apart from learning the necessary skills and rules, develop a new self-image as they also learn about the social and cultural behaviors of the community of the target language. If learners have high levels of motivation, the outcomes of this self-reflection process are more profitable for them (Williams & Burden, 1997).

Students who have interest in learning languages and positive attitudes towards the target language and community are more likely to be involved in the language learning process because they are more likely to have higher levels of language learning motivation (Dörnyei, 2001b). To put it simply, motivation leads to a more effective language learning process.

Motivation and achievement are interrelated concepts in learning a language because motivated learners are more likely to be successful and creative in the challenging language learning process (Brown, 2000; Brown, 2001; Cook, 1991; Dörnyei, 2001a; Gass & Selinker, 1994; Oxford & Shearin, 1996; van Lier, 1996; Williams & Burden, 1997). As Oxford and Shearin (1996) state, if language learners have sufficient motivation, they are engaged in foreign or second language learning more personally, which contributes to students' development in L2. "Given motivation, anyone can learn a language" says Corder (as cited in Skehan, 1989, p. 49). In this sense, motivation is as central to learning a language as is aptitude.

In foreign language learning contexts, motivation plays an even more critical role because students do not have real contact with the speakers of the community of the target language. As integration into the target culture is not an issue, learning a language in the EFL context requires a specific type of motivation (Dörnyei, 2001b).

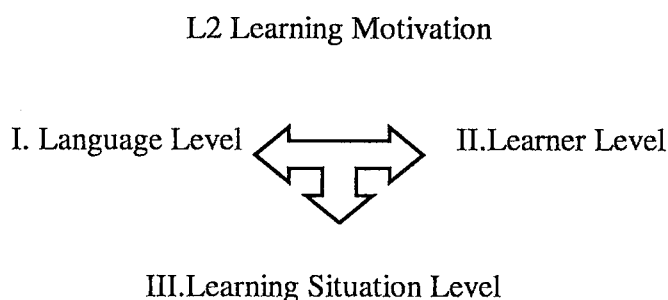
In examining the special context of foreign language learning, Dörnyei proposes a three-level framework of motivation. In his L2 motivation framework, language-learning motivation is conceptualized in terms of language, learner, and learning situation levels. He draws on his four-part model in his L2 motivation framework including instrumental motivational subsystem, need for achievement, attributions about past failures, and integrative motivational subsystem, and brings a new dimension to language learning motivation.

Dörnyei's (1994) Framework of L2 Learning Motivation

In his framework of L2 motivation, Dörnyei (2001b) categorizes language-learning motivation into three levels: language level, learner level, and learning situation level. This three-level categorization of motivation incorporates both cognitive aspects of learners and the classroom issues by emphasizing what learners bring to the learning process and what situational factors are. He broadens the scope of motivation research by emphasizing the importance of the learning situation level and proposes having a closer look at immediate classroom environments in order to have a deeper and more practical understanding of the concept of motivation. Figure 1 presents the levels of Dörnyei's framework of L2 motivation.

Figure 1

The Levels in Dörnyei's Framework of L2 Learning Motivation



In the language level, Dörnyei includes different aspects of the target language that motivate L2 learners. These include learners' positive predisposition to the L2 community, their beliefs and values, and the culture of the language that will be learnt. Dörnyei looks at two important concepts in explaining language-related motivational factors: integrative and instrumental motivational subsystems, which are also examined in his four-part model.

The first concept introduced in the language level is the integrative motivational subsystem. Dörnyei's integrative motivational subsystem is mainly based on Gardner and Clement's notion of integrativeness. Gardner's concept of integrativeness has been the central concept of a number of studies in motivation research; however, it is not relevant for foreign language learning contexts. Dörnyei (2003) notes that "integrativeness" has a special meaning within foreign language learning contexts (p. 4). He observes that foreign language learners cannot actually be integrated into the target community as they have little or no contact with L2 speakers (Clement & Dörnyei, 1994; Dörnyei, 2003). Therefore, integrative motivation refers to learners' openness to the community of the target language in foreign language learning contexts.

Dörnyei's integrative motivational subsystem consists of four components: students' interest in learning foreign languages, students' desire to broaden their

perspectives, the challenging aspect of language learning, and learners' desire to integrate into a new community. As actual integration into the target community is not an issue for foreign language learners, these factors become more important. Students who are interested in learning foreign languages, cultures, and people have integrative motivation as the source that gives energy to their learning. Interest in learning, as one of the requirements of intrinsic motivation, enhances students' motivation to learn. Learners' desire to broaden their perspectives can also motivate them to learn the language. Students may want to learn the target language because of the target community's intellectual values. When learners can connect their personal values with the values of the target community, they experience higher levels of motivation. Another component of the integrative motivational subsystem is the challenging aspect of language learning. Students may seek challenges in learning to experience success and develop competence in their abilities (Bandura, 1997; Deci & Ryan, 1985b; Csikszentmihalyi, 1997). Finally, learners may learn the language because of their desire to integrate into a new community. Positive expectations about the integration into a new community have positive influence on motivation.

Instrumental motivation addresses learners' utilitarian purposes for learning the target language. With respect to utilitarian benefits, instrumental motivation can be associated with extrinsic motivation. Learners, especially those who are learning the language in academic contexts, often perceive the language as a tool to realize their academic goals. In other words, students have extrinsic motives that lead them to learn the language.

In Dörnyei's learner level, which is the second level in the framework, learners are regarded as important sources of motivation. Their need for achievement

and attributions about past failures are examined as they are important sources of present motivation and what learners bring to the learning process is crucial to understanding student motivation. This level focuses upon learners' personal characteristics developed through their past experiences.

Dörnyei states that learners' past experiences are essential because they are closely related to their need for achievement and self-confidence. Students' perceptions about their competence in accomplishing tasks are closely linked to their motivation in the learning processes. When students perceive themselves competent in accomplishing tasks, they have higher levels of motivation (Bandura, 1997; Brophy, 1998; Deci & Ryan, 1985b; Dörnyei, 2001a; Dörnyei, 2001b). Students' past failures and successes affect learners' anxiety levels, self-efficacy, and L2 competence while learning a language (Bandura, 1997; Brophy, 1998; Deci & Ryan, 1985b; Dörnyei, 2001a; Dörnyei, 2001b). Students who have experienced failures in the past tend to have low perceptions of self-efficacy, which may have negative influence on the language learning process.

The learning situation, the third level in Dörnyei's framework, is considered a vital factor in student motivation. In going beyond recent studies of motivation, Dörnyei emphasizes the influence of the social context on motivation. He suggests that motivation is situation specific; therefore, situational factors, which have been neglected in the recent studies of motivation, should be taken into account in order to have a better understanding of motivational variables. He identifies three situational sources of motivation: course-specific components of motivation, group-related components of motivation, and teacher-specific components of motivation (see Table 1).

Table 1

The Learning Situation Level in Dörnyei's Framework of L2 Learning Motivation

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|--|
| <ul style="list-style-type: none">a) Course-specific Motivational Componentsb) Teacher-specific Motivational Componentsc) Group-specific Motivational Components |
|--|

The course-specific motivational component includes the syllabus, teaching materials, and the way subjects and teaching materials are presented in the classroom. Dörnyei, based on Crookes and Schmidt's (1991) adaptation of Keller's motivational system, identifies four specific elements within this component: interest, relevance, expectancy, and satisfaction. He suggests that students' interest in the course and materials affects their motivation and involvement in classroom activities. When students perceive the lesson as interesting, they tend to become assimilated into the learning process. Learners also are more likely to have high motivation when the instruction and materials are relevant to their needs and they can find personal meaning in them. Further, students' expectations of success can positively or negatively influence learning the language. The course should be challenging enough so that learners can feel themselves competent to carry out tasks during the lesson. Finally, students are concerned with what outcomes they will get out of the instruction.

The second component of the learning situation level is the group-specific motivational components. The group-related factors are as important as the syllabus, teaching methods and materials, and teachers' personality and teaching style. Group-related motivation components are of great importance in motivation because it is the interaction among the group members that forms the spirit of the classroom.

Cohesion in the group leads to more secure and comfortable classroom climate (Clement & Dörnyei, 1994; Dörnyei, 2001a; Dörnyei, 2001b). Williams and Burden (1997) also point out the importance of group dynamics in language learning in their L2 motivation framework. Positive relationships in the group have a positive influence on decreasing the anxiety level of learners. Students with low anxiety levels tend to be more involved in classroom activities when compared to students who have high anxiety levels (Brophy, 1998; Dörnyei, 2001b; Gass & Selinker, 1994).

Students may perceive themselves more competent in engaging in classroom activities if they are in a coherent and cooperative group that has set specific goals to accomplish. Coherent groups also help learners develop a sense of relatedness (Deci & Ryan, 1985b; Ryan & Deci, 2000a; Raffini, 1996; Williams & Burden, 1997).

In teacher-specific components, Dörnyei points out the importance of teachers' effect on student motivation. Teachers' communicative styles while teaching, their modeling, the way they present the tasks and the feedback they give have great impact on student motivation (Crookes & Schmidt, 1991; Dörnyei, 2001b; Noels, 2003; Reeve, Bolt, & Cai, 1999). Williams and Burden (1997) also emphasize the teacher effect in the language learning process, which is interactive by its nature. In their social constructivist model, they advocate that both the psychological and social factors influence language learning emphasizing the role of the teacher in the learning process.

Dörnyei perceives teachers' personality and teaching style as important determinants of learner motivation. Teacher behavior, that is, the way teachers approach to teaching and students and the design of instruction have great impact on the motivation of learners. In contrast to controlling and authoritarian learning

contexts, students are likely to become more motivated in autonomy supportive classrooms (Assor, Kaplan, & Roth, 2002; Benson, 2001; Brown, 2001; Brophy, 1998; Deci & Ryan, 1985a; Deci & Ryan, 1985b; Dörnyei, 2001a; Dörnyei, 2001b; Glasser, 1986; Little, 1991; Noels, 2003; Noels, Clement, & Pelletier, 1999; Pelletier, Legault, & Levesque, 2002; Raffini, 1996; Reeve, Bolt, & Cai, 1999; Ryan & Deci, 2000a; Ryan & Deci, 2000b; Sweet, Guthrie, & Ng, 1998; van Lier, 1996; Wu, 2003).

Besides their teaching styles, teachers can also influence student motivation by providing students with modeling (Bandura, 1997; Dörnyei, 2001a; Dörnyei, 2001b) and positive feedback (Brophy, 1998; Dörnyei, 2001a; Dörnyei, 2001b; Williams & Burden, 1997). Teacher modeling and persuasion can increase students' self-efficacy beliefs. When students observe others while performing actions and receive positive feedback, they feel more competent and are more likely to engage in classroom tasks (Bandura, 1997; Brophy, 1998; Dörnyei, 2001b).

Teachers' presentation of the tasks is as important as the selection of tasks. When teachers give clear instructions, provide students with the guidance students need, use a variety of tasks, and state the purpose of tasks while presenting tasks, students are more likely to involve the learning process (Brophy, 1998; Dörnyei, 2001b; Williams & Burden, 1997).

Classroom Motivational Strategies

Classroom applications have become valuable sources of insight for researchers studying motivation in the last decade. Increasing research has been conducted on motivational strategies to make the concept of motivation more practical to educators in the last decade (e.g., see Brophy, 1998; Dörnyei & Csizer, 1998; Dörnyei 2001b; Wlodkowski, 1999). There is a consensus on teachers'

responsibility to use strategies to motivate their students (Dörnyei, 2001b) because effective teaching requires teacher responsibility for students' learning (Long, 2000).

In exploring the concept of motivation with an "in-class" aspect (Crookes, 2003, p. 131), teachers become one of the key factors in student motivation.

Effective teaching serves as a pathway to teacher and student motivation.

"Motivationally sound instruction becomes an inherently rewarding experience for both the learner and the instructor" (Wlodkowski, 1999, p. 337) because of the reciprocal influence of teaching and learning (Csikszentmihalyi, 1997). Teachers are more likely to experience flow when their students are involved in the learning process (Tardy & Snyder, 2004).

Well-planned instruction can evoke student motivation and is one of the primary determinants of effective teaching. Teachers, in order to be effective teachers and improve the quality of their teaching, should make instruction an experience for learners that enhances their motivation, and should view learner motivation central to the instructional process. They should use strategies to increase their students' motivation to learn (Wlodkowski, 1999).

Teachers' use of motivational strategies is indispensable for student achievement and promoting classroom L2 learning. "Motivational strategies are techniques that promote the individual's goal-related behavior" (Dörnyei, 2001b, p. 28). Classroom motivational strategies are consciously used to create a positive effect on the behaviors of learners. Teachers in classrooms use strategies to make learners engage in learning. Through the strategies they use, teachers cater to their students' motivational needs and support the motivational capacities students bring to the classroom.

Dörnyei and Otto (1998) present a process-oriented model in which he examines classroom motivational strategies in different phases (as cited in Dörnyei, 2001b). The key components of the model, in which they present basic motivational conditions of motivational teaching practice in the L2 classroom, are to create the basic motivational conditions, to generate the initial motivation to make students engage in classroom activities, to maintain and protect motivation, and to encourage positive retrospective self-evaluation.

In creating the basic motivational conditions, teachers' behaviors and their communicative styles, and a cohesive learning atmosphere are accepted as major determinants of student motivation. Students perceive teachers who project enthusiasm as good models. Enthusiasm is a strong indicator of effective teaching (Dörnyei, 2001b). If teachers commit themselves both to student learning and learning (Csikszentmihalyi, 1997), value students and are concerned with the progress students make while learning, students are more likely to be involved in the learning process. To promote students' learning, teachers should build supportive and relaxing classroom atmospheres. In this sense, creating cohesive groups in which students share group norms is very important in creating the basic motivational conditions for students to learn. In a cohesive learning community that has constructed group norms, students tend to have higher levels of motivation.

After providing the pre-conditions to increase motivation in the classroom, teachers should use strategies to generate initial motivation by helping learners develop positive values and attitudes related to the target language, increasing learners' expectancy of success with realistic learner beliefs, and using materials that are relevant to students' needs and interests (Dörnyei, 2001b).

First of all, teachers should learn what the beliefs, attitudes, and feelings of students are because these largely determine students' preferences and approaches to classroom activities. What students bring to the learning process should be explored (Csikszentmihalyi, 1997; Hedge, 2000; Tudor, 2001). Teachers, by highlighting the aspects of L2 learning which students will enjoy, can help them construct positive values and attitudes in learning foreign languages which can, in turn, develop into an integrative motivation for learning the language.

Students may have negative attitudes to learning a foreign language because they may view language learning as a very difficult task. If teachers increase students' expectancies of success by arranging the lessons appropriately for their levels, students will feel positive and optimistic while performing in optimally challenging tasks and can develop realistic beliefs about their learning and abilities (Bandura, 1997; Brophy, 1998; Dörnyei, 2001b; Williams & Burden, 1997).

Students should also be informed about the goals of the learning activities and should be encouraged to set their own goals. When students are conscious about the importance of goals in learning and set goals to accomplish, they are more likely to be involved in tasks (Ames, 1992). Through consciousness raising, teachers can help students set their goals and take initiatives for their learning.

The last key point in attempting to generate students' initial motivation is the relevance of the teaching materials to students (Assor, Kaplan, & Roth, 2002). When learners can see the connection between learning materials with their personal values and goals, they become more interested in learning. The curricula at schools are primarily determined according to the beliefs of the society, and students are not given choices in the curricular topics (Brophy, 1998); however, teachers can still connect classroom activities and topics to students' real life experiences and

backgrounds. The ideal way to make the teaching materials relevant to students is using needs analysis techniques and identifying the needs of learners (Benson, 2001; Dörnyei, 2001b).

When the ingredients to generate students' motivation are complete, teachers should focus on the maintenance and protection of student motivation by providing them with both a cooperative and autonomous learning atmosphere which boosts students' self-confidence and in which students can set their own goals and self-motivate themselves through the presentation of enjoyable tasks (Ames, 1992; Brown, 2001; Brophy, 1998; Dörnyei, 2001b; Ryan & Deci, 2000a; Ushioda, 1996; Williams & Burden, 1997).

The first way to nurture motivation in the classroom is using enjoyable activities. In order to make the learning process more motivating and to prevent boredom in the classroom, teachers should use stimulating and interesting tasks. While presenting tasks, teachers should inform students about the purposes of tasks and teach the necessary strategies to students which they need to accomplish the tasks. One of the useful strategies that should be taught to students is to set specific goals, which increases productivity in learning (Ames, 1992). Students should set personal goals as well as group goals to structure their learning process. Setting goals and accomplishing them has very positive effects on students' self-esteem and self-confidence (Dörnyei, 2001b). Encouraging teachers have the power to change students' perceptions of themselves. By providing manageable tasks and a supportive atmosphere in which students cooperate with each other, teachers can reduce students' anxiety and help students build positive self-images (Bandura, 1997; Dörnyei, 2001b; Williams & Burden, 1997; Zimmerman, 1995). Students should also be given choices to take over the responsibility of their own learning. Only

autonomous learners can use self-motivating strategies (Benson, 2001; Dörnyei, 2001b; Ushioda, 1996; Williams & Burden, 1997).

The last component of Dörnyei and Otto's process-based motivational model for classroom motivational strategies is encouraging positive self-evaluation. Students may evaluate themselves based on the attributions about their past successes and failures, and these attributions may affect their perceptions of their future performances (Bandura, 1997; Dörnyei, 2001b; Sewell & George, 2000). Since failure is a common issue in language learning, teachers should encourage learners by giving them informational and positive feedback (Deci & Ryan, 1985b; Dörnyei, 2001b). To inform students about their strengths and weaknesses and to reinforce their future successes, teachers should monitor students' successes and the progresses they make. Teachers should appreciate students' success using grades and rewards in a motivating manner and encourage self-evaluation to make learners monitor their learning processes (Brophy, 1998; Dörnyei, 2001b).

In order to create motivational climates in their classrooms, teachers should explore students' needs and characteristics and use as many strategies as possible to especially initiate and nurture students' motivation. More fruitful learning can occur in classes of learners who are engaged in the classroom practices and have sufficient motivation levels to expend the necessary effort and persist in spite of failures.

Task-related Motivational Strategies

Teachers play a special role in generating and protecting students' motivation. The strategies related to tasks which teachers use during these two stages have great impact on the involvement of students in the learning process. Through the use of task-related strategies, teachers can create motivational conditions for learning (Dörnyei, 2001b).

The recent emphasis on communicative language teaching has led to an investigation of communicative classroom activities or “tasks” as an important tool for motivating students (Littlewood, 1981). Dörnyei (2003) states that tasks are “discrete learning units of situated learning behavior” (p. 139). In this sense, tasks are important sources of information about student motivation as they provide teachers with specific learner actions and should be investigated.

There are various definitions of tasks that exist in the literature (e.g., see Nunan, 1989). In Williams and Burden’s (1997) definition, as it is in a number of definitions related to tasks in the literature, tasks are described as “a forum within which meaningful interaction between two or more participants can take place through the ensuing exchange and negotiation of meanings that learners’ knowledge of the language system develops” (p. 168). Because tasks provide students with an opportunity to interact and to negotiate meaning, the use of tasks is crucial in language classrooms. The focus is on the exchange of meaning in task-based teaching; instead of practicing the language forms, students use the language as a tool to communicate in information gap activities (Lee, 2000). When tasks are used in teaching, students are likely to have higher levels of motivation because they require students to solve problems, which arouses curiosity and requires being challenged (van Lier, 1996). Egbert (2003) also points out the importance of using tasks in language classrooms for student motivation as they provide students with an opportunity to experience flow. There are a number of motivational strategies that have developed from the study of using meaningful tasks in foreign language classrooms (Brophy, 1998; Dörnyei, 2001b; Williams & Burden, 1997). These strategies can be grouped as the strategies related to the presentation of the tasks, nature of tasks, tasks related to students’ needs and interests, and the level of tasks.

The first group of task-related motivational strategies is related to the presentation of tasks. There are a number of aspects teachers should take into consideration in order to cater to their students' motivation while presenting tasks, such as providing students with guidance, clarity, variety, choice and purpose during the presentation of tasks (Brophy, 1998; Dörnyei, 2001b; Williams & Burden, 1997). First of all, teachers should provide their students with the necessary guidance they need to accomplish the task. By giving clear instructions and stating the purpose of tasks, teachers should explain the requirements of tasks to students so that students can carry out the tasks. Teachers can also promote students' engagement by using a variety of tasks and providing students with choice. When there is variety in the instruction and students have volition in their actions, students experience higher levels of motivation (Brown, 2001; Glasser, 1986; van Lier, 1996).

Teachers can also use the nature of the tasks they are presenting as a motivational power to create a pleasant learning atmosphere. Perceiving the learning context as enjoyable, students become active participants of the learning process (Csikszentmihalyi, 1997; Raffini, 1996). In order to create classroom environments which foster learning, teachers should take different characteristics of tasks into account related to tasks' being authentic, unexpected, game-like and communicative. As authentic and communicative tasks provide learners with real-life language use and opportunities to communicate, they are considered motivational (Brophy, 1998; Dörnyei, 2001b; Williams & Burden, 1997). Such tasks enable learners to see the relevance between the learning process and their personal goals. Also, students can develop a sense of relatedness through communicative tasks. Tasks that arouse curiosity have positive influence as well, because human beings are curious by their nature and like exploring (Brophy, 1998; Deci & Ryan, 1985b; Dörnyei, 2001b;

Williams & Burden, 1997; van Lier, 1996). Teachers should also use tasks that include an element of joy. Game-like competitions can provoke student enjoyment. Teachers should provide an enjoyable learning situation to students by including competition and humor in tasks (Dörnyei, 2001b).

While presenting tasks, teachers should address students' needs and interests. Teachers can design their courses in a way that students will deem relevant by using tasks that address students' needs and interests (Assor, Kaplan, & Roth, 2002). Two basic components of intrinsic motivation include using tasks to address students' needs and interests and making tasks fun (Brown, 2001; van Lier, 1996). In order to increase students' intrinsic motivation, teachers should also arouse interest in the carefully chosen tasks, which are relevant to learners' needs.

Finally, the levels of the classroom tasks teachers use are of crucial importance to student motivation. As Csikszentmihalyi (1997) states, there should be a balance between learner skills and the challenge tasks offer. Students are likely to give up when they encounter tasks that are beyond their current abilities and knowledge (Bandura, 1997; Brophy, 1998; Deci & Ryan, 1985b; Dörnyei, 2001a; Dörnyei, 2001b; Williams & Burden, 1997). As a result, teachers should provide students with manageable tasks. Optimally challenging tasks, which are neither too easy nor too difficult, should be incorporated in the lesson plans in order to help students to set their own goals while learning and evaluate the outcomes of their performances. Such tasks will promote students' self-efficacy and feelings of competence; thus, students will have minimum levels of anxiety in completing tasks and will engage in the learning process with realistic learner beliefs (Brophy, 1998; Csikszentmihalyi, 1997; Dörnyei, 2001b; Williams & Burden, 1997).

Conclusion

Motivation is a central concept in language learning classrooms (Brown, 2000; Brown, 2001; Cook, 1991; Dörnyei & Csizer, 1998; Dörnyei, 2001a; Dörnyei, 2001b; Dörnyei, 2003; Oxford & Shearin, 1996; Skehan, 1989; Ushioda, 1996). In order to create classrooms where effective learning takes place, learners should be involved in the learning process and engage in classroom activities. Effective learning, in this sense, requires effective teaching. Motivating students can be considered one of the most crucial elements of effective teaching. Only effective teachers can enhance their students' motivation and foster their learning.

Motivational strategies are teachers' motivational power. Through the use of a number of motivational strategies, teachers can have an impact on their students' motivation (Dörnyei, 2001b; Wlodkowski, 1999). The strategies teachers use to motivate their students are context-specific. Because each learning context is unique, there is not a list of magic strategies that enhance learner motivation. However, some strategies, such as those related to the use of classroom tasks, can be beneficial in increasing students' motivation in every learning situation.

Classroom tasks are important motivational tools for teachers. Teachers can enhance their students' motivation levels by considering the different aspects of tasks. Tasks which address students' needs and interests, include competition and fun, and provide students with an opportunity to interact using the real-life language have positive influence on student motivation. Teachers can also increase their students' motivation by providing them with clear instructions and guidance while presenting the tasks. Teachers should also pay special attention to use a variety of tasks that students are likely to find interesting to prevent boredom in the classroom and give choices to students. Tasks being presented should also be manageable and

match students' level and competence. If tasks are too challenging and beyond their abilities, students can easily be demotivated.

Teachers can design motivating lessons when they use tasks that foster students' involvement. In order to identify the tasks that encourage student learning, students' perceptions as well as teacher perceptions about the use of tasks should be explored. With empirical research on tasks as motivational tools, teachers can have a deeper understanding of the characteristics of tasks that have positive influence on student motivation. Having identified student perceptions, teachers can select, adapt or develop materials that will promote student engagement.



CHAPTER III: METHODOLOGY

Introduction

This survey study investigates teachers' and students' perceptions of teachers' task-related motivational strategy use and students' motivation levels. Because motivation is central in language learning, teachers' effective use of strategies to motivate students and their impact on student motivation is of great importance in teaching. The study aims at addressing the following research questions:

1. What are AUSFL teachers' perceptions of their use of task-related motivational strategies in the classroom?
2. What are AUSFL students' perceptions of their teachers' use of task-related motivational strategies in the classroom?
3. How do the perceptions of prep-school teachers and students at AUSFL about teachers' use of task-related motivational strategies in the classroom relate?
4. How do AUSFL teachers' and students' perceptions of students' motivation levels compare?
5. How do AUSFL teachers' perceptions of students' motivation levels relate to their task-related motivational strategy use?
6. How do AUSFL students' perceptions of their motivation levels relate to perceptions of teachers' task-related motivational strategy use?

This chapter will provide information about the participants of the study, the instruments used to obtain data, the data collection procedure, and the data analysis strategies.

Participants

Nineteen instructors and three hundred eleven students of the School of Foreign Languages at Anadolu University participated in the pilot and main study. The questionnaires for teachers, which included six-point Likert scale type questions, were piloted in March, 2004, with 5 teachers working at Anadolu University School of Foreign Languages. The student questionnaires were piloted with 50 students, 10 students from each of the levels represented by the five teachers.

Questionnaires were administered to 14 randomly chosen teachers who were teaching different courses at elementary, lower-intermediate, intermediate, upper-intermediate, and advanced levels in order to identify the relationship between teachers' motivational strategy use and students' proficiency levels. Three teachers from each of the lower levels were randomly chosen; the two teachers from the advanced level not included in the pilot also participated in the main study. The random sample included four reading, four grammar, four listening and two writing instructors teaching at different proficiency levels. In total, fourteen teachers were given questionnaires. One of the advanced level teachers (T11) and his class (C11) were excluded from the statistical analyses as only seven students from this class filled in the questionnaire. Therefore, only thirteen teachers' and their classes' responses were used in the analyses.

Two hundred sixty-one students from elementary, lower-intermediate, intermediate, upper-intermediate and advanced levels were administered questionnaires for the main study. The students, who were being taught by the

randomly chosen teachers, were included in the study to identify the relationship between students' proficiency levels and motivation. The students who participated in the pilot study were not administered questionnaires in the actual study.

Questionnaires were administered to 13 teachers and 13 questionnaires were returned, for a return rate of 100%. The instructors participating in the study ranged from 23 to 46 years old and had experience from 1 to 5 years to more than 20 years. The bulk of experience has been at Anadolu University for most of the teachers. Only 7 participants had degrees higher than BA/BS. One of the teachers has attended a certificate program about English language teaching at Hacettepe University. Details about the background of teachers can be seen in Table 2.



Table 2

Background Information About Teachers

Age	Below 25	25-30	31-35	36-40	41-45	Above 45
Number of Teachers	1	8	0	3	0	1
Total Years of Teaching Experience	Less than 1 year	1-5	6-10	11-15	16-20	Above 20
Number of Teachers	0	8	1	2	1	1
Qualifications in Teaching	BA/BS	MA	PhD	Certificate		
Number of Teachers	6	7	0	1		
Other settings where they have taught	Public/State School	Private College	University	Nowhere else		
Number of Teachers	3	2	0	8		
Teaching Experience at Anadolu University	Less than 1 year	1-3	4-6	Above 6		
Number of Teachers	0	2	9	2		

Two hundred sixty-one questionnaires, which were administered to 261 students, were returned, for a return rate of 100%. The questionnaires were given to prep-school students from 41 different departments; that is, they had different language needs and purposes to learn English. Students, most of who graduated from state schools and anatolian high schools, had different educational backgrounds. Details of the background information of the students can be seen in Table 3.

Table 3

Background Information About Students

Educational Background	State High School	Anatolian High School	Vocational High School	Private High School	Other
Number of Students	97	84	20	16	44
Proficiency Level	Elementary	Lower-intermediate	Intermediate	Upper-intermediate	Advanced
Number of Students	47	55	69	68	22
Departments	Communication Sciences	Tourism and Hotel Management	Industrial Design	ELT	Fine Arts
Number of Students	34	20	3	5	15
	Engineering	Biology	Chemistry	Physics	Civil Aviation
Number of Students	60	18	8	3	17
	Mathematics	Statistics	Turkish Literature	Archeology	Sociology
Number of Students	6	7	12	7	4
	History	History of Arts	Interior Design	Architecture	Recreation
Number of Students	3	3	3	3	1
	Management	Economy	Teaching of Computer Technology	Fashion Design	
Number of Students	8	12	2	2	

Instruments

Questionnaires were used for this study as data collection instruments.

Questionnaires were chosen to gather data as they give the researchers an

opportunity to collect a large amount of information with a large population in a very short time (Dörnyei, 2002a). Teachers and students were administered different versions of the same questionnaire. The results of the Cronbach Alpha analysis indicated a coefficient of 0.87 for the second part of the questionnaire and 0.79 for the third part of the questionnaire.

The questionnaire (see Appendix A) administered to the instructors consisted of three parts. The purpose of the first part was to solicit personal information about the teachers. In this part, the participants were required to give information about age, total years of experience in teaching, qualifications in teaching, other settings they have worked at, and years of experience in Anadolu University.

The second part of the questionnaire consisted of 17 items regarding teachers' task-related motivational strategy use. Fourteen items in this part were based on an unpublished master's thesis (Yücel, 2003). The researcher added three additional items, Q2, Q10, and Q12, to the second part of the questionnaire. These questions drew on the literature on self-determination and self-efficacy, and specifically addressed the issues of giving choice, using manageable tasks, and adjusting the difficulty level of the instructional tasks, all crucial motivational strategies related to tasks.

Likert scale type questions were used in the questionnaire. Participants were asked to choose from among 6 responses ranging from strongly disagree to strongly agree. Responses from this part of the questionnaire addressed the first and third research questions, teachers' perceptions about their task-related motivational strategy use and the comparison of teacher and student perceptions about teachers' task-related motivational strategy use.

In the third part of the questionnaire, five questions solicited information about teachers' perceptions of their students' motivational levels. There were five six-point Likert scale type questions in this part, for which the teacher was expected to provide a response for each student in the classroom. Participants were asked to choose a response ranging from strongly disagree to strongly agree to indicate how accurately each phrase described individual students. These items were based on the literature on motivation (Crookes & Schmidt, 1991; Dörnyei, 2001a; Dörnyei, 2001b; Brophy, 1998). The data collected in this part were intended to answer the fourth and fifth research questions, the comparison of teacher and student perceptions of students' motivation levels and the correlation between teachers' perceptions of their students' motivation levels and their strategy use.

The student questionnaire (see Appendix B), which was in Turkish, consisted of three parts. The first part solicited data about students' age, sex, educational background, proficiency levels, and departments. The second part was intended to gather data about students' perceptions of their teachers' task-related motivational strategy use in order to answer the second and third research questions. The items included in this part were identical with the items in the teacher questionnaire. The students were asked to select from six possible Likert scale responses, ranging from strongly disagree to strongly agree. In the third part, items were meant to collect data about students' perceptions of their own motivational levels; identical items were included in the teacher and student questionnaire. Students self-rated themselves in terms of their motivational levels in this section. Students were asked to consider the specific courses whose teachers were included in the study while filling in the questionnaire. Students' responses to the questions in this section of the questionnaire were also used to relate teacher and student perceptions about students'

motivation levels (research question four) and the correlation between students' perceptions of their own motivation levels and teachers' use of task-related motivational strategies (research question six).

Data Collection Procedures

The questionnaires were piloted on March, 12, 2004 with five teachers who work at Anadolu University and with 50 students from AUSFL to assure clarity and reliability after asking permission from the School of Foreign Languages. The pilot study was carried out in the targeted institution to ensure that it would solicit accurate information in the research setting. Participants for the actual study were randomly chosen after excluding the teachers that participated in the pilot study. In order to avoid language problems, the student questionnaire was translated into Turkish by the researcher with the assistance of two experienced university TEFL instructors. Based on the feedback from the piloting of the questionnaire, ambiguous wording was revised.

The questionnaires were delivered to the 14 teachers at AUSFL on March 26, 2004 and were collected on March, 31, 2004 in order to give teachers time to complete the task. The questionnaires were administered to the teachers in the third week of the second term with the aim of providing teachers with an opportunity to have observed students in terms of their motivational levels. Teachers were not asked to put their names on the questionnaire, but a coding system was used to match teachers' with their classes. All fourteen questionnaires were returned.

The questionnaires were also given to two hundred sixty-eight students on March, 26, 2004. The researcher herself administered the questionnaires in order to ensure students anonymity, as the items in the second part of the questionnaire were related to teachers' motivational strategy use and asked students to identify their

teacher. The students were not asked to put their and their teachers' names on the questionnaire. The students were also informed that their teachers would not see their responses and their answers would be kept confidential. The researcher informed the students that their participation was voluntary. Questionnaires were filled out in the students' classroom the same day. To protect the students' identity, a coding system was used while administering the questionnaires for the purpose of matching the data obtained about teachers' and students' perceptions. Because only seven students completed the questionnaire for class 11, these questionnaires along with the corresponding teacher 11 questionnaire were excluded from the analysis to maintain the robustness of the statistical analyses. Therefore, the analyses is based upon thirteen teachers' and two hundred sixty-one students' responses.

Data Analysis

The Statistical Packages for Social Sciences (10.0) were used to analyze the data gathered through questionnaires including Likert scale type questions. The items on the second part of the questionnaire were clustered into four thematically related groups according to the factor analysis results which was run after conducting the pilot study. Although the actual study did not indicate a high correlation, the analysis of the study was presented according to these groups. The following table presents the groupings of the items on the second part of the questionnaire (Table 4).

Table 4

The Grouping Of Questions About Teachers' Task-related Motivational Strategy Use

Presentation of tasks	Q1, Q10, Q14, Q15, Q17
Nature of tasks	Q4, Q5, Q9, Q13
Tasks related to student interests and needs	Q3, Q7, Q11, Q16
Level of tasks	Q2, Q6, Q8, Q12

Frequencies and independent samples *t*-tests were employed to analyze the data about teachers' and students' perceptions of teachers' motivational strategy use, Part B from the questionnaire. Kendall's T was computed to identify the correlation between teacher and student means for their responses about teachers' task-related motivational strategy use. For Part C, paired samples *t*-tests were employed to identify the correlation between teachers' and students' perceptions of students' motivational levels. Kendall's T was also computed to identify the correlation between teachers' perceptions of their task-related strategy use (Part B) and students' motivation levels (Part C). In addition, the correlation between students' perceptions of their own motivation levels (Part C) and teachers' task-related strategy use (Part C) was analyzed Kendall's T.

The purpose of using frequencies was to identify the difference between teachers' and students' responses for the questions in Part B. Independent samples *t*-test was used to compare teacher and student means of the questions related to teachers' task-related motivational strategy use. Independent samples *t*-test was computed because the two independent groups -- teachers and students -- were involved in the study (Brown, 1988). Paired samples *t*-tests were intended to compare teachers' perceptions about their students' motivation levels with the classes they were teaching (Brown, 1988). The questions whose means were calculated in order to be used in paired *t*-test analysis were questions that were common to both questionnaires. After ranking both the teachers and students according to their means of the questions in the second and third parts of the questionnaire, Kendall's T was computed to identify the correlation between teacher and student responses about teachers' strategy use and to correlate teacher and student perceptions of teachers' strategy use with students' motivation levels.

Because there were ties among participants' means, Kendall's T was chosen as a more sensitive analysis of correlation (Brown, 1988).

Conclusion

This chapter presented information about the participants, the instruments used to gather data, the data collection and data analysis procedures. The fourth chapter will provide detailed information about data analysis procedures.



CHAPTER IV: ANALYSIS OF THE DATA

Introduction

This survey study investigated teacher and student perceptions of teachers' motivational strategy use related to tasks. Data about teachers' and students' perceptions of students' motivation levels were also gathered. The relation between teachers' and students' perceptions of students' motivation levels and teachers' strategy use was explored.

Questionnaires were used as the source of data. Different versions of the same questionnaire were delivered to teachers and students. The first section of the questionnaires, Part A, solicited information about background information of teachers and students. The items in the second section, Part B, were about teachers' motivational strategy use. The last section, Part C, of the questionnaires included items to gather information about teachers' and students' perceptions of students' motivation levels.

The results of the study were analyzed statistically. Frequencies were computed for teacher and student responses about teachers' motivational strategy use from Part B of the questionnaire. In order to compare teacher and student perceptions of teachers' motivational strategy use, independent samples *t*-test was used.

Kendall's T was computed to identify the correlation between teacher and student means for the Part B. A paired samples *t*-test was computed to compare teachers' perceptions of their students' motivation levels with students' perceptions of their

own motivation levels class by class from Part C. The correlation between teacher and student perceptions of Part B and Part C was computed through Kendall's T.

The results of the questionnaires will be analyzed under five sections below. In the first section, data about teacher and student perceptions of teachers' strategy use are presented. Analysis of the questions is discussed in groups, including questions that were used to measure similar aspects of task-related strategy use (see Table 4). The second section focuses on the results of the comparison of teacher and student perceptions from Part B. In the third section, results of the paired *t*-test are presented to show the relationship between teacher and student perceptions of students' motivational levels. The purpose of the fourth section is to provide information about the correlation between teachers' perceptions about the items in Part B and Part C. In the fifth section, the results of the analysis related to the correlation between students' perceptions about the items in Part B and Part C are presented.

Teachers' And Students' Perceptions of Teachers' Task-related Motivational Strategy Use

The questions in Part B were meant to investigate the motivational strategy use of teachers related to tasks. There were 17 Likert scale type questions in this part. The questions used a six-point scale ranging from strongly agree to strongly disagree, with a value of 1 to 6 assigned to each point in the scale. Items in this part of the questionnaire were ranked according to the calculated means of teacher and student means for each question. Frequencies were also computed for each question. Also, independent samples *t*-tests and Kendall's T were computed to identify the relation between teacher and student perceptions of teachers' task-related motivational

strategy use. The results of the analyses will be presented according to the groupings of the questions (see Table 4).

Questions designed to investigate information about teachers' tasks-related strategy use were clustered around several issues related to different aspects of tasks. The first group included questions related to teachers' providing guidance (Q1), choice (Q10), variety (Q14), clear instructions (Q15) and purpose (Q17) while presenting tasks. Questions in the second group asked about the nature of tasks, including their authenticity (Q4), being unexpected (Q5), competitive nature (Q9), and communicative nature (Q13). Questions in group 3 were meant to gather information about whether the teacher considered students' needs (Q3) and interests (Q7), (Q16) in designing tasks and used tasks that include fun (Q11). A fourth group of questions was related to the level of tasks, including teacher adjustment of the difficulty level of tasks to students' levels (Q2) and providing students with challenging (Q6) and manageable tasks (Q12) which do not exceed students' competence (Q8).

In Table 5 the ranking of the task-related strategies based upon their mean scores are presented with information about the groupings of the questions.

Table 5

Ranking Of The Strategies According To Teachers' Perceptions Of Their Task-related Motivational Strategy Use

R	Question Type	Motivational Strategy	M
1	P	Q14 Using a variety of tasks	5.62
2	IN	Q11 Using tasks that allow students to have fun	5.00
3	IN	Q16 Considering students' interests rather than tests	5.00
4	P	Q17 Stating the purpose of tasks	5.00
5	P	Q1 Providing guidance in the completion of tasks	4.69
6	L	Q12 Using manageable tasks	4.69
7	N	Q9 Using game-like competitions	4.46
8	N	Q5 Using unexpected tasks	4.38
9	L	Q2 Adjusting the difficulty level of tasks	4.31
10	N	Q4 Using authentic tasks	4.15
11	P	Q10 Giving students choices while presenting tasks	4.15
12	L	Q6 Using tasks of optimal challenge	4.08
13	N	Q13 Using communicative tasks	3.92
14	P	Q15 Giving clear instructions for tasks	3.92
15	IN	Q7 Using interesting tasks	3.85
16	L	Q8 Using tasks that do not exceed students' competence	3.85
17	IN	Q3 Considering students' needs rather than tests	3.69

Note. R: rank; P: presentation of tasks; N: nature of tasks; L: level of tasks; IN: tasks related to students' interests and needs; M: mean

Teachers rated themselves above the mathematical cut point (3.50) in using all the task-related motivational strategies. The highest means (5.62 and 5.00) were on the strategies related to using presentation of tasks and considering students' needs and interests rather than tests while presenting tasks. Teacher responses indicated that teachers believed they used a variety of tasks in their classrooms (Q14), including fun tasks (Q11). Teachers also reported positive perceptions about considering students' interests rather than tests (Q16) and stating the purpose of every task (Q17). Teacher responses about the strategies related to using communicative tasks (Q13), giving clear instructions (Q15), using tasks that are interesting (Q7) and at the appropriate difficulty level (Q8), and considering students' needs rather than tests (Q3), on the other hand, indicated markedly lower. In general, however, teachers reported that they used all the strategies.

In examining the table, it should be noted that the means for the questions related to the presentation of tasks were high. Three of the five most highly rated strategies (Q14, Q17, Q1) were presentation of task strategies. Two of the three lowest means (Q7, Q3) were related to considering students' needs and interests in presenting tasks.

The means of student responses indicated difference in teacher and student perceptions about teachers' task-related strategy use. Table 6 presents the ranking of the task-related strategies according to the means of student responses.

Table 6

Ranking Of The Strategies According To Students' Perceptions Of Teachers' Task-related Motivational Strategy Use

R	Question Type	Motivational Strategy	M
1	P	Q1 Providing guidance in the completion of tasks	4.75
2	L	Q6 Using tasks of optimal challenge	4.23
3	L	Q12 Using manageable tasks	4.23
4	L	Q2 Adjusting the difficulty level of tasks	4.11
5	P	Q17 Stating the purpose of tasks	4.07
6	P	Q15 Giving clear instructions for tasks	4.03
7	N	Q13 Using communicative tasks	4.01
8	P	Q10 Giving students choices while presenting tasks	3.93
9	IN	Q3 Considering students' needs rather than tests	3.88
10	L	Q8 Using tasks that do not exceed students' competence	3.82
11	P	Q14 Using a variety of tasks	3.76
12	IN	Q11 Using tasks that allow students to have fun	3.65
13	IN	Q7 Using interesting tasks	3.48
14	N	Q9 Using game-like competitions	3.38
15	N	Q4 Using authentic tasks	3.27
16	N	Q5 Using unexpected tasks	3.24
17	IN	Q16 Considering students' interests rather than tests	2.90

Note. R: rank; P: presentation of tasks; N: nature of tasks; L: level of tasks;
IN: tasks related to students' interests and needs; M: mean

In general, the means for all the strategies reported by students were lower than teachers reported. For Q1, providing guidance for tasks, the mean was 4.75, considerably lower than 5.62 for Q14, using a variety of tasks, the highest rated strategy on the teacher questionnaire (see Table 6). The lowest strategy, Q16,

considering students' interests rather than tests, was also much lower (2.90) than the lowest rated strategy (Q3, considering students' needs rather than tests) for teachers (also see Table 6).

Students' means were highest for the strategies related to the presentation and level of tasks. The means for the strategies about providing guidance (Q1), using tasks of optimal challenge (Q6), using manageable tasks (Q12), and adjusting the difficulty level of tasks (Q2) indicated the most positive perceptions. However, students reported negative perceptions about the strategies related to the nature of tasks and tasks related to students' needs and interests (Q11, Q7, Q9, Q4, Q5, Q16).

Teacher and student perceptions of the strategies indicated very different rankings. In fact, none of the strategies were ranked in the same order by the teachers and students. In Table 7, the correlation between the means of teacher and student responses about teachers' task-related strategy use is presented.

Table 7

The Correlation Between Teachers' And Students' Perceptions Of Teachers' Task-related Motivational Strategy Use

Variable	Students' Perceptions Of Teachers' Task-related Strategy Use	Significance
Teachers' Perceptions Of Their Task-related Strategy Use	-.015	.93

Note. T: Kendall's tau_b

Kendall's T analysis indicated a negative negligible correlation between teacher and student means for the questions about teachers task-related motivational strategy use with a significance value of .93. This suggested that teachers' and students' perceptions about the strategies teachers used were very different.

Frequencies were also used to analyze the questions about teachers' task-related strategy use. In Table 8 frequencies for teacher (T) and student (S) responses for each question (Q) about the presentation of tasks are presented.

Table 8

Teacher And Student Perceptions Of Teachers' Presentation Of Tasks

Questions	P	SD		D		SLD		PA		A		SA	
		F	P	F	P	F	P	F	P	F	P	F	P
Q1	T	0	0	0	0	0	0	0	0	6	46.2	7	53.8
	S	9	3.5	5	1.9	13	5.0	51	19.7	118	45.6	63	24.3
Q10	T	0	0	1	7.7	2	15.4	2	15.4	6	46.2	2	15.4
	S	19	7.4	40	15.6	27	10.5	62	24.1	72	28.0	37	14.4
Q14	T	0	0	1	7.7	3	23.1	6	46.2	2	15.4	1	7.7
	S	12	4.6	49	18.8	41	15.8	71	27.3	62	23.8	25	9.6
Q15	T	0	0	0	0	0	0	0	0	5	38.5	8	61.5
	S	8	3.2	32	12.7	31	12.3	81	32.1	74	29.4	26	10.3
Q17	T	0	0	0	0	1	7.7	3	23.1	4	30.8	5	38.5
	S	12	4.6	35	13.4	35	13.4	59	22.6	80	30.7	40	15.3

Note. P: participants; T: teacher; S: student; F: frequency; P: percentage; SD: strongly disagree; D: disagree; SLD: slightly disagree; PA: partly agree; A: agree; SA: strongly agree; Q1: providing guidance for tasks; Q10: giving choice to students; Q14: offering a variety of tasks; Q15: giving clear instructions; Q17: stating the purpose of tasks

Teacher and student responses indicated differences between teacher and student perceptions of teachers' presentation of tasks in the classroom. All of the teachers reported that they provided students with guidance while presenting tasks (Q1). While mostly positive, about 10% of student responses disagreed with this statement. Seventy-seven percent of teachers indicated that they gave choice to students while presenting tasks (Q10). About the same percentage as teachers (34%) students also disagreed with this statement. Although teachers claimed that they provided students with choice, they did not claim to use various tasks in their classrooms (Q14). Only 23% of the teachers strongly agreed or agreed with this statement. Students were even clearer about this, with 24% disagreeing or strongly disagreeing and less than 10% strongly agreeing. Teachers had positive perceptions about giving clear instructions (Q15), with all teachers agreeing that they gave clear instructions. Students, the recipients of the instructions, were less positive. Only about 40% agreed or strongly agreed with the characterization, while 15% disagreed. Most teachers (70%) agreed that they stated the purpose of tasks they use in the classroom (Q17), with students agreeing though less enthusiastically (46%).

The second group of questions is about the nature of tasks teachers use. There are four questions in this group, which are related to teachers' using tasks that are authentic, unexpected, game-like, and communicative. In Table 9, detailed information about teacher and student perceptions related to the nature of tasks is presented.

Table 9

Teacher And Student Perceptions About The Nature Of Tasks

Questions	P	SD		D		SLD		PA		A		SA	
		F	P	F	P	F	P	F	P	F	P	F	P
Q4	T	1	7.7	1	7.7	1	7.7	8	61.5	2	15.4	0	0
	S	42	16.2	55	21.2	37	14.3	62	23.9	43	16.6	20	7.7
Q5	T	0	0	1	7.7	1	7.7	7	53.8	3	23.1	1	7.7
	S	37	14.5	59	23.1	43	16.9	55	21.6	43	16.9	18	7.1
Q9	T	1	7.7	2	15.4	2	15.4	2	15.4	5	38.5	1	7.7
	S	45	17.5	48	18.7	25	9.7	66	25.7	49	19.1	24	9.3
Q13	T	0	0	0	0	2	15.4	4	30.8	3	23.1	4	30.8
	S	19	7.4	36	14.0	27	10.5	51	19.8	91	35.3	34	13.2

Note. P: participants; T: teacher; S: student; frequency; P: percentage; SD: strongly disagree; D: disagree; SLD: slightly disagree; PA: partly agree; A: agree; SA: strongly agree; Q4: using authentic tasks; Q5: using unexpected tasks; Q9: using game-like competitions; Q13: using communicative tasks

Teacher and student responses revealed differences in their perceptions about the nature of classroom tasks. While a majority of the teachers (77%) reported they used authentic tasks (Q4), only 48% of the students reported positive perceptions about teachers' using tasks that prepare them for real-life language use. For the use of unexpected tasks to raise curiosity in the classroom (Q5), teachers rated themselves very high. Eighty-four percent of teachers claimed they raised curiosity by introducing unexpected tasks. Only 46 % of students reported that such tasks were used by their teachers. Teachers and students had similar perceptions about the use of game-like competitions (Q9). About 60% of teachers and students reported positive perceptions, with teachers mostly agreeing and students partly agreeing. Teacher and student responses revealed different perceptions about teachers' using tasks that

allowed interaction (Q13). Compared to teachers, more students (32%) disagreed with this statement.

The questions included in group 3 were about teachers' use of tasks related to students' needs and interests. There were four questions in this group, which aimed to gather information about teacher and student perceptions about teachers' considering student needs and interests while presenting tasks. In Table 10 below, frequencies of teacher and student responses for each question are provided.

Table 10

Teacher And Student Perceptions About Tasks Related To Students' Interests And Needs

Questions	P	SD		D		SLD		PA		A		SA	
		F	P	F	P	F	P	F	P	F	P	F	P
Q3	T	1	7.7	0	0	2	15.4	4	30.8	3	23.1	3	23.1
	S	21	8.1	34	13.1	28	10.8	81	31.3	63	24.3	32	12.4
Q7	T	0	0	1	7.7	2	15.4	6	46.2	3	23.1	1	7.7
	S	23	8.9	53	20.5	40	15.4	82	31.7	42	16.2	19	7.3
Q11	T	1	7.7	0	0	2	15.4	4	30.8	5	38.5	1	7.7
	S	31	11.9	45	17.3	30	11.5	67	25.8	51	19.6	36	13.8
Q16	T	1	7.7	0	0	3	23.1	4	30.8	5	38.5	0	0
	S	55	21.2	72	27.8	38	14.7	46	17.8	34	13.1	14	5.4

Note. P: participants; T: teacher; S: student; F: frequency; P: percentage; SD: strongly disagree; D: disagree; SLD: slightly disagree; PA: partly agree; A: agree; SA: strongly agree; Q3: considering students' needs; Q7: using interesting tasks; Q11: using fun tasks; Q16: considering students' interests

Teacher and student responses for the questions about tasks related to students' interest and needs revealed similar perceptions only for Q3. Both teachers and students reported that teachers considered students' needs rather than tests while presenting tasks. Teachers rated their strategy use high on the questions related to the use of interesting tasks (Q7) and tasks that allow students to have fun (Q11), with 77%, while almost half of the students reported negative perceptions. Responses for Q16 indicated the biggest discrepancy between teacher and student perceptions about teachers' considering their students' needs. Most of the teachers (69%) claimed that

rather than tests they considered their students' interests. Students (64%) reported negative claims about this statement.

The last group of questions is related to the level of tasks teachers use in their classrooms. The four questions in this group are about teachers' adjusting the difficulty level of tasks according to students' levels and providing students with manageable tasks and tasks of optimal challenge, which do not exceed students' competence. Table 11 presents information about teacher and student perceptions related to the level of tasks teachers use.

Table 11

Teacher And Student Perceptions About The Level Of Tasks

Question	P	SD		D		SLD		PA		A		SA	
		F	P	F	P	F	P	F	P	F	P	F	P
Q2	T	0	0	1	7.7	0	0	4	30.8	5	38.5	3	23.1
	S	10	3.9	34	13.2	27	10.5	64	24.8	92	35.7	31	12.0
Q6	T	0	0	1	7.7	1	7.7	3	23.1	8	61.5	0	0
	S	6	2.3	24	9.4	32	12.5	64	25.0	102	39.8	28	10.9
Q8	T	1	7.7	1	7.7	1	7.7	6	46.2	4	30.8	0	0
	S	19	7.4	37	14.5	37	14.5	65	25.4	73	28.5	25	9.8
Q12	T	0	0	0	0	0	0	3	23.1	7	53.8	3	23.1
	S	5	1.9	13	5.1	41	16.0	80	31.1	94	36.6	24	9.3

Note. P: participants; T: teacher; S: student; F: frequency; P: percentage; SD: strongly disagree; D: disagree; SLD: slightly disagree; PA: partly agree; A: agree; SA: strongly agree; Q2: adjusting the difficulty level of tasks; Q6: using tasks of optimal challenge; Q8: using tasks not exceeding students' competence; Q12: using manageable tasks

The perceptions about the questions in group 4 were similar except questions 2 and 12. Almost all of the teachers reported that they adjusted the difficulty level of the tasks to their students' levels (Q2). However, 27% of the students disagreed with this item. Teacher and student responses for the question related to teachers' using manageable tasks indicated difference (Q12), as well. All of the teachers claimed to use manageable tasks, but only 78% of students reported that they were provided with tasks they could manage to perform. In the questions related to the use of tasks that were challenging enough for students (Q6) and did not exceed students'

competence (Q8), teachers and students reflected slightly different perceptions. The majority of teachers and students, over 60%, agreed that teachers used tasks of optimal challenge in order to enable students to perform in the tasks. Teacher perceptions about the use of tasks that were challenging enough for their students indicated more positive perceptions than the use of tasks that do not exceed students' competence.

Comparison of Teachers' and Students' Perceptions of Teachers'

Motivational Strategy Use

In this section, teacher and student perceptions of teachers' task-related motivational strategy use will be compared. Independent samples *t*-test was computed to compare teacher and student perceptions. Teacher responses showed that they had positive perceptions about their own motivational strategy use. Students, on the other hand, generally had more negative perceptions compared to teachers. The results indicated either significant or highly significant differences between teacher and student perceptions about teachers' motivational strategy use for questions 4, 5, 9, 11, 14, 16 and 17. The *t*-test results for each group of questions will be discussed separately according to the clusters of the items (see Table 4). Table 12 presents the *t*-test results for the questions related to the presentation of tasks.

Table 12

The Comparison Of Teacher And Student Perceptions Of Teachers' Presentation Of Tasks

Question	Questionnaire Type	N	M	sd	t
Q1 Providing guidance for tasks	Student	259	4.75	1.14	0.17
	Teacher	13	4.69	1.10	
Q10 Giving choice to students	Student	257	3.93	1.50	-0.52
	Teacher	13	4.15	1.28	
Q14 Offering a variety of tasks	Student	260	3.76	1.37	-11.30**
	Teacher	13	5.62	0.50	
Q15 Giving clear instructions	Student	252	4.03	1.27	0.28
	Teacher	13	3.92	1.18	
Q17 Stating the purpose of tasks	Student	261	4.07	1.41	-2.32*
	Teacher	13	5.00	1.00	

Note. N: number of participants; M: mean; sd: standard deviation; t: t-test result
 $p < .05$ ** $p < .01$

There were close matches between teacher and student responses for the question regarding the guidance teachers provide, giving choices to students, and giving clear instructions while presenting tasks. Teacher and student perceptions about the use of a variety of tasks, however, differed greatly at a level that indicates a very high significance. A majority of teachers claimed that they presented a variety of tasks to their students, but students did not perceive variety in the classroom tasks their teachers presented. Teachers and students had different perceptions about teachers' stating the purpose of tasks, as well. Students indicated that they perceived teachers did not state the purpose of tasks. For three questions where student and teacher responses were similar, on two of the questions: providing guidance and giving clear instructions students reported slightly more positive perceptions. Both of the items were about the presentation of tasks.

Teacher and student responses on questions related to the nature of tasks indicated significant differences. Table 13 presents information about the comparison of teacher and students perceptions about the nature of tasks.

Table 13

The Comparison Of Teacher And Student Perceptions About The Nature Of Tasks

Question	Questionnaire Type	N	M	Sd	t
Q4 Using authentic tasks	Student	259	3.27	1.54	-3.05*
	Teacher	13	4.15	0.98	
Q5 Using unexpected tasks	Student	255	3.24	1.51	-4.03*
	Teacher	13	4.38	0.96	
Q9 Using game-like competitions	Student	257	3.38	1.61	-3.11*
	Teacher	13	4.46	1.19	
Q13 Using communicative tasks	Student	258	4.01	1.48	0.29
	Teacher	13	3.92	1.03	

Note. N: number of participants; M: mean; sd: standard deviation; t: t-test result

*p < .05

Students reported slightly higher perceptions about teachers' use of communicative tasks than teachers. They believed tasks used in their classrooms allowed them to interact with each other. However, in terms of tasks' preparing them for real-life applications and being unexpected and competitive, students' responses were significantly lower. Students did not perceive the tasks their teachers used as authentic, arousing curiosity, and game-like.

The third group of questions was related to tasks' being interesting for students and addressing their needs. In Table 14, the comparison between teacher and student perceptions about tasks addressing students' needs and interests is presented.

Table 14

The Comparison Of Teacher And Student Perceptions About Tasks Related To Students' Interests And Needs

Question	Questionnaire Type	N	M	Sd	t
Q3 Considering students' needs	Student	259	3,88	1.44	0.45
	Teacher	13	3.69	1.10	
Q7 Using interesting tasks	Student	259	3.48	1.40	-0.92
	Teacher	13	3.85	1.21	
Q11 Using tasks that include fun	Student	260	3.65	1.58	-6.13**
	Teacher	13	5.00	0.70	
Q16 Considering students' interests	Student	259	2.90	1.52	-7.16**
	Teacher	13	5.00	1.00	

Note. N: number of participants; M: mean; sd: standard deviation; t: t-test result

** $p < .01$

There was not a significant difference between teacher and student perceptions of teachers' strategy use in questions 3 and 7. Teacher and student responses for the questions about teachers' use of tasks that involve fun and are interesting for students show very significant differences, with Q16 indicating the most significant difference. Teachers' claims revealed high self-perceptions about the use of interesting tasks and tasks that include fun, but students reported lower perceptions than teachers. Most teachers claimed to consider students' interests over tests in preparing lessons and activities; however, students did not report similar perceptions with their teachers. In other words, students did not believe that their teachers considered their interests rather than tests while presenting tasks.

The last group of questions is related to the level of tasks. The questions in this group are about the difficulty level and optimal challenge of tasks. Teachers and students were also asked to provide their perceptions about tasks' being manageable and not exceeding students' competence. Table 15 presents details about the comparison of teacher and student perceptions for the questions covered in this group.

Table 15

The Comparison Of Teacher And Student Perceptions About The Level Of Tasks

Question	Questionnaire Type	N	M	sd	t
Q2 Adjusting the difficulty level of tasks	Student	258	4.11	1.34	0.50
	Teacher	13	4.31	1.43	
Q6 Using tasks of optimal challenge	Student	256	4.23	1.22	0.45
	Teacher	13	4.08	1.03	
Q8 Using tasks not exceeding students' competence	Student	256	3.82	1.42	0.05
	Teacher	13	3.85	1.51	
Q12 Using manageable tasks	Student	257	4.23	1.10	1.45
	Teacher	13	4.69	1.10	

Note. N: number of participants; M: mean; sd: standard deviation; t: t-test result

Teachers and students reported very similar perceptions about the questions related to the level of tasks teachers present. There were no significant differences between teacher and student responses. All means are above the cut point, that is, both teachers and students have positive perceptions about the level of tasks used in the classrooms. This may be related to the materials that teachers use for their courses. The materials may be perceived appropriate for the proficiency level of students.

Teachers' And Their Classes' Perceptions of Students' Motivation Levels

The questions in the second part of the questionnaire aimed to investigate students' levels of motivation. In order to compare teacher and student perceptions of students' motivation levels, paired *t*-test was used. The five questions in this part were considered an overall indicator of student motivation because all the items covered a different aspect of motivation. Mean scores for the five items were calculated for each class and for each teacher. Teacher means were compared to the classes' means which they were teaching. Table 16 presents information about teacher and student perceptions class by class. The means of the teacher (T)

responses for the motivation levels of students are compared to the means of the responses of students in the class (C) the teacher taught.

Table 16

Teacher And Student Perceptions Of Students' Motivation Levels

Participants	N	M	Sd	t
T1	14	4.41	2.01	1.73
C1	14	3.62	1.20	
T2	18	4.51	0.72	3.43*
C2	18	3.45	0.91	
T3	17	3.97	1.10	-0.31
C3	17	4.08	0.97	
T4	22	4.46	1.14	3.70*
C4	22	3.71	1.13	
T5	23	3.93	1.41	-1.12
C5	23	4.20	0.71	
T6	24	3.98	1.60	2.28*
C6	24	3.15	1.28	
T7	19	4.32	1.50	2.97*
C7	19	3.37	0.81	
T8	14	4.85	1.12	1.28
C8	14	4.45	0.65	
T9	20	4.09	1.32	2.85*
C9	20	3.38	1.00	
T10	22	4.78	0.79	5.80**
C10	22	3.57	0.88	
T12	22	5.02	0.77	3.72*
C12	22	4.13	0.82	
T13	23	3.74	1.61	1.14
C13	23	3.39	1.08	
T14	23	4.34	1.31	3.32*
C14	23	3.30	1.02	

Note. N: number of participants; M: mean; sd: standard deviation; t: t-test

* $p < .05$ ** $p < .01$

Most of the teachers rated their students' motivation levels higher than their students rated their own motivation. Only six classes rated their motivation level below the cut point. However, none of the teachers rated their students' motivation levels below the mid point. Eleven teachers reported higher motivation levels for their students. The responses of Teacher 10 and students in Class 10 were significantly different, with the teacher judging students' motivation to be much

higher. Teachers 2, 4, 6, 7, 9, 12, and 14 reported their students' motivation levels considerably higher than their students as well. Teachers 3 and 5 reported lower perceptions of their students' motivation levels. Class 8 reported the highest levels of motivation with a mean of 4.45. Class 6 reported the lowest mean for their motivation level, which was 3.15. For eight classes, C2, C4, C6, C7, C9, C10, C12, and C14, there was a significant difference between the teacher's and students' perceptions of students' motivation levels.

Correlation Between Teachers' Perceptions Of Their Students' Motivation Levels And Their Task-related Motivational Strategy Use

After calculating the means of teachers' responses for their task-related motivational strategy use and the responses for the five questions to rate each students' motivation, teachers were ranked from the highest to the lowest on their perceptions about their task-related strategy use and their students' motivation levels. Because there were ties in the means calculated, Kendall's T was computed to examine the correlation between the rankings of teachers according to their perceptions of their strategy use and their students' motivation levels. Table 17 provides information about the ranking of teachers based on their responses for Part B and Part C.

Table 17

Ranking Of Teachers According To Their Responses For Part B And Part C

Rank	Teachers' Motivational Strategy Use	M	Students' Motivation Levels	M
1	T8	5.06	T12	5.03
2	T9	4.88	T8	4.86
3	T14	4.82	T10	4.78
4	T1	4.70	T2	4.51
5	T10	4.65	T4	4.46
6	T7	4.65	T1	4.41
7	T5	4.65	T14	4.35
8	T4	4.41	T7	4.33
9	T3	4.35	T9	4.09
10	T12	4.29	T3	3.98
11	T2	4.06	T6	3.98
12	T13	3.76	T5	3.94
13	T6	3.30	T13	3.75

Note. M: mean

As seen in the table, teachers' perceptions of their motivational strategy use and their students' motivational levels were very different. If an overall correlation between teachers' perceptions of the second and third part of the questionnaire is calculated (Table 18), it is not surprising that it shows a very low correlation (.20).

Table 18

The Correlation Between Teachers' Perceptions Of Their Task-related Motivational Strategy Use And Their Students' Motivation Levels

Variable	Teachers' Perceptions of Their Students' Motivation Levels	Significance
Teachers' Perceptions Of Their Motivational Strategy Use	0.20	0.32

Note. T: Kendall's tau_b

The correlation of the ranking according to the responses teachers provided for part B and part C revealed a non-significant correlation, indicating that teachers' perceptions of their students' motivation did not highly correlate with their strategy use. Teacher responses indicated that they tended not to consider their students' motivation levels while using motivational strategies.

Correlation Between Students' Perceptions Of Their Motivation Levels And Their Teachers' Task-related Motivational Strategy Use

The means of the responses students reported for their teachers' motivational strategy use and their own motivation levels were calculated in order to rank classes.

Table 19 shows the ranking of classes according to the means of their responses.

Table 19

Ranking Of Students In Classes According To Their Responses For Part B and Part C

Rank	Teachers' Motivational Strategy Use	M	Students' Motivation Levels	M
1	C8	4.35	C8	4.46
2	C5	4.32	C5	4.20
3	C10	4.12	C12	4.14
4	C1	4.05	C3	4.08
5	C3	4.00	C4	3.72
6	C7	3.95	C1	3.63
7	C12	3.95	C10	3.57
8	C6	3.66	C2	3.45
9	C13	3.65	C13	3.39
10	C14	3.60	C9	3.38
11	C4	3.50	C7	3.37
12	C9	3.40	C14	3.30
13	C2	3.03	C6	3.15

Note. M: mean

As the table indicates, although all the classes did not have close matches between their perceptions of teachers' strategy use and their motivation, classes 5, 8, and 13 had exact matches. This means there is a correlation between the students' perceptions of their teachers' task-related motivational strategy use and students' motivation levels. Table 20 presents the correlation between student perceptions of Part B and Part C.

Table 20

The Correlation Between Students' Perceptions Of Their Motivation Levels And Their Teachers' Task-related Motivational Strategy Use

Variable	Students' Perceptions of Their Motivation Levels	Significance
Students' Perceptions Of Their Teachers' Motivational Strategy Use	0.38	0.06

Note. T: Kendall's tau_b

While some classes seemed to be closely correlated, others C7 and C4 for example, were not. The Kendall's T value of .38 indicated that overall-students' responses about their perceptions of part B and part C have a low level of correlation, though much stronger than that seen in the teachers' responses.

Summary

This chapter presented the findings of the analysis of the data using statistical measurements. The findings reflected information related to teacher and student perceptions of teachers' strategy use and students' motivation levels. The findings also indicated the relation between both teachers' and students' perceptions of teachers' strategy use and students' motivation levels.

The findings showed that teachers and students had different perceptions about teachers' strategy use. The results indicated that teacher and student perceptions related to the questions about tasks' being interesting and including fun were highly significantly different. Teacher and students perceptions on the questions related to teachers' using authentic, unexpected, and game-like competitive tasks were significantly different, as well. The other two questions, on which teachers and students reported different perceptions, were teachers' using a variety of tasks and stating the purpose of every task that is presented. In almost all cases, teachers

viewed their use of motivational strategies much more positively than did their students.

In addition, the findings revealed that teachers reported their perceptions of students' motivation levels higher than the students. Only two of the teachers reported their students' motivation levels lower than their students. Kendall's T analysis indicated that there is a low correlation between teachers' perceptions of their students' motivation and their strategy use. The relationship between students' perceptions of their own motivation levels and their perceptions of their teachers' strategy use is correlated.



CHAPTER V: CONCLUSION

Overview of the Study

This study explored teacher and student perceptions of teachers' task-related motivational strategy use and students' motivational levels. The study also investigated the correlation between teacher and student perceptions of teachers' strategy use and students' motivation levels. Questionnaires were used to collect data for the study.

The study involved both the perspectives of teachers and students, because learning is a mutual process and what teachers and students bring to the process is important (Csikszentmihalyi, 1997; Hedge, 2000). In addition, there is no indication that any study on teachers' and students' perceptions of task-related motivational strategies and their relation to student motivation has been conducted. The findings of this study therefore can contribute to the literature by pointing out the importance of tasks as classroom motivational tools for teachers.

The findings of this study shed light on the following issues:

- Teachers' perceptions of their task-related motivational strategy use;
- Students' perceptions' of their teachers' task-related motivational strategy use;
- The relation between teachers' and students' perceptions of teachers' task-related motivational strategy use;
- The comparison of teachers' perceptions about their students' motivation levels with their students' perceptions;

- The correlation between teachers' perceptions of their task-related motivational strategy use and their students' motivation levels; and
- The correlation between students' perceptions of their teachers' task-related motivational strategy use and their motivation levels.

In this chapter, discussion of the findings of the study, pedagogical implications, limitations of the study, and suggestions for further research will be presented.

Discussion of the Results

The findings of the study will be discussed in different sections based on the research questions of the study. In the first section, teachers' perceived use of task-related motivational strategies will be presented and the comparison of teacher and student perceptions of teachers' strategy use will be discussed. In the second section, the results regarding students' perceived motivation levels will be discussed. The last section will provide a discussion of the correlations between teachers' perceptions of their strategy use and their students' motivation levels and students' perceptions of their motivation levels and teachers' strategy use.

Teachers' Perceived Use Of Task-related Motivational Strategies

Teacher responses revealed that teachers believed they used almost all of the task-related motivational strategies asked about in the questionnaire in their classrooms. The findings here replicate the findings of Yücel's (2003) study, where teachers also claimed that they used a broad range of task-related strategies. The results of the two studies revealed that teachers reported high perceptions about their use the strategies related to stating the purpose of tasks and providing guidance. The

responses teachers provided in this study also indicated that teachers perceived tasks as motivational tools consistent with the literature (Ames, 1992; Beglar & Hunt, 2002; Dörnyei, 2001b; Dörnyei, 2002; Egbert, 2003; Littlewood, 1981).

The study did find, however, that all of the strategies were not used equally by teachers. The strategies that teachers reported using the most were related to using a variety of tasks (Q14), using tasks that included elements of fun (Q11), considering students' interests rather than tests (Q16), and stating the purpose of tasks (Q17). The high ratings of these strategies suggest that teachers deemed these strategies more important in increasing student motivation. Also, contextual factors may have influenced teachers' specific use of these strategies as strategy use is situation-specific (Dörnyei, 2001b).

Teachers reported the lowest responses for the strategies related to giving clear instructions (Q15), using interesting tasks (Q7), using tasks that do not exceed students' competence (Q8), and considering students' needs rather than tests (Q3). Prep-school students are grouped according to their proficiency levels, not according to their departments. However, students in the same classes have very different levels of language proficiency and competence. Because the classrooms are crowded perhaps the teachers may have not been able to identify their students' language levels and competence. This may also have made it more difficult for the teachers to address students' needs and interests while presenting tasks. Also, teachers may have not been able to identify the individual students' needs and interests because of the contextual constraints, such as the rigid curriculum and the proficiency exam which students take at the end of the year (Pelletier, Legault, Levesque, 2002). Teachers may have struggled to identify students' levels, needs, interests, and competences;

therefore, they may have used the average students' levels, needs, interests, and competences as the basis for designing their lessons and presenting their tasks.

In comparing the most frequently used strategies with those reported as least frequently used, a couple of interesting observations can be made. The strategies which teachers reported they used include broad and general techniques, including strategies most of which are related to the presentation of tasks. These motivational strategies may have been perceived by the teachers as easier to implement than the others and adaptable to a broader range of classes. The characteristics of the strategies which were reported to be used the least are not as clear, as strategies from all four groups were among the lowest rated strategies.

Students reported different perceptions about teachers' task-related motivational strategy use. Perhaps students interpreted the questions related to teachers strategy use differently from the teachers. Students ranked the strategies related to presentation and level of tasks highest. Students did not perceive the classroom tasks their teachers used interesting, competitive, authentic, and unexpected. The correlation between teacher and student perceptions about teachers' task-related motivational strategy use indicated a negative correlation as none of the strategies teachers used were ranked in the same order. This suggests that teacher and learner agendas are different (Nunan, 1995, as cited in Benson, 2001). Perhaps teachers and students deemed different strategies important. Also, teachers may have experienced high levels of self-efficacy in using tasks in their classrooms and had positive perceptions about their task-related strategy use.

The strategies on which teacher and student perceptions indicated a very high level of significance were about presenting the tasks and using tasks addressing students' needs and interests. Teacher and student perceptions were significantly

different on the strategies related to the nature of tasks, with lower student means. On the strategies related to the level of tasks, teacher and student means did not indicate significance. Students perceived tasks their teachers' used appropriate for their levels and abilities. The reason may be that materials are selected according to the proficiency levels of students in School of Foreign Languages.

On seven of the items teachers and students differed significantly in their perceptions. Teachers and students reported different perceptions on the questions related to teachers' using a variety of tasks (Q14), stating the purpose of tasks (Q17), using authentic (Q4), unexpected (Q5), competitive (Q9), and fun tasks (Q11), and considering students' interests over tests (Q16).

Teacher and student responses differed most significantly for questions 11, 14, and 16. Q11 and Q16 were about the use of tasks related to students' interests and needs. Q14 was about the presentation of tasks. Teachers claimed that they used a variety of tasks in their classrooms (Q14). However, student means indicated much lower perceptions about teachers' use of a variety of tasks. For teachers' use of fun tasks (Q11), students reported lower perceptions. On the other hand, teachers rated themselves considerably high on the use of fun tasks in their classrooms. Teachers also reported very high perceptions about considering students' interests rather than tests (Q16), but student means suggested that they did not believe teachers considered their interests over tests. For the question about teachers' stating the purpose of tasks (Q17), students again reported lower perceptions. Students also reported more negative perceptions about the questions related to tasks' being authentic (Q4), unexpected (Q5), and competitive (Q9) compared to teachers.

In trying to understand these important differences, there are a number of possible explanations. Teachers may have not been able to use the strategies because

of the time constraints and the contextual limitations, such as the pressure to prepare students for the final exam. Because of the tight schedule, teachers may have used the strategies they considered more important or easiest to implement. On the other hand, student expectations may have been different from their teachers. They may have rated their teachers lower on the use of strategies, which they expected or wished to be used more frequently or perhaps they did not have adequate information about task-related strategy use.

Students' Perceived Motivation Levels

As with the use of strategies, most of the teachers rated their students' motivation higher than their students did. There were significant differences between the means of teachers' and students' responses. In general, teachers reported positive perceptions about their students' motivation.

Only two teachers out of thirteen rated their students' motivation lower than the students. Teachers may have perceived their students' motivation high because they believed they used most of the task-related motivational strategies. Also, when teachers perceive their students' motivation high, teachers are more likely to experience flow and intrinsic motivation (Csikszentmihalyi, 1997), that is, they experience high levels of motivation as well. Judging their students motivated, perhaps the teachers could feel more enthusiastic while teaching. However, teachers should develop realistic beliefs about the motivation levels their students have in order to design their courses in a more motivating way.

Students' perceptions of their own motivation levels were lower when compared to the teachers. Perhaps students perceive themselves lowly motivated because the program is compulsory and students do not have choice in learning English. The findings of the study replicate Noels, Pelletier, Clement, and

Vallerand's (2000) study about motivational orientations and self-determination. Students' rating may reflect the lack of control they feel over their educational decisions. The lack of self-determination in learning English often has a negative influence on motivation (Deci & Ryan, 1985a; Deci & Ryan, 1985b; Noels, Clement, & Pelletier, 1999; Ryan & Deci, 2000). The study also replicates the importance of teachers on student motivation (Noels, 2003).

The results replicate the findings of the study conducted to examine the teacher and student perceptions of student motivation related to mathematics as well (Givvin, Stipek, Salmon, & MacGyvers, 1999). The study indicated that the teachers (observers) and students (actors) had significantly different judgments about student motivation. The "actors" tended to rate their motivation levels lower than the "observers". The reason for this discrepancy may be that teachers wrongly interpret their students' motivation level based on their observations. Another possible contributor to the discrepancies between teacher and student perceptions about students' motivation levels may be that motivation is dynamic and changes from day to day (Dörnyei, 2001b). Teachers may have made a global assessment of students' motivation while students' responses may represent a time-specific perspective.

The Correlation Between Teachers' Perceptions Of Their Task-related Motivational Strategy Use and Their Students' Motivation Levels

Teachers reported they used most of the task-related motivational strategies. However, the responses teachers provided for their students' motivation levels did not indicate a high correlation between their perceptions of strategy use and students' motivation levels (see Table 19).

Teachers used task-related motivational strategies generically regardless of their students' motivation levels. Teachers who had lower means for their students' motivation levels but higher means for their strategy use seemed to address their

students' motivation levels by using more strategies in order to enhance their motivation. Some of the teachers reported higher perceptions about their students' motivation levels, but they had lower perceptions about their strategy use.

Perhaps these teachers felt that they did not need to make use of motivational strategies because their students' motivation levels were already high.

The Correlation Between Students' Perceptions Of Their Motivation Levels and Teachers' Task-related Motivational Strategy Use

Students' perceptions of their teachers' strategy use and their motivation levels were different than the perceptions of teachers. Compared to teachers' perceptions, students in general rated their own motivation and teachers' strategy use lower. Perhaps students perceived teachers as important for their motivation. Students' perceptions of their teachers' strategy use were lower than the teachers'; this may have influenced their motivation to learn as well. This also suggests that teachers did not perceive students as important as students perceived teachers. Teachers while designing their courses did not seem to consider their students' motivation levels. In other words, they used tasks generically.

This low correlation between students' perceptions of their motivation levels and their teachers' strategy use does not support the expected results. Perhaps other influential factors, such as the language, courses, materials used, teaching hours, and the assessment system had important influences on students' motivation, which overshadowed strategy use in the classroom (Dörnyei, 2001b). Also, the strategies students were asked to rate considering their teachers were only about tasks. It is also possible that students believed their teachers used these task-related strategies ineffectively.

Pedagogical Implications

The results of the survey revealed that teachers and students at Anadolu University School of Foreign Languages had different perceptions of teachers' strategy use and students' motivation levels. The differences revealed how different teacher and student perceptions were in line with the findings of Givvin, Stipek, Salmon, and McGyvers (2001).

The findings of this study can be taken into consideration in the materials selection and development process, which is a part of the curriculum renewal project at AUSFL. Teachers may wish to reexamine their teaching so that they can develop new task-related motivational strategies based on the strategies that were underutilized. Students' perceptions should be taken into consideration while designing lessons and selecting tasks. Also, changes should be made in the assessment system as the present assessment system do not allow teachers to consider their students' needs and interests over tests while presenting tasks.

Teachers' reluctance to use these strategies, however, may suggest the need for extensive training to familiarize them with and help build skills in using the motivational techniques to address learners who have different learning styles. In addition, other state universities, as they have similar student profiles, can make use of the findings of this study. In line with the findings of the study, teachers working at preparatory schools can be trained about the motivational aspects of tasks.

Limitations of the Study

The study was conducted with 13 teachers and the students they were teaching. In order not to increase the number of students, the researcher included only the teachers whose students were in the study. However, the number of teachers was not adequate to make generalizations about the teachers' strategy use in Anadolu

University School of Foreign Languages. If more teachers had been involved, a better general picture of teachers' task-related motivational strategy use in the prep-school could have been drawn.

Another limitation of the study is that only quantitative data collection instruments were used. Because of the time constraints and the large sample size of students, no qualitative data were gathered. Interviews may have been conducted with some of the teachers and students to explore the reasons for their responses and the problems of student motivation, especially regarding aspects not addressed by the questionnaires.

The last limitation of the study concerns the items in the third part of the questionnaire. The items in this part were considered an overall indicator of motivation and were treated as a whole. The researcher did not include more items in this section so as not to overwhelm the teachers who were asked to provide a response for these items for each student in the classroom. The number of the items in this part of the questionnaire could have been increased to have a better assessment of students' motivation.

Suggestions for Further Research

This survey study investigated teacher and students perceptions of teachers' task-related motivational strategy use and students' motivation levels through questionnaires. The findings of the study replicated the findings of Yücel's (2003) study, which suggests other issues related to teachers' task-related motivational strategy use should be explored. Further research can be done on the grouping of questions about teachers' task-related motivational strategy use to examine the predictive ability of these clusters.

Classroom observations could also be done to explore teachers' actual use of strategies and students' motivation levels. Observation logs could be used to compare teachers' reported strategy use with teachers' actual classroom practices, as a way to provide insights about the immediate learning contexts.

Teachers could also be asked to write reflection journals about their use of task-related motivational strategies after each lesson. These journals could be compared with the observer's notes to explore the actual strategies the teacher used. Students could be asked to keep diaries considering the tasks their teachers presented as well. They could be asked to reflect on their beliefs and thoughts about the influence on their motivation of tasks their teachers used. In this way, a list of the perceived motivational characteristics of tasks could be created.

An experimental study might also be conducted with two or more classes in order to investigate the influence of tasks on students' motivation levels. In order to examine what aspects of tasks have an impact on students' motivation, students' experience of flow could be explored through the use of various language learning tasks, similar to the study conducted by Egbert (2003). Students could be asked which aspects of the tasks they deemed more important for their motivation. Also, other factors that are believed to have influence on students' motivation should be explored.

Teachers and the classrooms as the immediate learning contexts have a great impact on student motivation and involvement in the learning process (Assor, Kaplan, & Roth, 2002; Benson, 2001; Brophy, 1998; Brown, 2000; Brown, 2001; Crookes, 2003; Dörnyei, 2001b; Noels, Clement, Pelletier, 1999; van Lier, 1996; Wentzel, 1999; Williams & Burden, 1997). Therefore, classroom-based research should be conducted in order to examine the concept of motivation. Motivation is

situation specific and to have a more education-friendly view of motivation, the influence of the teacher and the immediate learning contexts should be explored. This would provide educators with valuable information about their weaknesses and strengths in their teaching, as student ratings is one of the most important ways to measure effective teaching. Because students are major stakeholders in the teaching and learning process, institutions should provide them with an opportunity to express their perceptions, beliefs, and ideas about the teaching and learning processes through school-wide surveys.

Conclusion

This study shed light on teacher and student perceptions of teachers' task-related motivational strategy use and students' motivation levels. The findings revealed differences between teacher and student perceptions, which suggested that both teachers' and students' judgments should be explored to design more fruitful teaching and learning processes. In order to accomplish effective teaching, teachers should take their students' motivation levels and perceptions of their teaching practices into account.

Motivation is at the heart of language learning and teachers are an important source of motivation. Through enlisting students' and teachers' perceptions about task-related strategies and motivation, improvements in language programs can be made. Action research may have an important role to play in addressing this important area of task-related motivation. Teachers should consider exploring which strategies their students in their classrooms deem most important for their motivation. They can then use this knowledge to develop tasks and utilize task strategies that are likely to have the greatest impact on their students' motivation.

Materials that include tasks students consider motivational can also be selected or developed.



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APPENDICES
APPENDIX A
MOTIVATION SURVEY

This questionnaire is designed to investigate the perceptions of English teachers who work at Anadolu University, School of Foreign Languages about their teaching and their students' motivational levels. Please do not put your name on the questionnaire. All the information will remain confidential and will be used for this study. Your participation in this study is voluntary, and there will be no consequences for not participating. Your completion of the questionnaire is assumed to grant permission to use your answers for this study.

If you have any questions or concerns about this study, please feel free to contact with me or my thesis advisor. Thank you for your contribution.

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Part A- Personal Information

Please put a check (✓) in appropriate boxes and provide necessary information below.

1. Age

☐ below 25 ☐ 25-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 45+

2. Total years of teaching experience

☐ less than one year ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20+

3. Qualifications

	Field	Date of Graduation
☐ B.A/B.S	-----	-----
☐ M.A	-----	-----
☐ Ph.D.	-----	-----

☐ Certificate/Diploma Programs (please specify):

4. Other settings where you have taught. You may choose more than one option.

- ☐ ☐ Public/State school
☐ Private college
☐ University

5. How long have you been teaching at Anadolu University, School of Foreign Languages?

☐ Less than 1 year ☐ 1-3 years ☐ 4-6 years ☐ 6+

Part B- Information About Your Classroom

Think about your teaching while reading the statements below. Respond by indicating (**with a √**) what you **actually** do in class, not what you think you **should** do. Please choose only one for each item.

Strongly Disagree: **SD**

Disagree: **D**

Slightly Disagree: **SLD**

Partly Agree: **PA**

Agree: **A**

Strongly Agree: **SA**

No	Item	SD	D	SLD	PA	A	SA
1.	I provide guidance about how to complete tasks for my students.						
2.	I adjust the difficulty level of tasks to my students' abilities.						
3.	I consider my students' needs rather than tests while presenting tasks.						
4.	I use authentic tasks (tasks that prepare learners for real life applications).						
5.	I raise my students' curiosity by introducing unexpected tasks.						
6.	I make tasks challenging enough for my students.						
7.	I use tasks that are interesting for my students.						
8.	I use tasks that do not exceed my students' competence.						
9.	I use game-like competitions in the classroom.						
10.	I give choices to my students while presenting tasks.						
11.	I use tasks that allow my students to have fun in the classroom.						
12.	I use tasks that are manageable for my students.						
13.	I use tasks that allow students to interact with each other.						
14.	I use a variety of tasks in class.						
15.	I give clear instructions for tasks to my students.						
16.	I consider my students' interests rather than tests while presenting tasks.						
17.	I state the purpose of every task.						

Part C- Information About Your Students

Think about the students in your classroom while reading the statements below. For each of your students indicate the degree to which the statements describe the student by marking a (✓) in the appropriate place. Please mark only one (✓) for each item and student.

Strongly Disagree: **SD**
Partly Agree: **PA**

Disagree: **D**
Agree: **A**

Slightly Disagree: **SLD**
Strongly Agree: **SA**

Student No: 1
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 2
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 3
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 4
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 5
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 6
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 7
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 8
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 9
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 10
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 11
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 12
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 13
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 14
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 15
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 16
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 17
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 18
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 19
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 20
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 21
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 22
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 23
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 24
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 25
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 26
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 27
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 28
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 29
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 30
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 31
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the Lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 32
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

Student No: 33
Name/Surname:

No	Item	SD	D	SLD	PA	A	SA
1.	The student is alert during the class time.						
2.	The student demonstrates poor concentration in the lessons.						
3.	The student is enthusiastic while completing tasks.						
4.	The student actively engages in the tasks that I present.						
5.	The student volunteers to participate in class.						

☺ Thank you for your contribution ☺

APPENDIX B

MOTİVASYON ANKETİ

Bu çalışma Anadolu Üniversitesi Yabancı Diller Yüksekokulu Hazırlık sınıfı öğretmen ve öğrencilerinin öğrencilerin motivasyon düzeyleri ve öğretmenlerinin motive edici strateji kullanımıyla ilgili algılamalarını belirlemek üzere hazırlanmıştır. Lütfen ankete adınızı yazmayınız. Yanıtlarınız sadece bu araştırmada ve bilimsel amaçlarla kullanılacaktır. Bu çalışmaya katılmanız isteğiniz dahilindedir ve vermiş olduğunuz cevapların çalışmada kullanılmasını kabul ettiğiniz anlamına gelmektedir. Yanıtsız soru bırakmamanızı diler, anketteki sorulara cevap verdiğiniz için teşekkür ederim.

Bu çalışma ile ilgili sorularınızı bana veya tez danışmanıma aşağıdaki adreslerden ulaşarak sorabilirsiniz.

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BÖLÜM A- Kişisel Bilgiler: Lütfen aşağıdaki soruları cevaplayınız.

1. Yaşınız: -----

2. Cinsiyetiniz:

☐ Bayan ☐ Bay

3. Mezun olduğunuz lise:

☐ Devlet lisesi ☐ Meslek lisesi

☐ Anadolu lisesi ☐ Özel lise

☐ Diğer (lütfen belirtiniz). -----

4. Dil seviyeniz:

☐ Başlangıç (Elementary)

☐ Orta düzey altı (Lower-intermediate)

☐ Orta düzey (Intermediate)

☐ Orta düzey üstü (Upper-intermediate)

☐ İleri (Advanced)

5. Bölümünüz: -----

BÖLÜM B- Öğretmeninizle İlgili Bilgiler

Lütfen aşağıdaki cümleleri okurken öğretmeninizin derslerde kullanmasını istediğiniz aktiviteleri **değil** kullandığı aktiviteleri göz önünde bulundurunuz. Her bir cümle için **tek** cevap veriniz ve cevabınızı (✓) ile işaretleyiniz. Lütfen cevapsız soru bırakmayınız.

Kesinlikle Katılmıyorum
Kısmen Katılıyorum

Katılmıyorum
Katılıyorum

Kısmen Katılmıyorum
Tamamen Katılıyorum

No	Item	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1.	Öğretmen aktivitelerin nasıl tamamlanacağı konusunda öğrencilere rehberlik sağlar.						
2.	Öğretmen aktivitelerin zorluk derecesini bizim yeteneklerimize göre ayarlar.						
3.	Öğretmen aktiviteleri sunarken sınavlardan çok öğrencilerin ihtiyaçlarını göz önünde bulundurur.						
4.	Öğretmen sınıfta öğrencileri gerçek hayata hazırlayan aktiviteler kullanır.						
5.	Öğretmen beklenmedik aktiviteler sunarak öğrencilerde merak uyandırır.						
6.	Öğretmen öğrencilerin yapabileceği güçlükte aktiviteler verir.						
7.	Öğretmen öğrenciler için ilginç olan aktiviteler kullanır.						
8.	Öğretmen öğrencilerin yeteneğini aşmayan aktiviteler kullanır.						
9.	Öğretmen sınıfta oyun benzeri yarışmalar düzenler.						
10.	Öğretmen aktiviteleri verirken öğrencilere seçenek sunar.						
11.	Öğretmen sınıfta öğrencilerin eğlenmesine olanak sağlayan aktiviteler kullanır.						
12.	Öğretmen öğrencilerin üstesinden gelebileceği aktiviteler kullanır.						
13.	Öğretmen öğrencilerin birbirleriyle iletişim kurmalarına olanak sağlayan aktiviteler kullanır.						
14.	Öğretmen aktivitelerde çeşitlilik sunar.						
15.	Öğretmen öğrencilere aktiviteler için açık yönergeler verir.						
16.	Öğretmen aktiviteleri sunarken sınavlardan çok öğrencilerin ilgi alanlarını göz önünde bulundurur.						
17.	Öğretmen her aktivitenin amacını açıklar.						

BÖLÜM C- Sizinle İlgili Bilgiler

Bu bölümdeki soruları cevaplarken derslerde sergilediğiniz motivasyon düzeylerini göz önünde bulundurunuz. Her cümle için cevabınızı (✓) ile belirtiniz. Lütfen her bir cümle için **tek** bir cevap veriniz ve cevapsız soru bırakmayınız.

Kesinlikle katılmıyorum
Kısmen Katılıyorum

Katılmıyorum
Katılıyorum

Kısmen Katılmıyorum
Tamamen Katılıyorum

No	Item	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1.	Ders boyunca pür dikkat dinlerim.						
2.	Derslerde düşük bir konsantrasyon sergilerim.						
3.	Aktiviteleri istekli bir şekilde tamamlarım.						
4.	Öğretmenin sunduğu aktivitelere aktif bir şekilde katılırım.						
5.	Derslere gönüllü olarak katılırım.						

☺ Teşekkür Ederim ☺

APPENDIX C MOTİVASYON ANKETİ

Bu anket Anadolu Üniversitesi Yabancı Diller Yüksek Okulu'nda çalışan İngilizce okutmanlarının kendi öğretmenlikleri ve öğrencilerinin motivasyon düzeyleri ile ilgili algılamalarını araştırmak için hazırlanmıştır. Lütfen ankete adınızı yazmayınız. Yanıtlarınız gizli tutulacak ve sadece bu araştırma için kullanılacaktır. Bu çalışmaya katılımınız gönüllü olup katılmamanız hiçbir sonuç doğurmayacaktır. Anketin tamamlamanız vermiş olduğunuz cevapların bu çalışma için kullanımını kabul ettiğiniz anlamına gelmektedir.

Çalışmayla ilgili sorularınız varsa lütfen bana veya tez danışmanıma ulaşın. Katkınız için teşekkür ederim.

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Tel: 312 290 27 46
trimble@bilkent.edu.tr

Bölüm A- Kişisel Bilgiler: Lütfen cevaplarınız için uygun kutucuğu (✓) ile işaretleyiniz.

1. Yaş

☐ 25 altı ☐ 25-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 45+

2. Öğretmenlik tecrübesi

☐ bir yıldan az ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20 +

3. Eğitim

	Mezuniyet Alanı	Mezuniyet Yılı
☐ Üniversite	-----	-----
☐ Yüksek Lisans	-----	-----
☐ Doktora	-----	-----
☐ Sertifika/Diploma Programları (lütfen belirtiniz):		

4. Öğretmenlik yaptığınız diğer kurumlar. Birden fazla seçenek işaretleyebilirsiniz

☐ Devlet Lisesi
☐ Özel okul
☐ Üniversite

5. Anadolu Üniversitesi Yabancı Diller Yüksekokulu'nda ne zamandır çalışıyorsunuz?

☐ Bir yıldan az ☐ 1-3 yıl ☐ 4-6 yıl ☐ 6+

Bölüm B- Sınıfınızla İlgili Bilgiler

Aşağıdaki cümleleri okurken lütfen derslerinizi düşününüz. Derslerde ne yaptığınızı -ne yapmanız gerekliğini değil- (✓) ile işaretleyiniz. Lütfen her soru için tek cevap veriniz.

Tamamen Katılıyorum: SD
Kısmen Katılıyorum: PA

Katılmıyorum: D
Katılıyorum: A

Kısmen Katılmıyorum: SLD
Tamamen Katılıyorum : SA

No	İtem	SD	D	SLD	PA	A	SA
1.	Aktivitelerin nasıl tamamlanacağı konusunda öğrencilere rehberlik sağlarım.						
2.	Aktivitelerin zorluk derecesini öğrencilerimin yeteneklerine göre ayarlarım.						
3.	Aktiviteleri sunarken sınavlardan çok öğrencilerin ihtiyaçlarını göz önünde bulundururum.						
4.	Sınıfta öğrencileri gerçek hayata hazırlayan aktiviteler kullanırım.						
5.	Beklenmedik aktiviteler sunarak öğrencilerde merak uyandırırım.						
6.	Öğrencilerin yapabileceği güçlükte aktiviteler veririm.						
7.	Öğrenciler için ilginç olan aktiviteler kullanırım.						
8.	Öğrencilerimin yeteneğini aşmayan aktiviteler kullanırım.						
9.	Sınıfta oyun benzeri yarışmalar düzenlerim.						
10.	Aktiviteleri verirken öğrencilere seçenekler sunarım.						
11.	Sınıfta öğrencilerin eğlenmesine olanak sağlayan aktiviteler kullanırım.						
12.	Öğrencilerimin üstesinden gelebileceği aktiviteler kullanırım.						
13.	Öğrencilerin birbirleriyle iletişim kurmalarına olanak sağlayan aktiviteler kullanırım.						
14.	Aktivitelerde çeşitlilik sunarım.						
15.	Öğrencilerime aktiviteler için açık yönergeler veririm.						
16.	Aktiviteleri sunarken sınavlardan çok öğrencilerin ilgi alanlarını göz önünde bulundururum.						
17.	Her aktivitenin amacını açıklarım.						

Bölüm C- Öğrencilerinizle İlgili Bilgiler

Aşağıdaki cümleleri okurken lütfen sınıfınızdaki öğrencileri düşününüz. Lütfen soruları her öğrenci için aşağıdaki cümlelere göre uygun kutucuğa (✓) işareti koyarak cevaplayınız. Lütfen her soru ve öğrenci için **tek** cevap veriniz.

Tamamen Katılıyorum: **SD** Katılmıyorum: **D** Kısmen Katılmıyorum: **SLD**
Kısmen Katılıyorum: **PA** Katılıyorum: **A** Tamamen Katılıyorum: **SA**

Öğrenci No: 1
Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 2
Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 3
Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 4
Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 5
Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 6
Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 7
Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 8

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 9

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 10

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 11

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 12

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 13

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 14

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 15

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 16
Adı/Soyadı:

No	Item	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 17
Adı/Soyadı:

No	Item	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 18
Adı/Soyadı:

No	Item	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 19
Adı/Soyadı:

No	Item	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 20

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 21

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 22

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 23

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 24

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 25

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 26

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 27

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 28

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 29

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 30

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 31

Adı/Soyadı:

No	İtem	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 32

Adı/Soyadı:

No	Item	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

Öğrenci No: 33

Adı/Soyadı:

No	Item	SD	D	SLD	PA	A	SA
1.	Öğrenci ders boyunca pür dikkat dinler.						
2.	Öğrenci derslerde düşük bir konsantrasyon sergiler.						
3.	Öğrenci aktiviteleri istekli bir şekilde tamamlar.						
4.	Öğrenci sunduğum aktivitelere aktif bir şekilde katılır.						
5.	Öğrenci derslere gönüllü olarak katılır.						

APPENDIX D
MOTIVATION SURVEY

This study was designed to identify Anadolu University's prep-School teachers' and students' perceptions about students' motivational levels and teachers' motivational strategy use. Please do not put your name on the questionnaire. Your answers will only be used for this study and only for scientific purposes. Your participation in this study is voluntary and your completion of the questionnaire is assumed to grant permission to use your answers for this study. I hope you to complete every question and thank you for answering the questions in the questionnaire.

If you have any questions or concerns about this study, please feel free to contact with me or my thesis advisor.

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PART A- Personal Information: Please answer the following questions.

1. Age: -----

2. Sex:

☐ Female ☐ Male

3. High school you graduated from:

☐ State school ☐ Meslek lisesi
☐ Anatolian high school ☐ Private school
☐ Other (please specify). -----

4. Language level:

☐ Elementary ☐ Lower-intermediate
☐ Intermediate ☐ Upper-intermediate
☐ Advanced

5. Department: -----

PART B- Information About Your Teacher

Please consider the activities that your teacher uses in the classroom, **not** the activities that you want your teacher to use while reading the sentences below.

Please indicate your answer with a (✓) and give **only one** answer for each statement..

Please do not leave any **unanswered** questions.

Strongly Disagree: **SD**

Disagree: **D**

Slightly Disagree: **SLD**

Partly Agree: **PA**

Agree: **A**

Strongly Agree: **SA**

No	Item	SD	D	SLD	PA	A	SA
1.	The teacher provides guidance about how to complete tasks for us.						
2.	The teacher adjusts the difficulty level of tasks to our abilities.						
3.	The teacher considers our needs rather than tests while presenting tasks.						
4.	The teacher uses authentic tasks (tasks that prepare learners for real life applications).						
5.	The teacher raises our curiosity by introducing unexpected tasks.						
6.	The teacher makes tasks challenging enough for us.						
7.	The teacher uses tasks that are interesting for us.						
8.	The teacher uses tasks that do not exceed our competence.						
9.	The teacher uses game-like competitions in the classroom.						
10.	The teacher gives choices to us while presenting tasks.						
11.	The teacher uses tasks that allow us to have fun in the classroom.						
12.	The teacher uses tasks that are manageable for us.						
13.	The teacher uses tasks that allow us to interact with each other.						
14.	The teacher uses a variety of tasks in class.						
15.	The teacher gives clear instructions for tasks to us.						
16.	The teacher considers our interests rather than tests while presenting tasks.						
17.	The teacher states the purpose of every task.						

PART C- Information About You

Please consider your motivational level you display in the lessons while answering the questions in this section and indicate your answer with a (✓). Please give **only one** answer for each question and **do not** leave any questions unanswered.

Strongly Disagree: **SD**

Disagree: **D**

Slightly Disagree: **SLD**

Partly Agree: **PA**

Agree: **A**

Strongly Agree: **SA**

No	Item	SD	D	SLD	PA	A	SA
1.	I am alert during the class time.						
2.	I demonstrate poor concentration in the lessons.						
3.	I am enthusiastic while completing tasks.						
4.	I actively engage in the tasks that I present.						
5.	I volunteer to participate in class.						