



**SELF DETERMINATION THEORY:
TURKISH INSTRUCTORS' AUTONOMY
ORIENTATIONS IN THE SCHOOL OF
FOREIGN LANGUAGE CONTEXT**

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**SELF DETERMINATION THEORY:
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IN THE SCHOOL OF FOREIGN LANGUAGE CONTEXT**

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JÜRİ VE ENSTİTÜ ONAYI

Aslıhan BAĞCI'nın "SELF DETERMINATION THEORY: TURKISH INSTRUCTORS' AUTONOMY ORIENTATIONS IN THE SCHOOL OF FOREIGN LANGUAGE CONTEXT" başlıklı tezi 02.07.2018 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ÖZET

ÖZ BELİRLEME TEOREMİ: YABANCI DİLLER OKULU BAĞLAMINDA TÜRK OKUTMANLARIN ÖZERKLİK DESTEĞİ YÖNELİMLERİ

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Bu çalışma, Anadolu Üniversitesi Yabancı Diller Okulunda çalışan, İngilizce öğretmenlerinin Özerklik Destekleme yönelimlerini keşfetmeyi amaçlamıştır. Öğretmenlerin Özerklik Destekleme yönelimleri, bir motivasyon teorisi olan Öz-belirleme Teorisi (Deci & Ryan, 1985) aracılığıyla analiz edilmiştir. Bunun yanı sıra, bu yönelimlere, öğretmenlerin cinsiyet, öğretmenlik tecrübesi veya mezun olduğu bölüm bazında bakıldığında anlamlı bir fark olup olmadığı incelenmiştir. Araştırmanın temel aracı bir anket olmak üzere, yazılı cevap yöntemiyle de veri toplanmıştır. Katılımcılar, Anadolu Üniversitesi Yabancı Diller Okulunda çalışan, 111 Türk İngilizce öğretmenidir. Aynı katılımcı gurubundan 11 kişi, yazılı cevap yollayarak da katkıda bulunmuştur. Özetle araştırma sonuçları, Anadolu Üniversitesi YDYO'deki öğretmenlerinin kısmen Özerklik Destekleme yöneliminde olduğunu göstermiş, fakat yapılan analizler sonucu, mevcut değerlerin riskli olduğu sonucuna varılmıştır. Dahası, incelenen değişkenler arasından sadece cinsiyet faktörünün istatistiksel olarak anlamlı bir fark yarattığı görülmüştür. Yazılı cevaplar da analiz edilmiş ve tartışma bölümünde değinilmiştir. Bu çalışmanın bulguları göstermiştir ki, Özerklik Desteğinin ne olduğu ve nasıl uygulanabileceği konusunda eğitimler düzenlenmesine ihtiyaç vardır. Bu bulguların ışığında, çeşitli tavsiyeler verilmiş ve gelecekte yapılabilecek çalışmalar için öneriler yapılmıştır.

Anahtar Sözcükler: Öz-belirleme Teorisi, İçsel Motivasyon, Özerklik Destekleyici Eğitim, Yabancı Dil olarak İngilizce, Yabancı Diller Okulları.

ABSTRACT

SELF DETERMINATION THEORY: TURKISH INSTRUCTERS' AUTONOMY ORIENTATIONS IN THE SCHOOL OF FOREIGN LANGUAGE CONTEXT

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Anadolu University, Graduate School of Educational Sciences, May 2018

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The present study aimed to explore Autonomy Orientations of Turkish EFL teachers' working at Anadolu University, School of Foreign Languages in Turkey. The autonomy orientations of the teachers were analyzed through the motivational theory: Self-Determination Theory (Deci & Ryan, 1985). Next, it was investigated if the orientations vary according to the teachers': gender, years of experience or department of graduation. This investigation was carried out through the Motivators' Orientations Questionnaire and the participant teachers' opinions regarding the findings were taken by means of written responses. The participants were 111 Turkish EFL teachers from Anadolu University School of Foreign Languages and 11 of them also participated for the written responses. The results showed that the EFL teachers in AUSFL, had a moderately Autonomy Supportive Orientation which was reported to be a risk for being close to the Controlling Orientation. What is more, each of the variables investigated caused a difference on the participants' Autonomy scores, yet, among the three variables, gender was the only one which had a significant effect on the Autonomy Orientation scores. The answers to the written response questions were also analyzed and mentioned in the discussion part. The results showed that explicit training on what Autonomy Supportive teaching is and how it can be encouraged is necessary for the teachers. In the light of the findings, various implications were made as well as presenting further suggestion for the future studies.

Keywords: Self-Determination Theory, Intrinsic Motivation, Autonomy-Supportive Teaching, EFL, Schools of Foreign Languages.

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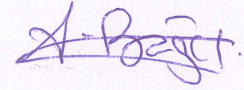
ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programıyla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.



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ABBREVIATIONS

AUSFL: Anadolu University School of Foreign Languages

BPNT : Basic Psychological Needs Theory

CET : Cognitive Evaluation Theory

COT : Causality Orientations Theory

EFL : English as a Foreign Language

ELT : English Language Teaching

EM : Extrinsic Motivation

GCT : Goal Contents Theory

IM : Intrinsic Motivation

L1 : Native Language

L2 : Second Language/Foreign Language

M : Mean

Max. : Maximum

Min. : Minimum

OIT : Organismic Integration Theory

PIS : Problems in Schools (Questionnaire)

RMT : Relationships Motivation Theory

S.D. : Standard Deviation

SDT : Self-Determination Theory

CHAPTER 1

1. INTRODUCTION

This chapter will highlight the background of the present study. It will state the research problem and the purpose of the study as well as listing the research questions. This chapter will explain the potential significance of the present study and will end with a conclusion which includes information about the upcoming chapters.

1.1. Background to The Study

In language learning, “affective factors such as attitude, orientations, anxiety, and motivation have been shown to be at least as important as language aptitude for predicting L2 achievement” (Noels, 2000). Motivation is the moving power behind every decision that human beings take and it is widely recognized for its importance in the education research field (Gardner, 1985; Gardner & Clément, 1990). It is put forward that motivation is a very critical factor in terms of determining the effort and energy that learners put in the learning activities (Csikszentmihalyi & Nakamura, 1989; Maehr, 1984; Pintrich et al., 1993).

Self Determination Theory (SDT) is a macro motivation theory by Deci & Ryan (1985) which focuses on human motivation and its sources as well as the environment's effects on human motivation. Self-determined people take responsibilities and make choices about their lives, setting their own goals and doing whatever is necessary to reach those goals without the force of anyone else. SDT claims that, every human being is innately prone to continuously develop oneself towards a better self. The theory suggests that there are three basic needs of every human being in order to be Self-Determined. These needs are “Competence, Autonomy and Relatedness” (Deci & Ryan, 1985). Competence refers to the fact that one needs to feel that the task he/she is dealing with is achievable. If one feels like the given task is above his/her competence, s/he will feel hopeless and will give up. Autonomy is about having a voice and choice in terms of the events happening around one. One can feel higher levels of engagement as well as higher productivity in an autonomy supportive context, yet, one would feel limited creativity and higher levels of anxiety in the case of a controlling environment. Lastly, relatedness highlights the importance of one's feeling a bound to the environment

he/she is in and feeling valued by the people around. When all these three basic needs are met, one can have a self-determined motivation (Deci & Ryan, 1985).

Not having these basic needs met, can cause detrimental effects not only on engagement and achievement but also on psychologic well-being, leading to lower self-esteem and even to depression (Gagné, Ryan, & Bargmann, 2003).

According to SDT, there are types of motivations on a self determinational continuum where one end is “Intrinsic Motivation” and the other end is “Amotivation”, which is the absence of any motivation at all. Right before the Amotivation point, comes the Extrinsic Motivation. Depending on the degree of internalization of that extrinsic behavior, the motivation type can be altered into Integrated, Identified, Introjected and eventually into Intrinsic Motivation according to the sequence on the Self-Determination continuum as can be seen below (Figure 1.1.1.)



Figure 1.1.1. *Taxonomy of Motivation types in SDT (Adapted from Figure 1 in Ryan & Deci, 2000-a)*

Intrinsic Motivation is the most self-determined type of motivation. Intrinsic Motivation refers to the person’s feeling of joy and an inner desire to do whatever he/she is doing. An intrinsically motivated person would go on doing the task even when there is no reward or nobody telling him/her to go on. However, an extrinsically motivated person would do the task as long as there is an external factor leading him/her into the action, such as rewards, punishments, feelings of shame etc. (Ryan & Deci 2000-a). Even though extrinsic motivation is better than no motivation at all, intrinsic motivation is proven by many studies to have many positive effects which include, higher levels of creativity (Amabile, 1983), greater flexibility in thinking (McGraw & McCullers, 1979), more comprehensive learning, and consistency in learning (Deci & Ryan 2000-a). Intrinsically motivated individuals tend to persist longer on tasks, which yields better academic achievement (Gottfried, 1985) and test performance (Vansteenkiste, Lens, & Deci, 2006) and higher levels of student engagement (Assor, Kaplan, & Roth, 2002). As referred by Ryan and Stiller (1991: 115–49), intrinsic

motivation is “a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by teacher practices.” According to Aygün (2017) “personal reasons, past experiences, features of preparatory school program, the form of instruction” are found to be the typical demotivational factors towards learning English.

When it comes to why these basic needs that SDT underlines are sometimes not met, it is mostly due to environmental reasons. In terms of an educational environment, it can have many factors such as the teacher, the principal, parents, peers, back ground experiences, etc. Yet, over all, as Richards and Lockhart (1994) argue, teachers’ role is one of the most critical factors affecting language teaching and learning. Students learn in a complex environment always being in contact with their teachers. This contact, in many different situations, has a major effect on how students learn (Ryan, 2012). There is an increasing agreement among the researchers that “the nature and quality of children’s relationships with their teachers play a critical and central role in motivating and engaging students to learn” (Wigfield, Tonks & Klauda, 2009, p.301).

When one takes a look at the teaching behaviors, teachers’ instructing habit can be ranged from highly controlling to highly autonomy supportive (Deci et al., 1981). Autonomy supportive teachers tend to provide their students’ enough time and resources for them to decide how to do tasks, give them opportunities to tell their ideas about their learning process, provide an environment where students can freely express themselves, furthermore, they feel autonomy while learning new information (Reeve, 2002; Reeve et al., 1999; Reeve & Jang, 2006,). However, controlling teaching style hinders students’ chances to express themselves, find opportunities to behave in autonomy, and in such an environment, students are taught according to explicit instruction models (Assor, et al., 2005), they are not able to provide their own solutions, they are not able to choose what and how to do while studying in high pressure environment (Reeve, 2002; Reeve et al., 1999; Reeve & Jang, 2006). However, it is very critical to underline that the concept of “autonomy” in learning field is different from its meaning in self-determination theory, whereas learner autonomy can be defined as one’s control skills for his own learning processes (Little, 2007), in SDT, autonomy is used in the context of “experience of volition and the self-endorsement of one’s activity (Hu & Zhang, 2017, p.148). When people are free to choose what to do or if

they can take the decision of stop performing an activity, this setting can be defined as autonomy-supportive environment.

The students' motivation is highly correlated with the teacher-student relationship and hence, the teacher's motivational orientation (Eccles & Midgley, 1989). When it comes to where behaviors and actions taken due to intrinsic motivation stem from, one will find the concept of autonomy support (Black & Deci, 2000). In studies that are conducted not only with small children but also with older high school or university students, students who are taught by autonomy supportive teachers were found to have higher academic achievement (Flink, Boggiano & Barret, 1990), higher perceived competence (Deci, Schwartz et al., 1981; Ryan & Golnick, 1986; Williams et al., 1994), more positive emotionality (Patrick et al. 1993), higher self-esteem (Deci, Schwartz et al., 1981; Deci, Nezlak & Scheinman, 1981), greater conceptual understanding (Benware & Deci, 1984; Boggiano et al., 1993; Flink et al., 1990; Golnick & Ryan, 1987), more active information processing (Golnick & Ryan, 1987), and higher rates of retention (Vallerand et al., 1997). This means that "the students achieve highly and stay in school in part because their teachers support their autonomy" (Reeve, 2000). It can be concluded that the teachers' Autonomy Orientations are an important aspect in education that is worthy of investigating.

1.2. Statement of The Problem

In Turkey, foreign language education, especially English language education has great importance. Turkish students start taking English language lessons at 2nd grade, which means they take approximately ten years of language education before reaching the university. Yet, when they get to the university level, they still have a low level of English language proficiency (Aydın, 2017).

Many universities provide a foundation year in which the students take an intensive language education for one year. However, according to Education First (EF) data (2016), Turkey came in the 51st place among the 72 countries which had the lowest levels of English language. Plus, Aydın (2017) states, students' motivation levels drop immediately as soon as they enroll to the foreign language school as they consider a one-year long education as an obstacle to start receiving education about what they want to study as a future occupation.

In the meetings that teachers in Anadolu University School of Foreign Languages had in order to discuss the needs of their learners, for all levels, the most outstanding need was stated to be “motivation” (Aydın, 2017) (for details see the Appendix of the book, p.90-92). This can be interpreted as, the teachers are actually aware of what is missing in their classes, yet, maybe they don’t know what they need to do about it.

As it was reported by British Council (2015), English language education in higher education in Turkey is not where it needs to be. In the list of problems that were mainly faced in Turkey, “poor motivation” was strongly underlined. British Council reported that the lack of motivation that the students had was “evident in the lack of engagement in the lessons and problems of attendance which universities reported.” And it was noted that, as a solution to this problem, the teachers were pushing themselves with extra effort to be able to create intrinsic motivation in their students. The report didn’t go without stating that “motivation is in many ways the central issue as, without motivation, little learning will take place.” Moreover, it is also reported that the students are very teacher-dependent, always only answering what the teacher asks, and they are not able to communicate on their own (2015). Besides, English language lessons are being taught very teacher centered and not much chance is given to the students neither to participate nor to get involved with the way the lessons are being taught (Gökdemir, 2005).

However, one of the most efficient ways of increasing students’ motivation, especially intrinsic motivation, in foreign language learning is *creating an autonomy supportive context where learners can motivate themselves*. As mentioned earlier, according to British Council (2015) the foreign language teachers in Turkey are pushing themselves with extra effort to be able to create intrinsic motivation in their students, when they should actually be helping their learners to motivate themselves – which is possible through autonomy support.

Listening to the wishes of the students and actualizing them if possible; if not, explaining why it is not possible was stated to have positive effects on the students (Aydın, 2017). Indeed, as one can notice, these are the features found in autonomy supportive teaching. Autonomy supportive teaching leads to intrinsic motivation (Griffin, 2016) and it is shown by research that intrinsically motivated individuals experience lower levels of performance-related anxiety and exhibit greater levels of skill learning (Vallerand & Losier, 1999; Weiss & Ferrer Caja, 2002). Decreasing

psychological barriers such as classroom anxiety (Horwitz & Cope, 1986), shyness, lack of confidence, etc. will, as a result, lead to greater levels of achievement (Thornbury, 2005).

The benefits of applying self-determination theory to educational settings are today apparent. The experimental work done about SDT supports that autonomously-motivated learners flourish in educational settings and learners benefit when their teacher supports their autonomy (Deci & Ryan, 2002). Hence, the autonomy orientations of the teachers should be investigated. After finding out the autonomy orientations of the EFL teachers in Anadolu University School of Languages through this study, if the teachers already support their students' autonomy, it should be popularized across the country; if not, the teachers should be trained about how it affects the learning outcomes of the students.

To illustrate, Reeve and his colleagues (2004) created a training program for high school teachers on how to support students' autonomy, and it was proven to be very effective. Moreover, these trained teachers' students were found to be much more engaged. Another example would be the study of McLachlan et. al. (2010) in which they implemented autonomy-supportive interventions at some university seminars and the teachers who attended were found to practice more Autonomy Supportive behaviors in their classes. One last example can be the intervention that Cheon (2012) and his colleagues designed for physical education teachers in Korea on how to be more Autonomy Supportive and was revealed to be quite successful. These studies are inspiring for the future studies and they plant the seeds of the idea that Supporting Autonomy of the students, can be learned. But first, it is necessary to determine the existing situation and this present thesis aims to do that.

1.3. Purpose of the Study

The present study aimed to explore Autonomy Orientations of Turkish EFL teachers' working at Anadolu University, School of Foreign Languages in Turkey. The autonomy orientations of the teachers were analyzed through the motivational theory: Self-Determination Theory (Deci & Ryan, 1985). Next, it was investigated if the orientations vary according to the teachers': gender, years of experience or department of graduation. Lastly, the participant teachers' perceptions regarding their Autonomy orientation scores were taken by means of written responses.

1.4. Research Questions

1. What are the autonomy orientations of Turkish teachers in Anadolu University School of Foreign Languages?
2. Do the orientations vary according to the teachers':
 - a) Gender
 - b) Years of experience
 - c) Department of graduation
3. What are the perceptions of Turkish teachers in Anadolu University School of Foreign Languages regarding their Autonomy Orientations?

1.5. Significance of the Study

Since the places where the students can use the target language are mainly the foreign language classrooms, students' motivation levels are directly related to whether the educational environment they are in supports their autonomy or not. That is why, the teachers' role in the students' effective and productive learning is enormous. The first step in helping students is to identify the teachers' autonomy orientations. This study will take this first step.

There are a very limited number of studies done about Autonomy Support in Turkish context, especially, in terms of the foreign language learning context. Several studies on the teachers' autonomy orientations are present in the literature, but in Turkey, especially in terms of foreign language teaching, teachers' autonomy orientations have remained largely uninvestigated. Moreover, the fact that this study will investigate if the orientations vary according to the teachers': gender, years of experience or department of graduation, will be another addition to the literature in order to help broadening the horizons in the field where there are limited studies concerning this aspect. In Turkey, there are currently 122 universities with a school of foreign languages and learning English as a foreign language is known to be an important phenomenon at the university level. Considering that there is such a broad context and yet, a limited number of studies in these contexts, this study is hoped to be a significant contribution to the field.

This study may also provide valuable information for administrators of schools of foreign languages. The insights gained from this study may help administrators in

making better decisions that will lead to a better teaching/learning environment in their institutions. For example, if there are more than one teacher instructing one class, as long as the administrators are aware of the teachers' autonomy orientations, balanced combination of teachers can be assigned together; rather than two controlling teachers teaching to the same class, one autonomy supportive teacher together with one controlling teacher can be a better combination. Present study can also act as an example for future research. The findings of the present study may moreover contribute to the design of the curriculum in a way that is promoting autonomy support by providing opportunities to make choices and to internalize the rationales behind the events that are beyond their control, etc. For all the reasons presented above, the present study can be considered a significant one.

1.6. Limitations

The main limitation of this study is that this study is not generalizable to a broader context other than AUSFL. Considering the fact that Autonomy Orientations can vary across contexts, the findings of this study cannot be generalized to other schools of foreign languages in Turkey. What is more, it can be said that if the sample size had been a larger number, the result would have been more revealing.

In this chapter, an overview about, SDT, intrinsic motivation and autonomy has been provided. Statements of the problem, purpose of the study, research questions and significance of the study were presented. In the next chapter, the relevant literature will be reviewed. After that, in the third chapter, research methodology including the participants of the study, instruments, and data collection procedures will be given. In the fourth chapter, research results will be dealt with. Lastly, conclusions including discussions, the implications, and the limitations of the study and suggestions for further research will be mentioned in the fifth chapter.

CHAPTER 2

2. REVIEW OF LITERATURE

2.1. Introduction

The present study aims at investigating Turkish Instructors' Autonomy Orientations in the Schools of Foreign Languages. This chapter includes the review of the related literature together with information about related empirical studies conducted. First, the concept of motivation in a general sense as well as motivation in education and in language learning is introduced and the intrinsic type of motivation is explained. Second, Self Determination Theory, which is a theory of motivation developed by Deci and Ryan and the six sub-theories it involves, namely, Cognitive Evaluation Theory, Organismic integration theory, Causality orientations theory, Basic psychological needs theory, Goal contents theory, Relationships Motivation Theory are presented. Next, the relationship between SDT and autonomy support is examined as well as explaining Autonomy-supportive and Controlling teacher behaviors. After that, Educational Studies from SDT Perspective are discussed. Finally, Autonomy in Foreign Language Teaching is mentioned.

2.2. Motivation

The root of the word “motivation” is the Latin word “movere” which has the meaning “to be moved” (Resnick, 1996). The concept of motivation shelters a combination of the needs of the organism as well as the ways in which they lead the organism to act. These two aspects of motivation are frequently highlighted by Deci & Ryan and they are named as “energy” and “direction” of the behavior. Motivation is commonly stated as reserving the answer of the “why” question to any behavior. (Deci & Ryan, 1985). This psychological concept has great importance in our everyday lives. “Motivational processes are responsible for initiating and directing human activity; they energize behavior, generate and increase task engagement, and direct actions toward certain ends or goals” (Weinstein, 2014, p.3).

There are different theories proposed by different researchers with the purpose of explaining the concept of motivation such as: drive reduction theories, Maslow’s theory of hierarchy of needs, etc. Yet, it was not until 1950s that researchers started to accept the fact that human motivation is not only based on physiological drives but also, indeed

mostly, on psychological needs of the organism (Deci & Ryan, 1985). The main difference between the contemporary cognitive views and the behaviorist theories is that, the behaviorist theories tend to view motivation as a response to stimulus, which means the humans are passive in their decisions, while contemporary cognitive views tend to see it as humans' various thoughts, beliefs, and emotions that affect motivation, which views the human beings as an active organism. (Wentzel & Miele, 2009).

We cannot observe motivation directly, yet we can deduce it by observing actions in addition to the verbal expressions. Indeed, motivation can be claimed to be a process rather than a product (Schunk, et al., 2008). According to Deci & Ryan (2000), the most efficient type of motivation one can have is intrinsic motivation; the richest of all motivations.

2.2.1. Intrinsic motivation

In the empirical field, psychologists are prone to name intrinsic motivation as non-drive-based motivation, as they generally consider the energy is naturally intrinsic. Intrinsic motivation, can be defined as living creatures' energy to survive, develop itself and improve its own life (Deci & Ryan, 1985). On the other hand, there are similarities between drives and intrinsic drives such as being innate to humankind and being responsible from providing enough energy for humankind to take actions (Deci & Ryan, 1985).

An operational definition of intrinsic motivation would state that it solely functions when external force is not involved (Ryan & Deci, 2000-b). Hence, intrinsically motivated people are expected to involve in activities due to pure fun and the excitement level that performing the activity creates to him/her. In literature, these types of behaviors are stated as having internally received locus of causality; so that the motivation is endogenic to human, furthermore, generally experienced with curiosity and pure interest in the activity (Deci & Ryan, 1985).

In terms of its psychological definition, intrinsically motivated people experience the feeling of curiosity and joy in higher levels. They feel more competency and become more self-determined when they do or perform an activity because of the level of causality locus they receive during the activity (Deci & Ryan, 1985). From psychological aspects, pressure and anxiety is taken as the opposite of interest and flow which are the basis of intrinsic motivation (Niemic & Ryan, 2009)

In many studies, intrinsic motivation, was found to lead higher levels of creativity (Amabile, 1983), and more flexibility in the students' thinking (McGraw & McCullers, 1979), more comprehensive learning, and consistency in learning (Deci & Ryan 2000). When compared to extrinsic motivation, intrinsic motivation is found more favorable for students to adopt (Ryan & Deci 2000-b) as it offers more comprehensive learning, and consistency in learning (Deci & Ryan 2000; Ryan & Deci 2000-b). Intrinsically motivated individuals tend to persist longer on tasks, which yields better academic achievement (Gottfried, 1985) and test performance (Vansteenkiste, Lens, & Deci, 2006) and higher levels of student engagement (Assor, Kaplan, & Roth, 2002).

2.3. Motivation in Education

It has been stated by many researchers that motivation has a boosting effect on the effort and energy that learners put in the learning activities. Motivation also regulates whether the learners are involved in the task eagerly or apathetically and reluctantly (Csikszentmihalyi & Nakamura, 1979; Maehr, 1984; Pintrich et al., 1993).

Lockhart (1994) argues that teachers' role is one of the most critical factors affecting language teaching and learning. Students learn in a complex environment always being in contact with their teachers. This contact, in many different situations, has a major effect on how students learn (Ryan, 2012). There is an increasing agreement among the researchers that "the nature and quality of children's relationships with their teachers play a critical and central role in motivating and engaging students to learn" (Wigfield, Tonks & Klauda, 2009, p.301). If learners are motivated they will be more prone to apply tasks that can possibly help them learn better, namely, paying full attention to what is being instructed, practicing the learning material after the lessons, taking notes, asking for help if necessary, etc. (Zimmerman, 2000).

It is clear that learning activities are valuable as long as students have enough motivation towards the class and learning materials. Viable and effective learning environment can only be created with student motivation (Yeşilyurt, 2008).

Intrinsically motivated people are more likely to select to take part in difficult tasks when extrinsic rewards are not accessible, encounter lower levels of performance-related anxiety, and show more noteworthy levels of learning compare to those with a more extrinsic motivation (see Vallerand, 1997; Vallerand & Losier, 1999; Weiss & Ferrer Caja, 2002). As referred by Deci & Ryan (2000), intrinsic motivation is

“a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by teacher practices.”

Neither intrinsic nor extrinsic motivation is permanent to a person, yet it cannot be described as a person's characteristics. Day to day, students might be extrinsically motivated for an activity while they might be changed to be intrinsically motivated for the same or similar activity (Deci 1975). It can be concluded that there is no need to create intrinsic motivation, it only needs to be forced into action through external or internal factors and conditions.

2.3.1. Language learning motivation

Student's ability and motivation are the key elements which create the differentiation in student's success (Keller 1987). Noels states that “affective variables, such as attitude, orientations, anxiety, and motivation, have been shown to be at least as important as language aptitude for predicting L2 achievement” (2000, p.58).

Studies on language learning motivation primarily were presented in the field of Social Psychology in the means of social and cultural effects on language learning process (Dörnyei, 2003). The research field was expanded as different models focusing on key aspects of language learning were produced, i.e. Krashen's (1982) Monitor Model and Schumann's (1986) Acculturation Model. Eventually, the most effective model for the years between 60s and 80s was formed by Gardner as Socio-educational Model (Gardner, 1985). Most widely, Gardner gives a complimentary definition of motivation with three factors, as student's effort, desire of student to learn a foreign language and lastly, all the related attitudes and activities to learn a language (Gardner, 1985).

In his motivation model, Gardner identifies two different categories: Integrative and Instrumental Motivation. Integrative Motivation includes students' desire to involve in the particular country's culture where the language is spoken and widely used, to feel a part of the society; and the latter can be described as student's motivation to learn a foreign language for the reasons of pure functional goals, such as getting promotion in his job, making translations as a part-time job, etc. While both motivations are essential to learn a foreign language, integrative motivation is found more effective in practice (Gardner, 1985; Noels, et al., 2000).

Many researchers worked on Gardner's model to develop and enrich it and that way, new models were offered to literature, for example Self-Efficacy Theory, The Attribution Theory, Goal Theory and Self-Determination Theory (Dörnyei, 2001; 2003). An important example to alternative models can be given as Self-Determination Theory of Edward L. Deci and Richard Ryan in which intrinsic and extrinsic motivation are used as the key elements (Dinçer, 2011).

"The topic of motivation is of practical interest to language program designers and administrators, ..., who would like to use pedagogical techniques that reinforce and develop student motivation, and to learners themselves, who must sometimes struggle to maintain their internal motivation in order to persist in the inherently difficult task of learning a foreign language..." (Schmidt, et. al., 1996, p.10).

2.4. Self-Determination Theory (SDT)

Self Determination Theory (SDT) is a theory by Deci & Ryan (1985) which focuses on human motivation and its sources as well as the environment's effects on human motivation. Self-determined people take responsibilities and make choices about their lives, setting their own goals and doing whatever is necessary to reach those goals without the force of anyone else. SDT claims that, every human being is innately prone to continuously develop oneself towards a better self (Deci & Ryan, 1985).

This theory's popularity lasted long on especially psychology researches, then researchers on other fields started using this method in their main study contexts, for example teaching and education (Reeve, 2002), business administration (Deci, et al., 1993), physical education and sportive researches (Frederick-Recascino & Ryan, 1993), religion and spiritual beliefs (Ryan, et al., 1993), pharmacy and medicine (Williams, et al., 2003), parenting (Grolnick, et al., 1997), art (Rigby & Przybylski, 2009), social psychology (Ryan, et al., 2005), and psychotherapy (Zeldman, et al., 2004).

Deci and Ryan (1985) state that if a person has high self-determination, s/he enjoys higher levels of autonomy; hence a self-determined person will be open to have intrinsic motivation on any subject matter (Lin, 2004). When one's motivation stems from self-determination principle, he is more likely to behave freely; otherwise, if one's motivation does not derive from self-determination, he is more likely to experience other's control on his behaviors.

The model supports that self-determination has positive effects on one's engagement in social context (Chatzisarantis et al., 2003). People whose motivation mainly comes from self-determination tend to enjoy social environment in a greater level compared to those whose motivation does not derive from self-determination. It is very important to underline here that one's self-determination can be either supported or hindered due to the environmental factors (Hagger et al., 2007; Reeve, Bolt, & Cai, 1999).

Fundamentally, SDT is composed of six mini-theories, each of which was developed to clarify a set of motivationally based phenomena that emerged from laboratory research as well as field studies. Hence, each of them addresses one aspect of motivation or personality of human beings.

2.4.1. Cognitive evaluation theory (CET)

Individuals interpret activities in different manners and decide whether the activities are self-determined or controlled depending on their interpretation. For instance, in schools, performance accomplishment rewards are set for students and their interpretation of this reward can be a motivating or a control parameter (Ünver, 2004).

In literature, a wide range of studies have been conducted about intrinsic motivation in association with causality, and perception of people about their behaviors being freely chosen or forced to be in a particular way (Deci et al., 2001; Koestner, et al., 1984; Ryan, et al., 1983). Similar studies prove that people tend to have less of intrinsic motivation when they believe that their behaviors are controlled, otherwise they have high level of intrinsic motivation when they perceive that their behavior comes from autonomous decisions (Assor, et al., 2005; Koestner et al., 1984; Deci & Ryan, 2002). Moreover, studies prove that rewards might change people's interest on particular activities as they might be interpreted as behavior controlling factors (Deci, 1971; McCullers, et al., 1987) so, more verbal rewards might be used to increase intrinsic motivation of people as studies prove that verbal rewards are more effective on internal locus of causality (Deci et al., 1999).

As reported by Deci & Ryan, "The impact of an event on motivational processes is determined, not by the objective characteristics of the event, but rather by its psychological meaning for the individual (1985, p.87)". Most basically, people tend to categorize activities as informational, controlled or amotivative.

Amotivation seen in a person's self-determination is hindered by the surrounding context. Continuous failures, constant negative comments on the performance, etc. will typically lead to this kind of motivation. One will feel totally incompetent in achieving the necessary tasks. Amotivation can lead to depression and helplessness. Controlled motivation, on the other hand, is experienced when one feels pressured to act in particular ways. As mentioned earlier, one's interpretation is the key point here. Sometimes, even when the feedback given sound as positive, it can in a way be interpreted as controlling by the receiver. For example, when a teacher says, "You have done your homework perfectly, as you should.", it may actually cause controlled motivation. Therefore, the orientations of the communicators are quite important in many context, especially in an education context. Lastly, informational motivation, implies the type of motivation one will have when the environment provides enough information and choice about the interactions that are happening around the person. When setting limits, providing sound reasons and acknowledging one's feeling about those limits is considered an informative situation.

2.4.2. Organismic integration theory (OIT)

Organismic integration theory differs from Cognitive Evaluation Theory in terms of its focus point; OIT takes basis of extrinsic motivation and its internalization processes while CET focused on intrinsic motivation and external factors that have effects on that motivation type. In absence of intrinsic motivation, external factors play important roles for the individuals' motivation. When the moving force for a person to do something is an external force, then that person is extrinsically motivated. Therefore, organismic integration theory takes basis of internalization and adaptation of extrinsic motivation and other related external meanings, norms, rules, and standards; furthermore, the theory analyzes how individuals internalize these while performing an activity or involving in an event (Deci & Ryan, 1985).

"Internalization" is a conceptual phenomenon in this theory which can be stated as "individuals' effort to adapt external factors as such they are created by individuals themselves" (Deci & Ryan, 2002). Individuals tend to accept a regulation and regard it as self-determined behavior when they internalize it. The concept of continuum is important for this theory as it represents internalization level of such extrinsic

motivation. Internalization level is assumed depending on whether performed behaviors are autonomic or controlled behaviors.

Organismic integration theory expands studying areas as it gives a taxonomy of extrinsic behaviors according to their representation degrees of autonomy. Through the classification, behaviors' regulations are listed depending on their autonomic characteristics. The taxonomy is presented in Figure 1.1.1., by Deci & Ryan (2002), including types of motivations in self-determination continuum. In addition to amotivation and intrinsic motivation, regulations of extrinsic motivation, i.e. external regulation, introjected regulation, identified regulation, and integrated regulation, are also presented in Figure 2.4.2.1. below:

Different from intrinsic and extrinsic motivation, *Amotivation* represents absence of any motivation at all. Individuals might become amotivated for different reasons including believes of not being able to complete the task, not giving any value to the task, lack of necessary skills, etc. *Intrinsic motivation* represents the end of this continuum and can be described as involving in activities or events by pure interest or natural desire (Deci & Ryan, 1985).

When it comes to Extrinsic Motivation, from near the Amotivation to near the Intrinsic Motivation, regulation types are listed as External Regulation, Introjected Regulation, Identified Regulation and Integrated Regulation.

Regulation types are listed according to individuals' reasons to perform an activity; *External Regulation* represents the least version of autonomy which means performing activities in order to get desired rewards and not to get punished.

Introjected Regulation represents some internalized regulation however, individuals cannot accept the regulation as fully self-controlled behavior. Introjected regulation refers that individuals perform an activity not for self-interest or as self-determined behavior but not to feel shame or guilt. In *Identified Regulation* individuals perform an activity not for self-determined means but because of the value or importance they give to the activity. This type of internalization process does not really include individuals' own interest and values. *Integrated regulation* is considered as a regulation type which is very similar to intrinsic motivation. One's own personality, characteristics, including one's own values, targets, and psychological needs are part of identification processes and they are considered as integrated with self. However, it should be noted that integrated regulation is still a part of extrinsic motivation in which

INTRINSIC AND EXTRINSIC MOTIVATIONS

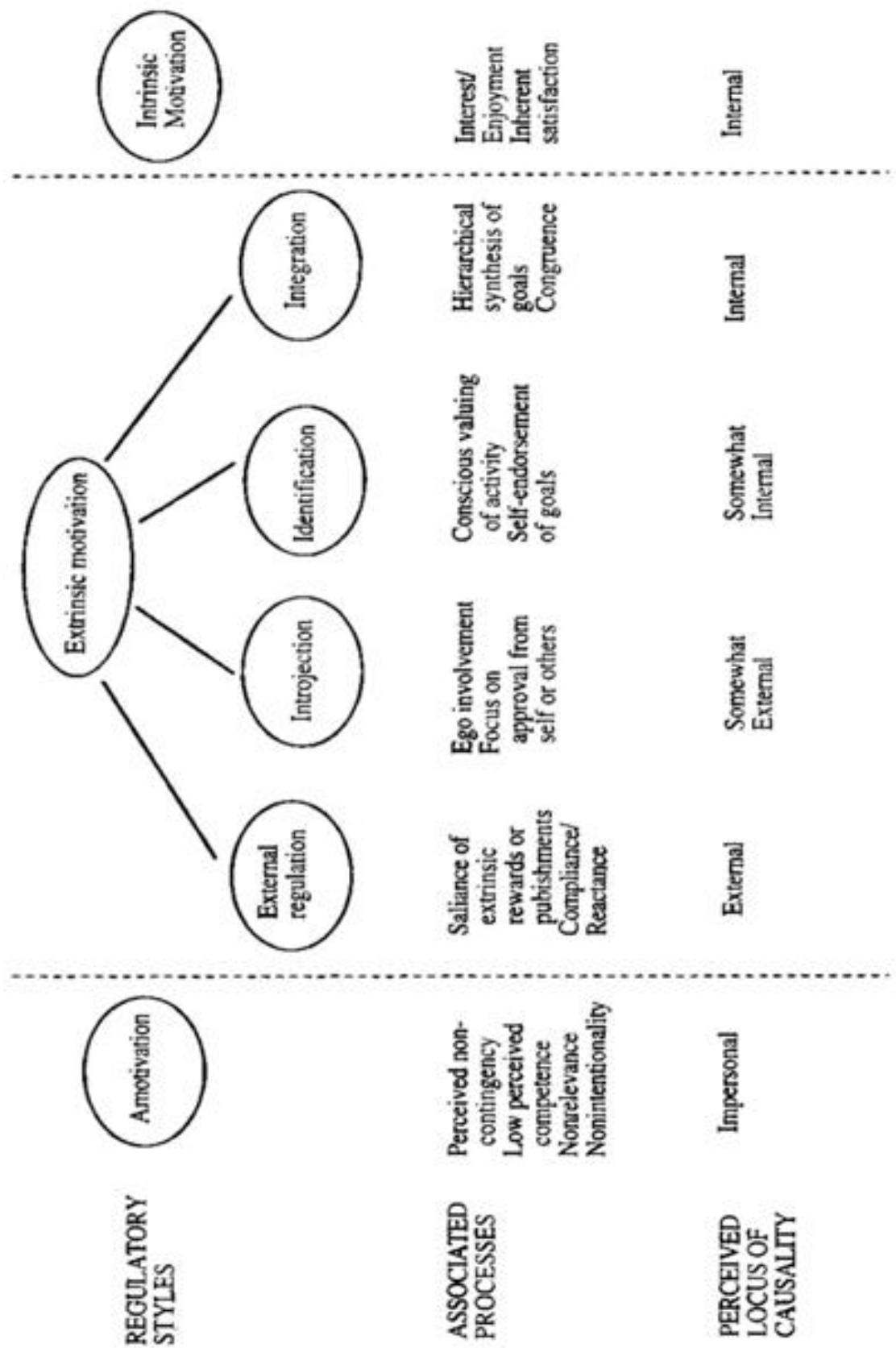


Figure 2.4.2.1 A taxonomy of human motivation. (Ryan & Deci, 2000-a)

individuals' behaviors are controlled by others and external factors rather than fully by individuals' own interest, curiosity, sense of fulfilment (Deci & Ryan, 2002).

This process can be called a “dialectic struggle” of the person with everything that is surrounding him/her. The stages on the continuum are typically followed in order to reach the ultimate goal of intrinsic motivation and hence, self-determination. As one's extrinsic motivation is internalized, one becomes more self determined. Integration process majorly depends on the context one lives in. It can be fostered by a needs supportive environment while it can be thwarted by an opposite kind of environment.

Although Ryan and Deci (2000-a) created this continuum, they suggested that individuals do not always follow each and every stage of the continuum to reach intrinsic motivation for performing particular activities. Yet, they claim that individuals' motivation can change backward or forward depending on the changes in their perceptions of the related activities, or of the goals, targets and interests. For instance, a student can start studying a course because the course triggered his curiosity in the beginning, and this motivation is considered as intrinsic while in the following weeks, he may lose his interest in the course and feel obliged to complete the course not to get bad grades, now his motivation becomes extrinsic. In this example, motivation moves backward according to the continuum.

2.4.3. Causality orientations theory (COT)

Causality orientations theory takes basis of individuals' internal resources in association with their connections with others and their environment. The theory claims that individuals differ from each other in terms of their orientations towards social factors (Deci & Ryan, 2002). The theory suggests that there are three different orientations referring to individuals' level of self-determination: autonomous, controlled and impersonal causality orientations. It is stated by Deci & Ryan that each person has these orientations to some extent (1985).

Autonomy orientation refers that individuals perform an activity due to his/her own choice which is related to intrinsic motivation or well-integrated regulation of extrinsic motivation, which is generally considered with positive psychological stages including self-actualization, self-esteem and personal development stages (Deci and Ryan, 1985). *Controlled orientation*, on the contrary, refers that individuals perform an

activity due to external factors, including pre-set norms and rules, standards, duties and responsibilities. It is mainly considered in association with external and introjected regulation of extrinsic motivation. Lastly, *impersonal orientation* refers that individuals do not perform an activity intentionally and it is considered with amotivation, negative psychological stages, including, low level of self-esteem, depression and anxiety (Deci and Ryan, 1985; Soenens et al., 2005). It is known that a relationship exists between causality orientations and regulation types, personality effects and psychological well-being. Autonomy orientation mainly represents positive results, on the other hand, others represent negative results (Yeşilyurt, 2008).

2.4.4. Basic psychological needs theory (BPNT)

Deci & Ryan consider basic psychological needs, (competence, relatedness and autonomy) as a basis for individuals' personal development, growth and psychological well-being. Psychological needs must be satisfied in order to achieve healthy development, physiological growth and a healthy living. They also state that psychological needs, which are universal and valid for each and every human being, must be satisfied for self-motivation and cognitive and psychological health (Deci & Ryan, 2002; Ryan & Deci, 2000-b).

In the theory, *competence* stands for the feeling of being able to perform in an activity or involve in an event. Individuals might find themselves in challenging and relatively difficult activities in order to fulfill their need of competence; however, it should be noted that activities' difficulty conditions should be kept under control for individuals not to lose their interest and motivation (Deci & Ryan, 2002). *Relatedness* is also used as sense of belonging, connecting with others. It is mainly associated with psychological condition to feel oneself in unity with social environment. People who could fulfill their need of relatedness live happier lives, feel more secure and can reach higher levels of personal development compared to those who could not feel themselves belonging to society or the social environment. *Autonomy* represents individuals' perception of reasons of behaviors that they perform. Thus, it could be stated that autonomy is the degree of feeling of self-control over one's actions. Autonomous individuals perform self-determined activities out of self-interest under self-control. However, these behaviors can also be under the effects of external factors as well as the social environment (Deci & Ryan, 1985).

The need of autonomy can either be supported or hidden by social factors; when individuals are supported to perform autonomous behaviors, they tend to be more engaged and reach higher levels of achievement, otherwise, individuals tend to lose their interest and motivation on performing particular activities, they tend to experience lower levels of growth and personal development when difficulties and obstacles are faced (Deci & Ryan, 2002).

2.4.5. Goal contents theory (GCT)

Goal content theory assumes that activities' results influence one's psychological health and hence, the theory studies the effects of goals on results of the activities which are performed to reach those goals (Deci & Ryan, 2000). Deci & Ryan suggest that a goal reflects individuals' expectations of performing related activities (e.g. I study to get higher grades), and a behavioral regulation refers to the reason why individuals perform particular activities (e.g. I study because my teacher told me to) therefore they note that goal contents are different types of behavioral regulations of extrinsic motivation.

Contents of *intrinsic goals* are considered to be associated with psychological needs because they involve personal development, growth, health and individuals' innate intentions (Deci & Ryan, 2000; Vansteenkiste et al., 2010). On the contrary, contents of *extrinsic goals* are considered in association with external factors and social environment, for example, individual's goal to obtain recognition by others, etc. Therefore, these goals might not be associated with basic psychological needs (Deci & Ryan, 2000).

2.4.6. Relationships motivation theory (RMT)

Relationships motivation theory studies the effects of individuals' connections with others and social environment about their need of belonging and personal well-being. Studies suggest that the need to feel connected and belong to a social environment is universal (La Guardia & Patrick, 2008; Reis, 2011). However, all social connections cannot be regarded as relatedness; individual's some connections may not create the feeling of belonging for him/her.

Individuals can feel isolated and lonely even though they live in a broad social network while some people can feel themselves belong to a comparably small social environment. Therefore, factors that make people feel themselves belong to a social network should be identified and differentiated from those that create a sense of

isolation and discourage. The best quality characteristics of social interactions are found to exist among the individuals who feel autonomous, competent and related to others (Weinstein, 2014).

2.4.7. Summary

All in all, Self-Determination Theory is a macro theory focusing on human motivation and the social factors that endorse or thwart one's sense of willingness, their quality of performance as well as well-being. The theory claims that in a context where one's needs for autonomy, competence, and relatedness are fulfilled, one can have the best quality of motivation which will lead to better performance, engagement, and persistence.

This macro theory of SDT includes six mini sub-theories. Cognitive Evaluation Theory explains how the social factors can affect the way one interprets what is happening around and this will affect one's intrinsic motivation. These interpretations can result in Informational Motivation, Controlling Motivation or Amotivation. Organismic Integration underlines the issue of extrinsic motivation and its different forms. These different forms of extrinsic motivation are external regulation, introjection, identification, and integration and they all fall along an internalization continuum which leads to more autonomous forms of motivation gradually. Causality Orientation Theory mentions three types of causality orientations that humans commonly have: the autonomy orientation; the control orientation and the impersonal or amotivated orientation. Basic Psychological Needs Theory suggests three basic needs, that are essential for one's psychological well-being, which are namely: autonomy, competence, and relatedness. Goal Contents Theory talks about the importance of the type of the goals one has on their motivation and mentions two important types which are intrinsic and extrinsic goals. Lastly, Relationships Motivation Theory focuses on the need for relatedness in order to have better quality relationships and psychological well-being. One should not forget that self-determination is a universal need for all human beings (Deci & Ryan, 1985).

2.5. SDT and Autonomy Support

It is very critical to underline here the fact that the concept of "autonomy" in learning field is different from its meaning in self-determination theory. Whereas learner autonomy can be defined as one's control skills for his own learning processes

(Little, 2007), in SDT, autonomy is used in the context of freedom of choice and self-endorsed behavior (Hu & Zhang, 2017). Learner Autonomy and the Autonomy concept in SDT are very different from each other due to their presuppositions. The fact that Autonomy in SDT is seen as an equivalent to independence is a big problem in many studies. Ryan and Deci (2009) stated that “within SDT, independence concerns not relying on others for support or guidance, whereas autonomy concerns volition and self-regulation. Thus, in the SDT view one can be autonomously dependent, as when an adolescent volitionally follows the lead or guidance of adults, or one can be heteronomously independent, as when adults force children to act without help” (p. 185). The main issue is whether the behaviors are really self-endorsed. If they are, it is considered autonomous or volitional; if not, it is considered not volitional. Hence, individuals’ being, dependent or independent is not what determines whether s/he is Autonomous according to SDT; and this is the biggest problem causing misconception into SDT and Learner Autonomy research (Lee, 2017). “If students rely totally on their teachers to plan for, monitor, evaluate, and adapt what and how they learn throughout the entire course of learning, and if they are intrinsically motivated to engage in such a learning process and/or contend that the learning actions align with their personal academic agenda, they are considered autonomous learners within the framework of SDT but certainly not so within that of LLA” (Lee, 2017, p.223). Last critical point that should be mentioned is, Autonomy in SDT is seen as a basic psychological need, which is innate to all humans and not acquired (Deci & Ryan, 1985), while Learner Autonomy is known to be an individual capacity and attitude that can be fostered. Ryan and Deci (2006) underlined that Autonomy is “a feeling of choice”, but one may also give up on their choice Autonomously.

Behaviors and actions that are taken due to intrinsic motivation stem from autonomy. Such actions are taken out of pure interest and curiosity while spontaneous decisions give directions for intrinsically motivated people to perform any activity. On the other hand, extrinsically motivated people perform different or similar activities due to contingency. The concept of autonomy is defined as one’s own control on his own behaviors, his own will to do something or stop performing an activity (Deci & Ryan, 1991; Koestner & Losier, 1996, 2002). These behaviors can be evaluated to the degree they are derived from autonomy or controlled regulation (Black & Deci, 2000). As noted before, SDT states that people have psychological needs which are the basis of

one's personal development and autonomy is one of them. Hence, SDT supports that when people are involved in autonomy-supported activities, they feel fulfillment in terms of their autonomy needs (Deci & Ryan, 1985, 2002).

When people are free to choose what to do or take the decision of stop performing an activity in a particular surrounding, it can be defined as autonomy-supportive environment. Many studies can be found in literature stating that high level of autonomy-supportive environments give direction to people's interpretation of autonomy levels for a particular surrounding or activity. Likewise, Grolnick, et al. (1991) state that children's perception of school can be changed as positively when their parents provide autonomy in education.

A typical example of an autonomy supporting approach can be an individual who creates freedom for others to use in activities or asks other members of a team for their choices or preferences (Williams, et al., 2002). For learning activities, autonomy support can be given to students after identifying their interest, choices, and psychological needs (Assor et al., 2002; Reeve, 2006). Studies prove that the concept of autonomy support is a highly interpersonal concept as it includes the use some required skills that are acquired rather than practiced skills which are generally used in controlling behaviors. Those skills can be listed as asking for others' thoughts and choices, making use of a language that is not controlling and making all kinds of information reachable for everyone, etc. (Deci, 1995). Deci and Ryan state that, "intrinsic motivation will be operative when action is experienced as autonomous" (1985).

2.6. Educational Perspective

In the wide range of application areas of SDT, education field is one of the most important and emphasized areas. The theory states that every human being has an internal motivation for different activities, and teachers can use this to provide better learning for their students in education (Christenson, et al., 2012). SDT supports that all people are equipped with a natural and inner will, which is promoted or hindered by external factors, to some sort of information and develop their abilities and improve their behaviors.

2.6.1. Autonomy-supportive and controlling teacher behaviors

Teachers' instructing habit can be ranged from highly controlling to highly autonomy supportive (Deci et al., 1981). Autonomy supportive teachers tend to provide their students' enough time and resources for them to decide how to do practices, give them opportunities for them to tell their ideas about learning process, provide an environment where students can freely express themselves, furthermore, they feel autonomy while learning new information (Reeve, 2002; Reeve et al., 1999; Reeve & Jang, 2006,). However, controlling teaching style hinders students' chances to express themselves, find opportunities to behave in autonomy, and in such environment, students are taught according to explicit instruction models (Assor, et al., 2005), they are not able to provide their own solutions, they are not able to choose what and how to do while studying in high pressure environment (Reeve, 2002; Reeve et al., 1999; Reeve & Jang, 2006). When people feel desperate and they are not able to redeem their freedom, they even fall into amotivation (Deci & Ryan, 1985). Examples to controlling factors in the classroom can be: having rewards and punishments, setting a deadline, goals which have been created without asking opinions of individuals, undesired competition, etc. Studies prove that controlling factors are effective on reducing intrinsic motivation, and further, creating amotivation consequences (Deci, et al., 1981; Deci & Ryan, 1985).

On the other hand, asking individuals for their opinions on particular conditions, creating atmosphere in which individuals have sense of fulfillment, providing individuals non-controlling and constructive feedbacks can be given examples of autonomy supportive behaviors that increase individuals' intrinsic motivations (Yeşilyurt, 2008).

An autonomy supportive teacher: makes the students feel that their actions are self-endorsed (deCharms, 1968), explains the purposes behind the tasks and presents sensible rationales (Reeve, Deci, et al., 2004), creates a value in the tasks required, making them see the benefits of the tasks in order to reach their future goals (Assor et al., 2002; Reeve, Bolt, & Cai, 1999). If a teacher can create a connection between the school tasks and the students' future goals, interests or values, the students will have the feeling that those tasks are worthy of completing in order to reach their ultimate aims (Reeve & Jang, 2006). Last but not least, positive feedback is one of the most effective things in supporting autonomy (Deci, Vallerand, Pelletier, & Ryan, 1991; Reeve &

Jang, 2006), considering it helps the students to understand and realize what needs to be done about their progress.

Reeve (1999) has done studies on what Autonomy Supportive and Controlling teachers do different and the results are as follows: autonomy supportive teachers listen to their students more, give more time for students to work independently, praise the quality of performance, respond to student generated questions, have emphatic, perspective-taking statement and support intrinsic motivation as well as integration more than controlling teachers. While controlling teachers give solutions, hold instructional materials, command, criticize and seem demanding and controlling more than autonomy supportive teachers.

To sum up, a table presenting example behaviors of Controlling versus Autonomy Supportive teachers' behaviors can be found below: (Table 2.6.1.1.)

Table 2.6.1.1. *Controlling and Autonomy Supportive Teaching Behaviors in General*

Controlling	Autonomy Supportive
Uses a controlling language ("should, "must" "have to", etc.)	Uses flexible, informative language
Avoids students' different comments	Accepts criticism and independent thinking
Ignores students' feelings	Acknowledges students' feelings
Doesn't explain the rationale behind tasks	Clarifies the relevance of the requested tasks
Pushes the students towards pre-determined ways of doing things	Allows students to work independently in their own ways
Forces students into one specific solution	Lets the students find their own solution
Focuses on external motivators (punishments and rewards)	Provides students with choices and a sense of challenge considering their interests
Restrains from students' questions	Encourages students to ask questions
Praises the student	Praises the quality of the work
Doesn't spend time listening to the students	Shows emphatic listening

Early school years (Koestner et al., 1984) as well as later elementary years (Deci et al., 1981; Assor, et al., 2005; Roth et al., 2007) were studied and the results proved that teachers' autonomy supportive behaviors have positive effects on students as they can enjoy a high level of motivation, sense of involvement, productive learning and psychological well-being. In a study by Chirkov & Ryan (2001), the findings showed that better academic self-motivation in high school as well as better well-being was

predicted by their autonomy-support level. Reeve & Jang (2006) showed that preservice students in autonomy supportive learning environment can reach higher levels of academic achievement compared to those in controlling environments.

Coaching behaviors were also found to predict perceived competence, autonomy and relatedness, which, as a result, predicted intrinsic motivation. With the participation of college athletes, their perceived coaching behaviors, intrinsic motivation as well as their perceptions of competence, autonomy, and relatedness were investigated by Hollembeak & Amorose (2005). Similar results were obtained from Amorose & Butcher's study (2007), adding that the results did not vary across gender and level of competition. In addition, the learners' forthcoming aims to be physically active could be predicted by their intrinsic motivation.

In another study with Norwegian 10th-graders, Ommundsen & Kvalø (2007) found positive effects of teacher autonomy support on intrinsic motivation and negative effects of it on amotivation in physical education classes. Almagro et al. (2010) worked on many teenager athletes and found that the autonomy support climate set by the coach had a significant effect on the learners' intrinsic motivation and their devotion to sport. Peter et al. (2013) examined 27 studies that included studies at pre-school, primary and secondary school levels; all of them suggested in conclusion that if the students get a chance to be more self-directed, they tend to get higher levels of skill attainment, physical activity as well as perceived competence.

The student engagement rates can be positively predicted by the teachers' autonomy support rates as it was revealed to be that way in Jang et al.'s study (2010) in the high school level in which they had observers who rated both the teachers and students' behaviors. In a study done with 7th graders' rote learning and conceptual learning by Hofferber et al. (2014), the results revealed that the learners who are educated in an autonomy supportive setting establish a higher level of conceptual knowledge compare to the ones educated in a controlling setting. The learners' rote learning did not change in either cases. Plus, Griffin (2016), in his study with university students, found that not only intrinsic motivation but also autonomy support was positively related to the ratings that the students gave about the instructions they receive. In fact, intrinsic motivation had a balancing role, meaning that the higher the intrinsic motivation was the less predictive autonomy support was or vice versa.

In Leptokaridou et al. 's study (2016) conducted with 5th and 6th grade students, whose autonomy were supported, showed a stable motivation while the control group showed motivational decline. What is more, it was found that when the teachers have a fixed mindset about their students' low academic abilities, their level of supporting autonomy in their classrooms decrease. Hofferber et al. (2016) also worked with 6th grade pupils and found that teaching environment that is autonomy-supportive caused a significant difference in students' not only intrinsic motivation levels but also in their flow experiences in contrast to the controlling teaching environment. In addition to the role of basic psychological needs satisfaction and school engagement, Yu et al. (2016) investigated the effects of teacher autonomy support on 7th and 8th grade Chinese students' anxiety and depression; teacher autonomy support was proven to enhance basic psychological needs satisfaction, which as a result, increased school engagement and in return decreased anxiety and depression.

Furthermore, in Turkish context, academic achievement GPA was found to correlate negatively with amotivation; positively with extrinsic identified regulation and intrinsic motivation. Erten's research (2014) was conducted with Turkish university students and they were found mostly extrinsically motivated. Interestingly, amotivation was found to be the only predictor of GPA. In their study conducted with undergraduate students, Karataş, et al. (2015) also suggested that there is a positive relationship between academic achievement and intrinsic motivation also between autonomous learning and academic achievement. Intrinsic motivation and autonomous learning was found to strongly predict the learners' academic achievement.

Filak & Sheldon's study (2003) investigated undergraduate students' psychological need satisfaction. The students perceived autonomy, competence, and relatedness was taken into consideration. The study analyzed instructors' characteristics in terms of students' need satisfaction. Teaching experience did not show a connection to students' need satisfaction. Plus, research (2006) showed that the perceptions of autonomy were related to many different factors, but not factors such as prior training, or years of experience (Pearson & Hall).

Reeve et al. (2004) did not find significant differences in students' engagement, based on the teachers' gender. Besides, in their study Opdenakker and Van Damme (2007) found that teacher gender was not associated with differences in autonomous motivation. Yet, it was revealed that teacher gender can actually predict classroom

management, suggesting that male teachers can maintain their class management better than female teachers. Interestingly, female teachers were seen to be stricter.

Chudgar & Sankar (2008) analyzed the relationship between student learning and the female teachers in India. It revealed that there was a positive relationship between language learning and being taught by a female. Being in a female teacher's classroom was found advantageous for language learning in 2nd through 6th grade.

Klassen & Chiu (2010) investigated the effects of teachers' years of experience and gender on self-efficacy with over a thousand practicing teachers. Years of experience appeared to have a nonlinear relationship with self-efficacy as it increased as one reached the mids of his/her career and then fell after the mids. In terms of gender, female teachers were found to have lower classroom management self-efficacy. "An emerging body of research shows that teachers' selfefficacy—the beliefs teachers hold about their capability to influence student learning—is associated with student factors, like achievement and motivation" (p.741)

In Alterman et al.'s study (2014), neither teachers' years of teaching experience, nor their gender had an association with autonomy support. Wang & Eccles (2016) conducted a research in which they found out that teachers with more years of teaching experience had greater collaboration promotion, autonomy support, and social support for students compared to more novice teachers. Meanwhile, no significant teacher-gender effect was found.

Another study in the Turkish context, investigated the opinions of primary and middle school teachers about the necessity of learner autonomy support as well as investigating whether these opinions vary in relation to gender, subject, experience and type of school (public or private). The results showed that the opinions of the teachers on the necessity of the learners' Autonomy Supportive behaviors are positively related and vary significantly. Moreover, the opinions of the teachers on the necessity of the Autonomy Supportive behaviors varied according to gender and experience but did not vary according to the type of school. Female teachers appeared to find Autonomy Supportive teaching more necessary compared to their male colleagues. What is more, the more senior the teachers were, the more they applied and the more they found Autonomy Supportive teaching necessary (Özkal & Demirkol, 2014).

2.6.2. Foreign language teaching and autonomy orientation

Learners whose motivation orientation is intrinsic tend to go on learning activities even if power of external factors, which generally affect learners' efforts on language learning, are reduced or removed. On the other hand, learners whose motivation orientation is extrinsic are expected to stop learning activities when a target is met, or negative factors are introduced to them (Bakar et al., 2010).

In Wu's study (2003) with young learners of English as a foreign language, it was suggested that a significantly higher L2 intrinsic motivation could be obtained by perceived autonomy. Besides, Dörnyei (2005) claimed that teachers whose orientations tend to be autonomy supporting and non-controlling increased students' intrinsic motivation and self-determined orientations for foreign language learners.

In Pae & Shin's study with Korean university students (2011), intrinsic motivation was found to have a relation to EFL achievement only in a classroom where communicative language teaching approach was utilized which showed that the effects of different language teaching methods moderated the relationships between SDT variables. The findings of Mahdinejad et al.'s (2012) research conducted with Iranian engineering students also showed a significant and positive correlation between the students' English language learning levels and their intrinsic motivation levels. What is more, it was revealed that intrinsically motivated students enjoyed the learning experience and were more willing to find out about the content (Jurik, et al., 2014).

In terms of investigating teachers' autonomy orientations, Pelletier et al. (2002) found a close relationship between teachers' autonomous motivation and autonomous teaching environment; as the teachers who teach from 1st to 12th grade received pressure from their managers and the parents etc., they became less self-determined about their teaching which resulted in being more controlling with their students. Likewise, Leroy et al. (2007) state in their study that if the teachers start thinking that the students' academic achievement can be developed through students' own efforts, they are more likely to be autonomy supportive in their classes. Besides, a significant positive effect was found between autonomy support and eldership.

The results of a study on social anxiety, autonomy, collaborative learning and English scores conducted with fifth-grade Chinese students who were learning English showed that, students who had social anxiety in their language learning felt less

autonomous and had lower achievement in terms of learning English (Zhou, 2016). It can be concluded that not feeling Autonomous can lead to anxiety in language learning.

A study with adult learners who enrolled in an academic summer foreign language program. It was seen that greater perceptions of learners' autonomy support were strongly correlated to higher levels of intrinsic motivation and moderately correlated to GPA (O'Reilly, 2014).

Another investigation was conducted with 128 Canadian learners of Japanese as a foreign language on motivation orientations. The findings revealed that self-determined orientations were the best predictors of learning engagement and academic outcomes. Students who perceived their teacher as supporting competence and relatedness also reported greater self-determination. These results underline that foreign language teachers can boost students' motivation by supporting their psychological needs (McEown, et. al., 2014).

In Yeşilyurt' study (2008), it was revealed that there was a significant relationship between participants' perceived autonomy support levels and different motivation types. The connection between more autonomous motivation types and perceived autonomy support levels was found to be stronger than the one between less autonomous motivation types and perceived autonomy support levels.

In the Turkish context, a study conducted by Güvenç (2011) with class teachers and he found no variance in the teachers' autonomy supports according to their years of experience. On the other hand, the difference observed between the novice teachers and more experienced teachers was that the novice ones generally had a more controlling approach rather than being autonomy supportive. A similar study examined how math and science teachers' autonomy support and classroom management styles varied in terms of their lesson subject and years of experience. It was revealed that teachers' autonomy support was at a medium level and that the teachers' autonomy support levels did not vary according to their subject matters or years of experiences (Güvenç & Güvenç, 2014).

It is seen in the literature review that Autonomy Supportive teaching leads to better learning in many aspects. Hence, it is important to determine the Autonomy orientations of the teachers. These studies allowed the present study to discover new aspects in the field that need further exploration. Since the relation of Autonomy

orientation of the teachers to their gender, years of experience and department of graduation was largely uninvestigated, this study aimed to explore that area further.

In this chapter, literature related to the purpose of study and research questions were examined. Motivation in general and in language learning, Self Determination Theory as well as the difference between being Controlling and Autonomy supportive was investigated. Relevant studies in the field and applications of these concepts in language learning were discussed. In conclusion, it was seen that teachers' autonomy orientations in terms of being controlling or autonomy supportive is very important in order to increase students' intrinsic motivation and lead to better learning. The following chapter (Chapter 3) will include the methodology of the present thesis study which aims to answer the research questions mentioned in the first chapter.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This study aimed to find out Turkish Teachers' Autonomy Orientations in the Schools of Foreign Languages. This was a descriptive study in nature and aims to find answers to the research questions with a quantitative instrument, a questionnaire and a qualitative instrument which was written responses. The research questions of this study were: 1) *What are the Autonomy Orientations of Turkish teachers in the School of Foreign Languages?* 2) *Do EFL teachers' Autonomy Orientations vary depending on their gender, years of experience, department of graduation?* 3) *What are the perceptions of Turkish teachers in Anadolu University School of Foreign Languages regarding their Autonomy Orientations?*

In this part, participants, details about the research instruments, data collection procedure and the analysis of the data will be discussed.

3.2. Participants and Setting

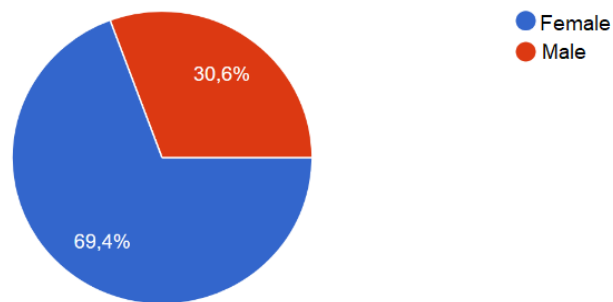
Being one of the biggest state universities in Turkey, Anadolu University was chosen as the setting of the study. It has two campuses which house 17 faculties (undergraduate level) - three of which offer distance education, 3 applied schools – one of which is of music and drama, 4 vocational schools (associate level), 9 graduate schools – five of which are graduate and postgraduate level, and 30 research centers. Anadolu University also offers a preparatory English-language program to students in almost all its departments, either on a compulsory or voluntary basis.

The participants of the present study were English language teachers at the Preparatory School of Languages - Anadolu University (AUSFL), in Eskisehir/Turkey. They provide intensive language education to the students who will continue their education in an English-medium instruction. The preparatory program has also students who prefer to study English voluntarily before starting their education in their departments.

There are 150 teachers teaching in English in the preparatory program. The questionnaire was given to all the teachers and 111 of them volunteered to participate to

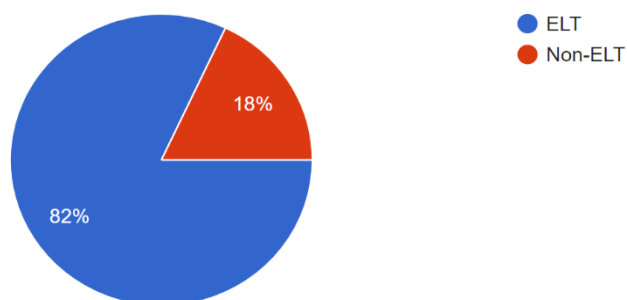
the quantitative part of the study (the questionnaire) and 11 of these participants also contributed to the qualitative part of the study (the written responses).

Gender, department of graduation, and years of experience were the independent variables of the study. The demographic information regarding these variables is presented below: (Graph 3.2.1., Graph 3.2.2., Graph 3.2.3.)



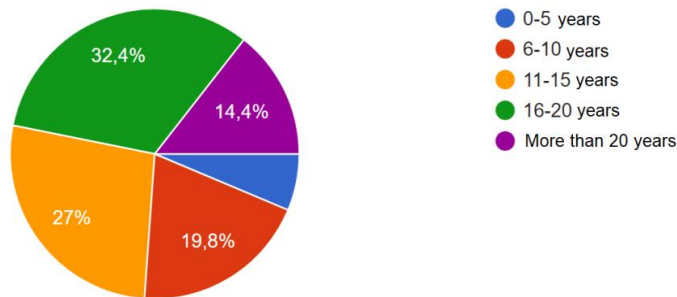
Graph 3.2.1. *Gender of all Participants*

As it is seen in the chart above, 69,4 % of the participants (77 out of 111) were females while 30,6 % of them (34 out of 111) were males. The female population was slightly more than double the amount of male population.



Graph 3.2.2. *Department of Graduation of all Participants*

In terms of the department of graduation, 82% of the participants were English Language Teaching (ELT) graduates while 18% of them were non-ELT graduates. This means that the great majority of the participants were graduates of English Language Teaching department.



Graph 3.2.3. Years of Experience of all Participants

When it comes to their years of experience 6.4% of them had 0-5 years, 19.8% of them had 6-10 years, 27% of them had 11-15 years, 32.4% of them had 16-20 years, 14.4% of them had 20 years and more experience in the field. Overall, 73.8% of the participant teachers had more than 10 years of experience.

As it is clear from all the figures above, the majority of the participants consist of very experienced females who are graduates of ELT department.

3.2.1. Written response participants

11 participants out of 111 participant who contributed to the questionnaire also volunteered for the written response. The focus here was not on gender, years of experience or department of graduation, the only focus was on the answers of the participants according to their Autonomy Orientation scores. Volunteers from three types of scores were chosen. Namely, high (3 people), low (4 people), and average scores (5 people) according to the mean score of all participants which was “40,3”. Below is the table representing the distribution of the participants: (Table 3.2.1.1.)

Table 3.2.1.1. *Autonomy Orientation Scores of the Written Response Participants*

Participant	A.O. Score
T1	+80
T2	-3
T3	+42
T4	+75
T5	+42
T6	+39
T7	0
T8	+47
T9	+22
T10	+53
T11	+22

3.3. Instruments

3.3.1 The questionnaire

The main instrument utilized in this study was a questionnaire which aims to find out to what extent teachers are being Controlling or Autonomy Supportive with their students. There are two types of “Motivators’ Orientations Questionnaires” in the literature. First one is the “Problems in Schools (PIS)” Questionnaire which is designed to be used in schools, with teachers and the second one is the “Problems at Work (PAW)” Questionnaire which is designed to be used with managers. Being more appropriate to the teaching context, PIS Questionnaire was decided to be used for this study. The questionnaire was adapted based on the aim of the study. The adaptation process is explained in detail below.

The questionnaire designed by Deci, Schwartz, Sheinman, and Ryan in 1981 includes eight vignettes describing a possible situation a teacher might face about learners. In each of these vignettes there are four possible behavioral ways of reacting to the case and the participants are required to rate each of these four options on a seven-point Likert scale considering the degree of appropriateness of the option ranging from 1 for extremely inappropriate to 7 for extremely appropriate. Those four options provided for each case represent four sub-scales which are namely, Highly Controlling (HC), Moderately Controlling (MC), Moderately Autonomous (MA) and Highly Autonomous (HA). However, these options are not presented in a recurring order. For

each vignette, four options representing four subscales are randomly listed. Since 8 vignettes have 4 options, this makes a total of 32 questionnaire items. Overall score that one gets from this questionnaire gives information about the autonomy orientation of the participant in terms of being Highly Controlling, Moderately Controlling, Moderately Autonomous or Highly Autonomous.

The questionnaire designed by Deci, Schwartz, Sheinman, and Ryan was validated resulting a good range and internal consistency and temporal stability of the teachers' responses. The measure was also found to be externally valid by the researchers (Edward L. Deci, Schwartz, Sheinman, & Ryan, 1981). To be considered valid, the orientations of the teachers must be correlating with the learners' perceptions about the teachers' orientations and also with the real intrinsic motivation and perceived competence of the learners.

The study done to see the validity of the original scale had 35 of the 68 teachers and 610 students from their fourth, fifth and sixth-grade classes. The correlation of .35 was found to be significant at the .05 level. Teachers who were found to be autonomy oriented were proven to be so, by the high scores on the classroom climate scale (Edward L. Deci et al., 1981). After two months of the administration of the questionnaire, 19 teachers completed it for the second time, Test-retest reliability coefficients were calculated for each of the four subscale scores and for the total score of the scale. The reliability coefficients for the four subscales ranged from .77 to .82. and the test-retest reliability of the total scale was .70. It was also reported that "the values of Cronbach's alpha for standardized scores for the four subscales, respectively, were .73, .71, .63, and .80. For non-standardized scores, the four values of alpha were .70, .69, .63, and .76." Hence, these results revealed that all of the subscales of the questionnaire (HC/MC/MA/HA) had satisfying internal consistency (Deci et al., 1981).

Since the original scale which was designed according to primary and middle school level, a modification was necessary for the purpose of this study. The PIS scale was adapted to university level setting with the help of an expert committee. This committee was composed of 5 EFL teachers who had more than 10 years of teaching experience on average, as well as having MA or PhD degrees in the field of English language teaching. They were also very familiar with the context of the study. For adaptation, the following steps were taken: The wording used specific to the primary school level in the questionnaire were alternated into the ones that would be used in

university setting, the names used for the example vignettes were changed into Turkish ones to help the participants relate to the vignettes more easily. Not only the lexical items but also the situations given either in the vignettes or in their options were checked and modified according to the university setting. Lastly, in order to be representative of cases teachers might experience in an intensive language teaching context, 2 vignettes were added to the questionnaire. During this whole process, constant communication with an expert committee was carried on. The changes that were made throughout the adaptation process of the present questionnaire can be seen below. (Table 3.3.1.1.)

Table 3.3.1.1. Adaptation of the Questionnaire

Changes	Adapted Version
* All student and teacher names in all of the cases in the questionnaire were changed into Turkish ones.	Jim → Cem Sarah → Selen Donny → Deniz Miss Wilson → Miss Vatan Margy → Mehtap Marvin → Mehmet
* The subjects referring to “parents” were removed and the expressions such as “daughter”- “son” etc. were altered into students.	Your son → one of your students Your child → Mr. Arthur’s student
* In order for the participants not to feel under pressure while rating the items, some ways of addressing were changed into more indirect ones.	Best thing for you to do → best thing for Ms. Cansever to do Your class → Mr. Coşkun’s class
* All the expressions were modified to the university teaching context.	grade level → B level reading group → class activities assignment → task
*Some words were replaced with a simpler synonym in order to increase understandability of the items	stay after school until the assignments are done → stay after class for more practice parent conference → teachers’ meeting repeating the grade → repeating the preparatory year last report card → last midterm exam increase her allowance and promise her a ten-speed → promise her a cinema ticket to her favorite movie children → students he won’t learn the social skills he needs → he will disturb the class in school and in other situations → in academic and

social life
put him in a special class → talk to the director to
change his classroom
junior soccer team → university football team
spelling test → quiz
forego tomorrow's game → give up on football
catch up in spelling → catch up in his class
predicament → dilemma
The Ranger Spelling Group → Beginner-1 Level
Group
Regular spelling bees → competitions in English
Drill → practice
Rewards → special privileges
Spelling chart → notebook
Prod her → push her
Silver dollar paper weight → pen
Other kids → other students
Give him a good scolding → report this situation to
the school's manager
Report card → grades
Get into college → finish preparatory school
Offer a dollar for every A and 50 cents for B on
future reports cards → offer big rewards for every A
and smaller ones for B

Removed Phrases:

Mr. & Mrs. Greene (parents)
phone conversation with parents
has to retake it
Has been the butt of the jokes
The teacher called his mother...

The adapted version of the PIS Questionnaire has 10 situations, each including 4 options of response. As in the original version, the participants rated the degree of appropriateness of each of the four options (on a 7-point scale) for each of the ten situations. Thus, there were 40 ratings in total (see Appendix-A for the adapted questionnaire).

Another table (3.3.1.2.) explaining what kind of a situation each vignette in the questionnaire represents can be found below:

Table 3.3.1.2. Details of the Vignettes in the Questionnaire

Vignettes in the Questionnaire	What it Refers to...
Cem is an average student who is at B level. During the past two weeks he has not been participating in the class activities. The work he does in the class is accurate, but he has not been completing tasks.	Learner engagement
At a teachers' meeting it was mentioned that Selen has made more progress than expected since the last meeting. All teachers hope she continues to improve so that she does not have to repeat the preparatory year. They have been expecting this since her last midterm exam results.	Academic progress
Deniz loses his temper a lot and has a way of agitating other students. He doesn't respond well to what the teacher tells him to do and the teacher is concerned that he will disturb his class.	Behavioral problems
One of Ms. Cansever's students is a very good player on the university football team which has been winning most of its games. However, she is concerned because he has been missing most of his quizzes due to the games and has not been doing his homework	Academic responsibility
The Beginner-1 level group has been having trouble catching up with the other groups all year.	Learner Differences
In Mr. Coşkun's class there is a female student named Mehtap. She is quiet and usually alone. Despite the efforts of all teachers, Mehtap has not been accepted by the other students.	Social relationships
For the past few weeks things have been disappearing from the teacher's desk and a student's money has been stolen. Today, Mehmet was seen by the teacher taking a pen from her desk.	Ethical issues
Mr. Arthur's student Canan has been getting average grades, and he'd like to see her improve.	Academic improvement

There is a student in Miss Tarçın's class who Classroom Management insists on using his mobile phone during the lesson even though she has warned him many times not to do so.

One of Mrs. Ander's students has a serious Attendance attendance problem and she knows that it is going to result in his failure of this year.

3.3.2. The written response

In order to gain deeper understanding on the findings of the quantitative part of the present study, the participants were asked for their evaluations on the results regarding the Autonomy Orientation scores as well as their overall opinions on Autonomy Support (see Appendix-B). The teachers who participated in the qualitative part were asked to write detailed answers for six questions in the open-ended protocol and send them via e-mail. The questions were sent in English, yet, the participants were free to answer either in English or Turkish. All but one participant, gave the answers in English. The answers were used to add to the discussion of the findings.

3.4. Data Collection Procedure

Before administering the questionnaire to the participants, a pilot study was conducted with 10 teachers who worked at a similar context. The possible problems in the scale items such as the appropriateness of the wording or the vignettes to the setting, etc. were investigated. According to the opinions of the teachers in the pilot study, last modifications were made, and the format was adapted to the online platform to ease the data collection procedure for the teachers.

The questionnaire was administered to the participants towards the end of the fall semester of the 2017-2018 academic year. In the consent form that was presented online, the participants were informed about the anonymity, confidentiality and requested to volunteer to participate by the researcher. Also, demographic information including gender, years of experience and their department of graduation was added to the questionnaire. After analyzing the questionnaire results, according to their Autonomy Orientation scores, 11 participants were asked for their volunteer participation. They were sent the written response questions via e-mail (see Appendix-B).

3.5. Data Analysis

In order to answer the research questions, descriptive statistics about the demographic questions were utilized. The percentages about the gender, years of experience and department of graduation of the participants were calculated.

After that, an overall autonomy score was calculated as suggested by the researchers. The formula used for this (Deci, Schwartz, Sheinman, & Ryan, 1981) was explained below.

For each participant by weighting their average for:

- Highly Controlling responses with -2 (minus two)
- Moderately Controlling responses with -1 (minus one)
- Moderately Autonomy Supportive responses with +1
- Highly Autonomy Supportive responses with +2

It can be understood better with an example vignette from the questionnaire. If we apply this formula to vignette “E” and suppose that a participant rated the items in this vignette according to the Likert scale used in the questionnaire (1-Very In appropriate, 7-Very appropriate) The participant teacher’s ratings can be as follows:

E. The Beginner-1 level group has been having trouble catching up with the other groups all year. The best thing for Miss Vatan to do is to:

Participant’s Ratings:

- | | |
|--|-----|
| 17. Organize competitions in English so that they will be motivated to do better. | “5” |
| 18. Make them practice more and give them special rewards for improvements. | “3” |
| 19. Have each student keep a notebook and emphasize how important it is. | “6” |
| 20. Help the group devise ways of learning together (games, and so on). | “7” |

Since the formula is given above and this vignette’s items’ subscales are as follows:

- 17. MA: (+1)
- 18. HC: (-2)
- 19. MC: (-1)
- 20. HA: (+2)

Hence, the score that the participant will get from each item will be:

- 17. $5 \times (+1) = +5$
- 18. $3 \times (-2) = -6$
- 19. $6 \times (-1) = -6$
- 20. $7 \times (+2) = +14$

According to these results, the score gained from this vignette only would be:
 $+5 -6 -6 +14 = +7$

At the end, the scores gained this way from each vignette will be added together. “The algebraic sum reflects the adults’ orientations toward control versus autonomy support, with a higher score reflecting a more autonomy supportive orientation and a lower score or a more negative score reflecting a more controlling orientation” (Deci, et.al., 1989).

According to the suggested way of calculation above, in the adapted version of the Autonomy Orientation Questionnaire, which has 40 items to rate, the lowest score one could gain was -180 (representing the most Controlling point), and the highest score one could possibly gain was +180 (representing the most highly controlling Autonomy Supportive point). Zero was considered as Neutral. Based on this scale, every positive score gained can be considered autonomy supportive and every negative score gained can be considered controlling. However, the scores up to +90 are considered *moderately* Autonomy Supportive and when the score is greater than +90, it is Highly Autonomy Supportive. Likewise, the scores as low as -90 are considered *moderately* Controlling and considered Highly Controlling if it is lower than -90. As one’s score get closer to +180, its Autonomy Supportiveness increases and as it gets closer to -180, it gets more and more Controlling. The figure representing this equation can be found below:

-180	-90	0	+90	+180
Highly Controlling	Moderately Controlling	Moderately Autonomy Supportive	Highly Autonomy Supportive	

Figure 4.2.1.2. Representation of Possible Score Limits

Next, to test normality of the distribution of 111 participants’ autonomy scores, Kolmogorov-Smirnov (K-S) test was applied to this research’s dependent variable, autonomy scores. Since this test is very sensitive to the sample size, coefficient of skewness was also determined. Proving the normality of distribution meant that parametric statistical methods could be used, in order to compare the autonomy orientation scores of the participants in accordance with their demographic information.

In order to look into the relationship between the gender and the autonomy score of the participants as well as the relationship between their department of graduation (ELT or non-ELT) and their autonomy score, T-test was utilized. In addition, an

ANOVA analysis was used to examine the relationship between the participants' years of experience and their autonomy score. Related tables and figures were provided (see Chapter 4).

Lastly, for the analysis of the qualitative data, the answers of the 11 teachers to the written response questions were analyzed based on the qualitative content analysis scheme of Creswel (2012), identifying the codes and the themes. The content was classified into themes each of which represented an idea, based on the objectives of the study. After that, ideas were coded, marking similar keywords or phrases with a highlighter and placing them in the categories identified. Lastly, the findings were interpreted and reported. The findings of this content analysis are present in the Results section (see Chapter 4).

This chapter aimed to give information related to the methodology of the present thesis study. The participants, instruments, data collection procedures and analysis procedures were explained separately. The results of this study as well as the tables related to those results will be presented in the next chapter (Chapter 4) in detail.

CHAPTER 4

4. RESULTS

4.1. Introduction

The present study aimed to explore Autonomy Orientations of Turkish EFL teachers working at Anadolu University, School of Foreign Languages in Turkey. This chapter includes the results of the study in accordance with the related research questions. The autonomy orientations of the EFL teachers were analyzed through the Self-Determination Theory (Deci & Ryan, 1985) which claims that teachers tend to be either Control oriented or Autonomy Supportive in their teaching. Next, it was investigated if the orientations varied according to the EFL teachers' gender, years of experience or department of graduation. Lastly, the written opinions of the teachers related to the quantitative finding were analyzed.

4.2. Results of the Quantitative Data Related to the Research Questions

4.2.1. What are the autonomy orientations of Turkish teachers in the School of Foreign Languages?

An overall autonomy score was calculated for each participant by statistical methods used by the researchers who developed the original questionnaire. To find out the participants' (EFL Teachers') Autonomy Orientations, the calculation formulas given in the original questionnaire were utilized. Descriptive statistics of the distribution of Autonomy Orientation scores are presented below (Table 4.2.1.1.) :

Table 4.2.1.1. *Descriptive statistics of distribution of scores*

Statistics	Value
Mean	40.31
Standard Deviation	20.92
Kurtosis	-.964
Skewness	-.064
Variation	437.76

The mean score of the 111 participants of the present study was found 40,31. Considering this mean score on the scale mentioned earlier, it is possible to call this

result as “*Moderately Autonomy Supportive*”. The distribution of the scores can be seen in the table below (Table 4.2.1.2.) :

Table 4.2.1.2. Distribution of the scores

Positive Score #	Negative Score #	Neutral Score #
108	2	1

As seen in the table, the vast majority of the participants had a positive score from the Autonomy Orientation questionnaire. This shows that Autonomy Supportive orientations rather than Controlling ones are dominating in this context. The related table can be found below (Table 4.2.1.3) :

Table 4.2.1.3. Individual scores of the participants

	Gender (F/M)	Experience (Years)	Department of Graduation	Average Score
Teacher 1	M	6-10	Non-ELT	82
Teacher 2	F	20+	Non-ELT	79
Teacher 3	F	16-20	ELT	75
Teacher 4	M	11-15	Non-ELT	74
Teacher 5	F	16-20	ELT	74
Teacher 6	F	0-5	ELT	73
Teacher 7	F	0-5	ELT	70
Teacher 8	F	16-20	ELT	70
Teacher 9	M	11-15	ELT	70
Teacher 10	F	11-15	ELT	69
Teacher 11	F	11-15	ELT	69
Teacher 12	F	20+	ELT	69
Teacher 13	F	16-20	ELT	67
Teacher 14	M	16-20	ELT	67
Teacher 15	F	11-15	ELT	65
Teacher 16	F	6-10	ELT	65
Teacher 17	F	6-10	ELT	64
Teacher 18	F	6-10	ELT	64
Teacher 19	F	6-10	Non-ELT	63
Teacher 20	F	6-10	Non-ELT	63
Teacher 21	F	16-20	ELT	63
Teacher 22	F	6-10	ELT	63
Teacher 23	F	11-15	Non-ELT	62
Teacher 24	F	6-10	Non-ELT	60
Teacher 25	F	16-20	ELT	60
Teacher 26	F	16-20	ELT	60
Teacher 27	M	11-15	Non-ELT	56
Teacher 28	F	16-20	ELT	56
Teacher 29	F	20+	ELT	55
Teacher 30	F	11-15	ELT	55
Teacher 31	F	11-15	ELT	55

Teacher 32	F	6-10	Non-ELT	54
Teacher 33	M	11-15	ELT	54
Teacher 34	F	16-20	ELT	53
Teacher 35	M	11-15	Non-ELT	53
Teacher 36	F	16-20	ELT	53
Teacher 37	F	6-10	ELT	53
Teacher 38	F	16-20	ELT	52
Teacher 39	F	11-15	ELT	51
Teacher 40	M	11-15	ELT	51
Teacher 41	F	11-15	Non-ELT	50
Teacher 42	F	11-15	Non-ELT	50
Teacher 43	F	16-20	ELT	49
Teacher 44	F	11-15	ELT	49
Teacher 45	F	16-20	ELT	49
Teacher 46	F	0-5	ELT	48
Teacher 47	F	16-20	ELT	47
Teacher 48	F	11-15	ELT	47
Teacher 49	M	6-10	ELT	46
Teacher 50	M	16-20	ELT	45
Teacher 51	F	6-10	ELT	45
Teacher 52	F	6-10	ELT	44
Teacher 53	F	11-15	ELT	44
Teacher 54	M	20+	ELT	43
Teacher 55	F	11-15	Non-ELT	42
Teacher 56	F	16-20	ELT	42
Teacher 57	M	11-15	ELT	42
Teacher 58	M	16-20	ELT	41
Teacher 59	F	6-10	ELT	39
Teacher 60	F	16-20	ELT	37
Teacher 61	F	16-20	ELT	37
Teacher 62	F	16-20	ELT	36
Teacher 63	F	16-20	ELT	35
Teacher 64	F	11-15	ELT	34
Teacher 65	M	20+	Non-ELT	33
Teacher 66	F	6-10	ELT	33
Teacher 67	F	16-20	ELT	33
Teacher 68	M	11-15	ELT	32
Teacher 69	M	11-15	ELT	31
Teacher 70	M	0-5	ELT	31
Teacher 71	F	11-15	ELT	30
Teacher 72	M	16-20	ELT	30
Teacher 73	F	16-20	ELT	30
Teacher 74	M	20+	ELT	29
Teacher 75	F	6-10	ELT	29
Teacher 76	F	11-15	ELT	29
Teacher 77	M	20+	ELT	28
Teacher 78	M	11-15	ELT	27
Teacher 79	F	6-10	ELT	27
Teacher 80	F	0-5	ELT	27
Teacher 81	F	16-20	ELT	27
Teacher 82	F	11-15	ELT	23
Teacher 83	M	16-20	ELT	22
Teacher 84	M	16-20	ELT	22
Teacher 85	F	20+	ELT	22

Teacher 86	F	16-20	ELT	21
Teacher 87	M	16-20	ELT	21
Teacher 88	F	11-15	Non-ELT	19
Teacher 89	F	6-10	ELT	19
Teacher 90	M	20+	Non-ELT	18
Teacher 91	M	20+	ELT	18
Teacher 92	F	6-10	ELT	17
Teacher 93	F	20+	Non-ELT	17
Teacher 94	F	16-20	ELT	16
Teacher 95	M	20+	ELT	16
Teacher 96	M	20+	ELT	16
Teacher 97	M	20+	ELT	15
Teacher 98	M	20+	ELT	15
Teacher 99	M	6-10	ELT	15
Teacher 100	F	0-5	Non-ELT	14
Teacher 101	F	6-10	Non-ELT	14
Teacher 102	F	11-15	ELT	14
Teacher 103	F	16-20	ELT	12
Teacher 104	F	16-20	ELT	12
Teacher 105	M	20+	ELT	7
Teacher 106	M	16-20	ELT	6
Teacher 107	F	20+	ELT	6
Teacher 108	M	6-10	Non-ELT	6
Teacher 109	F	0-5	ELT	0
Teacher 110	F	16-20	ELT	-3
Teacher 111	F	16-20	ELT	-4

Table 4.2.1.4. *Maximum and Minimum Scores*

Maximum Score	Minimum Score
82	-4

Maximum and minimum scores obtained from the Autonomy Orientation Questionnaire can be seen in the Table 4.2.1.4. above. The highest score obtained was 82 which is very close to the limits of Highly Autonomy Supportive orientation but, not yet so. Also, the lowest score obtained was -4, very close to 0 which is Neutral. Hence, there was nobody in the participants who was completely Controlling or completely Autonomy Supportive.

The one sample t-test results, which were applied to test whether the mean score of all the participants in the test was significantly different from the midpoint of the scale "0" (see Figure 4.2.1.2.) are as follows:

Table 4.2.1.5. One-sample t-test Results

N	Mean Score	S.D.	t	d.f.	Significance (p)
111	40.31	20.92	20.3	110	.000

The results obtained are shown in Table 4.2.1.5. Accordingly, one sample t-test results were statistically significant at .05 level ($p < .05$). In other words, the average of the scores obtained from the scale is found to be statistically significant from the reference score "0".

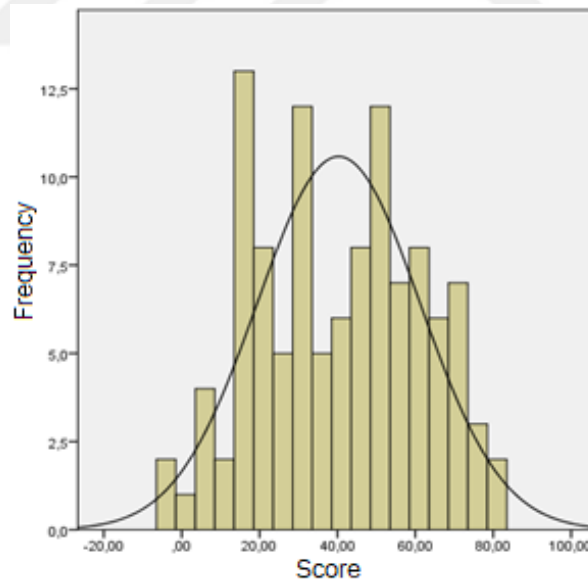
4.2.2. Do EFL teachers' autonomy orientations vary depending on their...

a) gender

b) department of graduation

c) years of experience

Firstly, a histogram graph was utilized in order to see whether the distribution of scores is a normal one. One can find the related graph below (Graph 4.2.2.1.):



Graph 4.2.2.1. Distribution of the Autonomy Orientation Scores

Above, the histogram graph (Graph 4.2.2.1.) for distribution of scores is presented. Looking at the Histogram graph above, it could be said that the distribution is very close to normal. To test normality of the distribution of 111 participants' autonomy scores, Kolmogorov-Smirnov (K-S) test was applied to this research's dependent variable, autonomy scores, and the obtained value was not expected to be significant.

However, Kolmogorov-Smirnov (K-S) test is very sensitive to the sample size and very little deviations from normality can be reported as significant, hence, coefficient of skewness was determined in such cases. Having coefficient of skewness in the range of $-+1$ is interpreted as distribution does not highly deviate from normality (Büyüköztürk, Çokluk, Köklü, 2011).

K-S test result that was obtained for distribution of scores was found significant ($p=.028<.05$). Although this value refers that distribution is not a normal one, coefficient of skewness is obtained and interpreted due to abovementioned reasons. Coefficient of skewness is found as $-.06$ and it is found that the distribution met normality assumptions since this value remains within the range of $-+1$.

Proving the normality of distribution means that parametric statistical methods can be used for the research. Differentiation of scores within range scale was analyzed in terms of categorical variables because the independent variables of this research are categorical. Therefore, independent samples t-test is applied when the number of categories in the independent variable category is two, on the other hand, one-way ANOVA is applied when the number is greater than two. Having the differences between means in results of both t-test and variation analysis significant is not usually sufficient. Because, these analyses cannot provide variation rate of independent variable's power of explanation for dependent variable. Therefore, effect size is measured. In this study, effect size was obtained through Cohen's d- coefficient for the analyses conducted for t-test- in cases that the difference between means are significant, on the other hand, it is found with eta-square value for variation analysis.

4.2.2.1 Do EFL teachers' autonomy orientations vary depending on their gender?

Table 4.2.2.1.1. Independent samples t-test results of the Autonomy Orientation Scores according to the participants' Genders

Gender	N	Mean Score	S.D.	t	d.f.	Significance (p)
Male	34	34.18	20.17	-2.08	109	.040
Female	77	43.01	20.8			

As it can be seen in Table 4.2.2.1.1., the mean of scores of males was 34.18 while mean of scores of females was 43.01. The difference between mean of score was found

significant in terms of statistics in 0.05 level ($p=.040<.05$). It is possible to conclude that, female EFL teachers had higher autonomy support scores compared to the males.

After determining that the difference between means is significant, Cohen's d-coefficient was found as 0.44 to measure effect size. This value can be interpreted as the difference between the means of scores has a medium effect size in practice.

4.2.2.2. Do EFL teachers' autonomy orientations vary depending on their years of experiences?

In this phase of the research, the participant teachers' Autonomy Orientations scores were tested to see whether it varied depending on their teaching experiences. Teachers' experience was categorized into 5 categories as 0-5 years, 6-10 years, 11-15 years, 16-20 years and more than 20; then one way ANOVA was applied to test whether EFL teachers' autonomy orientations varied in these five categories.

Firstly, homogeneity of variations was reported with Levene test. According to the obtained results, Levene test was not found statistically significant in .05 level ($p=.277>.05$). Since this condition refers to that the pre-requisition of variation homogeneity is met, ANOVA table was interpreted as reporting descriptive statistics. The tables are presented below:

Table 4.2.2.2.1. *Descriptive Statistics of Autonomy Orientation Scores Depending on the Participants' Years of Experience*

Experience	N	Mean Score	S.D.
0-5 years	7	37.57	27.50
6-10 years	22	43.86	21.16
11-15 years	29	46.44	16.13
16-20 years	36	39.25	21.35
20+	17	28.58	21.16

As seen in the Table 4.2.2.2.1., teachers with 11 to 15-year experience had the highest mean score with 46.4. This was followed by the teachers with 6 to 10-year experience ($M=43.9$), teachers with 16 to 20-year experience ($M=39.3$) and teachers

with 0 to 5 years ($M = 37.6$). The lowest mean score belonged to the teachers who had the most teaching experience with a mean of 28.6. Although the most experienced teacher group had the lowest autonomy orientation score, these results were not statically significant. The related table is below:

Table 4.2.2.2.2. *Variation Analysis Results of the Autonomy Orientations Score Means*

	Sum of squares	d.f.	F	Significance (p)
Within Groups	3799.24	4	2.27	.066
Between Groups	44354.34	106		
Total	48153.58	110		

A small p-value ≤ 0.05 shows a strong evidence for the test, so the result is significant; a large p-value > 0.05 shows a weak evidence for the test, so the result is not significant. As in the table 4.2.2.2.2., since $P = .066 > .05$, it was found that the autonomy orientation scores did not vary according to the participants' years of experience.

4.2.2.3. Do EFL teachers' autonomy orientations vary depending on their department of graduation?

In order to reveal the effect of previous professional training on the teachers' autonomy orientations, they were divided into two categories as the ones graduating from English Language Teaching and the ones graduating from the other departments. Independent samples t-test was applied to find an answer for this sub-question. The obtained results were presented below (Table 4.2.2.3.1.) :

Table 4.2.2.3.1. *Independent samples t-test results of the Autonomy Orientation Scores in terms of the participants' Departments of Graduation*

Graduation	N	Mean Score	S.D.	t	d.f.	Significance (p)
ELT	91	39.17	20.24	-1.22	109	.226
Non-ELT	20	45.45	20.65			

As a result, mean of scores of EFL teachers who graduated from English Language Teaching Department was identified as 39.17 while mean of scores of EFL teachers who graduated from other departments but work as EFL teachers was identified as 45.45. Although Non-ELT graduates had a higher autonomy orientation score compared to ELT graduate, it was found that this difference between means was not statistically significant ($p=.226>.05$).

4.3. The Results of the Written Response Questions

The 11 teachers participated in the qualitative part were asked to write detailed answers for six written response questions in the open-ended protocol. Their answers were used analyzed based on the qualitative content analysis scheme of Creswell (2012) and the findings are presented in the following table:

Table 4.3.1. Analysis of the Qualitative Data

QUESTIONS	CODES	THEMES
Q-1. According to the “Motivators’ Orientations Questionnaire” that was applied for the purposes of this study, the mean of the Autonomy Scores of the EFL teachers working at AUSFL was 40,3 which correlates to a Moderately Autonomy Supportive orientation. How would you evaluate this situation? What do you think the possible reasons behind this result are?	a) standardized methods and syllabus (x4) b) lack of this concept in the Turkish education system (x2) c) teachers’ being too old-fashioned in terms of their teaching approaches or not being willing to put in more effort (x3)	1. Inflexible syllabus 2. Out-dated educational beliefs in Turkey
Q-2. When we take a look at the results in terms of gender differences, it was found out that female teachers were slightly more autonomy supportive compared to their male colleagues. How would you evaluate this situation? What do you think the possible reasons	a) the inborn and later gained characteristic differences between males and females as well as their power relationships (x6) b) females are more autonomous learners so when they teach, they become more autonomy supportive (x1) c) females are the majority of this	1. The natural differences between males and females 2. The power relation that

behind this result are?

sample (x1)

society imposes

Q-3. In the study, it was also investigated whether the Autonomy scores varied according to the teachers' **years of experience** or **the department of graduation** (ELT / Non-ELT).

It was found that none of these variables made a significant difference. How would you evaluate this situation?

What do you think the possible reasons behind this result are?

a) When you start working in an institution that has specific goals and objectives, the effects of experience and the department of graduation starts to lose their importance. You have to adapt to the environment. (x3)

b) supporting autonomy seems to be a much personally-shaped attitude. (x5)

a) Young teachers are more eager to adopt latest approaches and technological equipment that foster autonomy. (x1)

b) "autonomy" has been a buzzword for the past last decade and younger teachers may be more familiar with it. (x1)

1. Adapting to a specific institution's environment

2. Personality of each teacher

1. Young teachers are more familiar with latest technological and educational trends

Q-4. Your personal Autonomy Orientation score out of this questionnaire was "X". According to the figure presented on the previous page, how would you evaluate this situation? What do you think the possible reasons behind this result are?

a) self-development by reading articles, or searching for new trends, having a CELTA, etc. (x2) (scores: +80, -3)

b) acting according to the teaching society in which one works. (x2) (score: +42, +53)

c) syllabus does not allow one to be Autonomous (x2) (scores: +75, +42)

d) the traditional education system in Turkey (x2) (scores: +39, +42)

e) not believing that autonomy supportive solution will work (x2) (score: +47, +22)

1. Personal self-development efforts (high & low scores)

2. Inflexible Syllabus (high & low scores)

3. Problems with the Turkish educational belief system (average scores)

Q-5. Do you think EFL teachers

a) Yes / learning is more of an

should be more Autonomy	individual journey (x5)	
Supportive? Why?	b) Yes / language itself can be seen as a living organism and we must keep it alive (x1)	1. Learning occurs with students' individual efforts
	c) Yes / teaching a language is different from the teaching of a regular classes (x1)	2. Supporting Autonomy leads to better learning
	d) Yes / It leads to better learning. (x2)	
	e) No / Too much Autonomy might shock the students. (x1)	

Q-6. In order for the EFL teachers to become more Autonomy Supportive, what do you think should be done personally and institutionally? Why?	a) by practically learning its methods. We need to read and discuss and more importantly see examples of it. (x1)	
	b) institutionally organized workshops / series of seminars / talks (x6)	1. institutionally organized workshops / seminars
	c) by being provided with a more flexible syllable (x2)	
	d) Making it a school policy (x2)	
	e) peer teachers observe each other or recording a lesson, watching it with the students and reflecting upon it (x1)	2. more flexible syllable
	f) on personal level, teachers should want to be more Autonomy Supportive, on institutional level students should be trained first. (x1)	
	e) there is not much that can be done on this matter. (x1)	

As it is clear from the Table 4.3.1., teachers stated that the possible reasons behind the mean of all 111 participants' score showing a moderately Autonomy Supportive orientation were mainly their "Inflexible syllabus" and "Outdated educational beliefs in Turkey". The teachers' evaluation of the results in terms of gender differences showed that they thought females were more Autonomy Supportive probably because of "The natural differences between males and females and "The power relation that society imposes". About the fact that teachers' years of experience or the department of graduation (ELT / Non-ELT) didn't make a significant difference, the written response participants claimed that it might be because "Adapting to a specific institution's environment" or "Personality of each teacher". Some teachers also stated for the same

question that, if the less experienced teachers show more Autonomy Supportive orientation, it may be due to the fact that “Young teachers are more familiar with latest technological and educational trends”. When it comes to their personal Autonomy Orientation scores, the possible reasons they listed were “Personal self-development efforts” (people with high & low scores), “Inflexible Syllabus” (people with high & low scores) and the “Problems with the Turkish educational belief system “(people with average scores). They were also asked if they thought EFL teachers should be more Autonomy Supportive; all but one teacher said yes and the reasons for their positive opinion were as follows: “Learning occurs with students’ individual efforts” “Supporting Autonomy leads to better learning”. Finally, when the teachers were asked what they thought should be done personally and institutionally in order for the EFL teachers to become more Autonomy Supportive, they mostly stated that they felt the need for “institutionally organized workshops / seminars” as well as a “more flexible syllable”.

When one considers these comments in relation to the participants’ scores, similar opinions were shared by a very high scorer and a very low scorer teacher. For example, a teacher with a moderately controlling score mentioned about working on her personal development by reading recent articles, and trying to find ways to foster learner autonomy, another teacher whose score was quite above the average mentioned negative ideas such as the syllabus stopping him from being creative, and autonomy supportive, etc. It seems, after all, that teachers’ perception of the world around them is very important in the decisions and deductions they make. This can be the key in terms of creating a more autonomy supportive environment. The teachers’ negative perception making them think that their power is very limited also affects the way they perceive their roles and their options available for them.

This chapter aimed to present research findings in a detail. The quantitative results of the Autonomy Orientation questionnaire were provided. The results were analyzed in relation to the research questions; comparing the differences by gender, years of experience and department of graduation. Furthermore, the analysis of the qualitative data was presented with a detailed table. In addition to providing many tables, all results were explained explicitly. In the next chapter (Chapter 5), discussions about research findings, suggestions for further research and the limitations of the study will be presented.

CHAPTER 5

5. CONCLUSION

5.1. Introduction

In this study, the Autonomy Orientations of the EFL teachers working at AUSFL as well as the variation of these orientations according to the teachers' gender, years of experience and department of graduation were investigated. This investigation was carried out through the Motivators' Orientations Questionnaire. By the analyses of the data which were collected through both questionnaires and the written response questions, the following research questions were answered: 1) *What are the Autonomy Orientations of Turkish teachers in the School of Foreign Languages?* 2) *Do EFL teachers' Autonomy Orientations vary depending on their gender, years of experience, department of graduation?* 3) *What are the perceptions of Turkish teachers in Anadolu University School of Foreign Languages regarding their Autonomy Orientations?*

In this chapter, a summary of the overall findings will be given, after that, a discussion of the findings related to the research questions will be evaluated. Next, implications for the curriculum, the teachers and the administrators as well as suggestions for further research will be presented and lastly, limitations of the study will be mentioned.

5.2. Summary of the Quantitative Findings

In order to find out the Autonomy Orientations of the EFL teachers in AUSFL, an overall autonomy score was calculated for each participant by the statistical methods used by the researchers who developed the original questionnaire. The mean score of the 111 participants of the present study was found 40,31. Considering this mean score on the possible scores scale on which maximum was +180 while minimum was -180, it is possible to call this result as "moderately Autonomy Supportive". The vast majority of the participants had a positive score from the Autonomy Orientation questionnaire. The highest score obtained from the Autonomy Orientation Questionnaire was 82 which is very close to the limits of Highly Autonomy Supportive orientation but, not yet so. Also, the lowest score obtained was -4 which shows a moderately Controlling orientation, yet, it is very close to 0 which is Neutral.

To test normality of the distribution of 111 participants' autonomy scores, Kolmogorov-Smirnov (K-S) test was applied. K-S test result that was obtained for distribution of scores was found significant ($p=.028<.05$). Although this value refers that distribution is not a normal one, coefficient of skewness is obtained and interpreted due to abovementioned reasons. Coefficient of skewness is found as $-.06$ and it is found that the distribution met normality assumptions since this value remains within the range of $-+1$. Proving the normality of distribution means that parametric statistical methods can be used for the research.

To see if the teachers' Autonomy Orientations varied depending on their gender, t-test was applied. As a result, the mean of scores of males was 34.18 while mean of scores of females was 43.01. The difference between mean of score was found significant. Thus, it is possible to conclude that, female EFL teachers had higher autonomy support scores compared to the males. Cohen's d-coefficient, measuring effect size was found 0.40. This value shows that the difference between the means of scores has a medium effect size in practice.

Teachers' experience was categorized into 5 categories as 0-5 years, 6-10 years, 11-15 years, 15-20 years and more than 20 years; then one-way ANOVA was applied to test whether EFL teachers' autonomy orientations varied in these five categories. Teachers with 11 to 15-year experience had the highest mean score with 46.4, meaning that they were the most autonomy supportive orientation. This was followed by the teachers with 6 to 10-year experience with a mean score of 43.9, teachers with 16 to 20-year experience with 39.3 and teachers with 0 to 5 years with a mean score of 37.6. The lowest mean score belonged to the teachers who had the most teaching experience (more than 20 years) with a mean of 28.6. This means that the most experienced teacher group had the most controlling orientation in the classroom. However, it was found that the Autonomy Orientation scores did not significantly vary according to the participants' years of experience.

Aiming to reveal the effect of previous professional training on the teachers' autonomy orientations, they were divided into two categories as the ones graduating from ELT and the ones graduating from the other departments and independent samples t-test was applied. The mean of scores of EFL teachers who graduated from ELT Department was identified as 39.17 while the mean of scores of EFL teachers who graduated from other departments but work as EFL teachers was identified as 45.45.

This result shows that Non-ELT graduates tend to be more autonomy supportive compared to ELT graduates. However, statistically, this difference between means of two groups was not significant.

To sum up, the overall autonomy score of the EFL teachers in AUSFL was found 40.3, which reflects a moderately autonomy supportive orientation. After this overall picture, variables such the teachers' gender, years of experience, and department of graduation and their influence on the autonomy scores were examined. The only variable that had a significant effect was found to be gender; females being more autonomy supportive than males.

5.3. Discussions Related to Findings of the Research Questions

5.3.1. Autonomy orientations of Turkish EFL teachers in the school of foreign languages

The results indicated that the EFL teachers from AUSFL had moderately Autonomy Supportive Orientation; none of the participant teachers had highly Autonomy Supportive or highly Controlling Orientations. The mean of the AUSFL teachers' autonomy score was found to be +40,3, which is actually closer to being Controlling as seen in the figure below (Figure 5.3.1.1.):

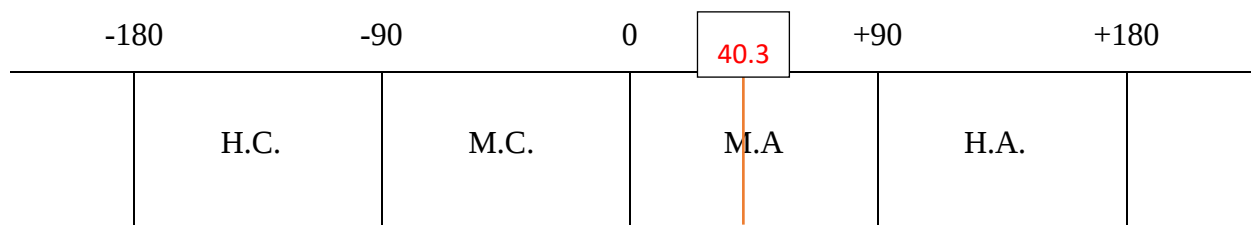


Figure 5.3.1.1. *Presentation of Possible Scores and Mean Score of the Participants*

Looking at the figure above, it can be stated that even though the EFL teachers are currently in the Autonomy Supportive area, there is still a risk of falling into a more Controlling approach towards their teaching. In fact, there were a few participants who actually had scores lower than zero (-4 and -3) or zero itself. Hence, not all the participants were in the Autonomy Supportive zone. This can also imply that the situation is slightly risky in terms of the Autonomy orientations of the teachers. There might be several reasons behind this result. The first one might be the teachers' belief that since the Schools of Foreign Languages have a large number of students and teachers and have to follow certain procedures in order to ensure systematicity, teachers

cannot act autonomously. The main components of the education system including the curriculum, the evaluation system and the teaching materials are determined by the school and all the teachers are expected to obey the common rules related to these procedures. Yet, this belief also reveals that teachers do not have clear ideas about what autonomy supportive teaching is and how they can facilitate it for their learners, as another reason explaining the score found. (Reeve & Jang, 2006). The following quotations from the teachers support these explanations about teachers' beliefs regarding standardized applications:

"The score "Moderately Autonomy Supporter" can have several reasons. One can be the curriculum we are to follow. While trying to fit into a well-detailed schedule and trying to assign a number of tasks, we may (not necessarily) be gaining more control over the students. Another reason could be the need to know more about the methods to support autonomy in the class." (T1) (score: +80)

"The answer is hidden in the fact that we teach through standardized methods and syllabus. We have to be so and we cannot be creative." (T4) (score: +75)

"It might be because of our curriculum design and syllabus." (T10) (score: +53)

What is more, the teachers stated that this score they had may be a reflection of the lack of autonomy concept in the Turkish education system in general. The following quotations from teachers can be given as examples of this reason:

*"Generally, in our education system autonomous **LEARNING IS NOT FOSTERED ENOUGH.**" (T3) (score: +42)*

"In my opinion "Autonomy" is a term to which Turkish students are stranger. They are leaded or even interfered by their families or teachers till they come to university so much that they sometimes get lost or do not know what to do when they are not leaded. I guess the results reflect this." (T6) (score: +39)

Lastly, teachers suggested that these scores may be resulting from teachers' perceptions of their own roles, as seen in the extracts below:

"It could be about the way they have been taught. Some teachers couldn't keep up with the latest approaches." (T7) (score:0)

"Some teachers find it easy to be authoritarian in the classroom because they think there will be less problems to deal with. Teachers may not like spending too much time to figure out solutions to the problems, so they prefer the quickest and most direct way to deal with." (T8) (score: +47)

“Limited time to cover all the subjects on the syllabus, classroom atmosphere, relationship between the teachers and students, demotivated students, having psychological problems mutually, monotonous teaching ...” (T9) (score: +22)

Besides, it is worthy of adding Maehr's (1976) claim that supporting or not supporting the psychological needs of the learner which will in return lead to intrinsic motivation can be a cultural matter. Schools exist within a society and they are influenced by public policy as well as the cultural milieu. If the culture is pressuring people to be successful, it may get really difficult for the teachers and the administrators to be able to maintain an Autonomy Supportive orientation in the classroom. Supporting this view, in his study Peacock (2001) found significant differences in the teaching styles of the teachers by ethnic origin which leads us to culture as the source of perceptions again. In addition, Reeve, et.al. (2014) found that Collectivism & Individualism predicted teachers' Autonomy Orientation. It was proven that the teachers' beliefs can really predict their motivating style. Teachers who lived and worked in collectivistic cultures, self-reported adopting a more controlling style; stating that they believed it to be the right classroom practice according to their cultural norms. Turkey was found to be the third most collectivistic country in the index of 39 countries that Oishi, Diener, Suh and Lucas (1999) created. Kozan and Ergin (1999) stated that Turkish organizations are generally known for their centralized decision making, strong leadership, and collectivistic orientation which can be the case in Turkish schools too.

5.3.2. EFL teachers' gender and autonomy orientations

The findings revealed that the difference between the scores of males and females were significant. It is possible to conclude that, female EFL teachers had higher autonomy support scores compared to their male counterparts. Although there aren't many studies in the literature related to the comparison of the gender factor versus autonomy orientations of EFL teachers, in some studies it was found that female teachers were more autonomy supportive compared to their male colleagues (Chudgar & Sankar, 2008; Özkal & Demirkol, 2014). This result has been explained as females' being more emphatic and more forgiving compared to males (Hoffman, 1977; Carlo, et. al., 1999; Broidy, et. al., 2003). Females' communication skills and their ability in creating more equally distributed social relations, while males tend to be more dominant might be an explanation of this result (Merchant, 2012). Furthermore, Strober and

Tyack (1980) stated that “the very characteristics that made women good mothers-their nurturance, patience, and understanding of children-made them better teachers than men.” In the written responses, the participants have also claimed that the inborn and later gained characteristic differences between males and females as well as their power relationships may be reason behind this result:

“This is most probably because of women’s being autonomous in every part of life. On the other hand, men still need women support or leading up to a point. Surely, education changes this situation and men are getting more autonomous, but there is a fact of genes, women are mostly more responsible and meticulous.” (T6) (score: +39)

“The possible reason to this is the sexist stereotypes the society impose. Or, the reasons could simply be rooted in some cliché gender-oriented generalizations. For example- with all the shame of saying this- and totally not a supportive of the cliché-men are bossier.” (T1) (score: +80)

“Men are usually the dominant figure in many life areas. Therefore, handing over autonomy to students may not be a way they prefer. They may think they are the sole decision makers and showing that they care others may be a sign of weakness. Men tend to be direct and ignore feelings when figuring out solutions. As opposed to men, women are more sensitive to problems and the solutions they offer to these problems in life. They also tend to let others think about what they can do to solve a problem by guiding or inviting them to reconsider the problem. In short, differences in personality and attitude towards life and power relationships lead that conclusion.” (T8) (score: +47)

“If we are to comment on this result, what comes to my mind is the difference between the male and female characteristic features I believe that females tend to have more of the type of character that will support the students’ learning alone outside the classroom while males consider their mission accomplished as long as they do what they need to do during the lesson.” (T5) (score: +42)

“I think it’s because female teachers care more about their students. They might want them to be successful and they share more with their students. They are often aware of their student’s problems which is not so common for male teachers.” (T9) (score: +22)

“It might be because of cultural aspects. Motherhood might be another reason.” (T10) (score: +53)

Also, some teachers had the idea that these results may be connected to the sample size or maybe to the fact that females being more autonomous learners themselves:

“As female teachers are the majority in our institution, this may be connected to the results.” (T2) (score: -3)

“Females, in general, are more autonomous learners compared to males so when they teach, they become more autonomy supportive.” (T3) (score: +42)

As a result, it is possible to conclude that the distribution of gender roles and how they are perceived has an effect on teachers’ autonomy orientations towards students.

5.3.3. EFL teachers’ years of experience and autonomy orientations

It appeared from the results that the most experienced teacher group, that is the group with more than 20 years of experience had the most controlling orientation. This may be a result of the changing student profiles and the technological gap that is expanding between the older generation of teachers and the students. Since the new generation of students are thought to be more digital natives and the older generation of teachers are identified as being more digital immigrants (McMahon & Michael, 2016), the senior teachers may not feel themselves comfortable with handling issues related to these technological tools that are an important part of the students’ lives in the educational context and this leads them towards a more controlling approach. Younger teachers appear to be less controlling because of being in a closer age to the digital natives. For Nakata (2011), having more years of experience in an exam-oriented educational context, might be seriously undermining the practices of autonomy. However, considering the fact that autonomy orientation scores did not significantly vary according to the participants’ years of experience, the difference observed in the sample cannot be used as a basis for making a deduction towards the population. According to the participants adapting to environment in which one works is the main reason for not finding significant differences according to experience variable. Below are the related quotations:

“When you start working in an institution that has specific goals and objectives, the effects of experience and the department of graduation starts to lose their importance. In order to keep the balance, the needs of the institutional goals, you feel the need of change and be more autonomous.” (T2) (score: -3)

“When a person starts to work somewhere it is impossible for him/her not to internalize the customs of that place. When people start to work here they follow what everybody does, in other words they do not try to change the process in a good or bad way which is highly understandable.” (T3) (score: +42)

“No matter if you are an experienced teacher or a novice teacher, we all follow a standardized curriculum and we have to be normed and standardized.” (T4) (score: +75)

When it comes to the fact that young teachers appeared to be less controlling in the results, two teachers commented on this possible outcome by saying:

“Young teachers are more eager to adopt latest approaches and technological equipment that foster autonomy.” (T7) (score: 0)

“If less experienced teachers are more autonomy supportive, it might be because they may be more familiar with the autonomy supportive behaviours. Also, they may put themselves into learners’ shoes and reconsider the situations from their perspective, which may help them offer more autonomy supportive solutions, as young generation is keen on his autonomy and independence.” (T8) (score: +47)

As another possibility, participants thought autonomy as a personally-shaped attitude which surprised them, as they stated in the following:

“It is definitely surprising to see a difference in terms of gender while factors such as education and experience do not cause a considerable difference. Supporting autonomy seems to be a much personally-shaped attitude.” (T1) (score: +80)

“Actually, it is surprising for me that years of experience do not affect being autonomous. Most probably it is because of that being an independent or responsible learner or person is something that belongs to one’s personality up to a point.” (T6) (score: +39)

“I guess this is dedicating yourself to teaching. If you really love teaching, nothing can stop you.” (T9) (score: +22)

“These factors might have effect on many other things related to teaching but obviously not on autonomy. Maybe autonomy is closely related to personality rather than educational background or years of experience.” (T10) (score: +53)

“To me the concept “autonomy” is related to the person’s character and his / her own beliefs on how a person learns....” (T11) (score: +22)

5.3.4. EFL teachers' department of graduation and autonomy orientations

Non-ELT graduates tend to be more autonomy supportive compared to ELT graduates. However, this difference between means was not found to be statistically significant either. While ELT graduates might be expected to be more autonomy supportive due to having a more comprehensive pedagogic education, no significant difference was found between ELT graduates' and Non-ELT graduates' autonomy scores most probably because the pre-service teacher education does not include an explicit training on learner autonomy. On the contrary, Non-ELT graduates were found to have a higher autonomy orientations score. Like other affective variables, focusing on learner autonomy is an area not explicitly focused on in Turkish pre-service education. The following quotations from the teachers support this explanation, suggesting that personal professional efforts matter rather than previous educational background:

"Main reasons could be CELTA, during which I got more insight into allocating more time for students for activities they conduct on their own. Another reason is that I personally believe that -taking their ages into account- as they are the learners they should decide how to learn if not what to learn. This gives them the opportunity to choose the better and also more enjoyable way to learn." (T1) (score:80)

"I myself just try to develop myself and read articles or search for new trends to attract my students' attention." (T2) (score: -3)

Some teachers thought that following a fixed syllabus in the school is the reason determining his autonomy orientations:

"I need to be more autonomous, but the syllabus does not allow me to be so." (T4) (score:75)

"Besides, I don't believe that this can be achieved alone by a teacher, especially in a School of Foreign Languages. The content of the lessons, exams, etc. are all designed in one structure, therefore, this structure should be supporting the students' autonomy." (T5) (score:42)

For some, the structure of the Turkish educational belief system explains their autonomy orientations, as stated below:

"The students are stopped from being autonomous in the early years of their education in our education system. The students don't have these kinds of habits when

they come to our institution. In this case, it is very difficult and requires too much effort to add this value to them.” (T5) (score:42)

“As I can see I am a moderately autonomy supportive teacher and as I explained in my first answer, it is possible to make students autonomous up to a point, it takes time to be a fully autonomous and independent learner.” (T6) (score:39)

Lastly, acting according to the teaching society in which one works and not believing that adapting an autonomy supportive orientation is not possible were the explanations added by the teachers:

“According to my score I am a “Moderately Autonomy Supportive” teacher, which shows that I am a member of this specific teaching society and I act accordingly.” (T3) (score:42)

“It seems that I am like my colleagues in this respect. This might because of our program and the fact that we are on a tune. (T10) (score:53)

“I truly believe that in some situations offering an autonomy supportive solution will probably not work. Maybe it will take more time, maybe it will not appeal to that students’ learning preferences, or it does not fit the learning environment (i.e. the school and its policy).” (T8) (score:47)

“.... probably because after 20 years of teaching experience, I have concluded that our students, at least at this level, cannot be autonomous and they need our support and orientation and I might behave accordingly.” (T11) (score:22)

5.3.5. What are the perceptions of Turkish teachers in Anadolu University School of Foreign Languages regarding their autonomy orientations?

When one looks at the overall shape of the comments of the teachers, it can be seen that teachers with higher Autonomy orientation scores tend to blame the syllabus and the curriculum more for their scores. This is probably because they consider themselves doing enough in terms of professional development and when they find out they still need to improve; the syllabus may be the first thing to blame easily. Teachers with lower scores appeared to find more teacher-related reasons for the general situation of the Autonomy orientation scores. In terms of the gender related results, namely females being more Autonomy Supportive compare to males, teachers with all kinds of scores seemed to agree with each other. Moreover, about the fact that other variables, such as years of experience and department of graduation, did not make a significant

difference on the Autonomy orientation scores, there were teachers with high-low and average types of scores mentioning same reasons such as personality factors or adapting to the work environment. Hence, there was not a group of high scorers or low scorers claiming different things. It is clear from the quotations that teachers' opinions are not shaped according to their Autonomy orientation scores or vice versa. Teachers can have every different scores yet share similar ideas all depending on their perceptions and understandings about the system. In addition, when the comments of the teachers on their personal scores are grouped according to their autonomy orientation scores, it can be seen that teachers with an average score appeared to share similar comments, yet, the comments of high scorers cannot be grouped with high scorers or low scorers' comments with low scorers together. On the contrary, similar opinions were shared by a very high scorer and a very low scorer teacher. For example, a teacher with a moderately controlling score mentioned about working on her personal development by reading recent articles, and trying to find ways to foster learner autonomy, another teacher whose score was quite above the average mentioned about negative ideas such as the syllabus stopping him from being creative, and autonomy supportive, etc. It seems, after all, that teachers' perception of the world around them is very important in the decisions and deductions they make. This can be the key in terms of creating a more autonomy supportive environment. The teachers' negative perception making them think that their power is very limited also affects the way they perceive their roles and their options available for them.

5.4. Implications

Although this study is a modest step in exploring autonomy orientations of Turkish teachers in the School of Foreign Languages, the findings still indicate some implications not only for the teachers working at this institution but also for all language teachers in Turkey as well as the other pre-service and in-service teacher training programs.

5.4.1. Implications for teachers

Firstly, it should be made clear for all teachers that supporting learners' autonomy leads to better learning (Reeve & Jang, 2006). Institutions can be encouraged to raise their teachers' consciousness on their individual choices for becoming autonomous.

They need to confirm that creating and maintaining an autonomy supportive climate in their classrooms is under their control. This fact is acknowledged by all the teachers who indicated their ideas in the written responses. However, teachers also believed that being autonomous is a responsibility of the learners, as they stated because of the following reasons;

“learning occurs when students take their own responsibility in the process”. (T7)
(score:0)

“- ... in learning process students’ role in learning process is much bigger than ours, and learning is a much more individual journey”. (T1) (score: +80)

“learning a language is an area that a person should explore by themselves....When students are more autonomous they become free, they don’t have to depend on the teacher or wait for the class; they can find new ways to improve their learning. (T3) (score: +42)

“... learning a language is an aspiration / ambition and is therefore a person should be autonomous of his/her own learning...” (T11) (score: +22)

“There are so many resources that students can reach, language students need to be aware of what to reach and how to reach by themselves. The fact that the availability of these resources is always controlled by the teachers is a very difficult situation in language learning.” (T5) (score: +42)

“It leads to better learning in many cases. Students feel the ownership of their learning and take responsibility of their own actions. It increases academic achievement. New generation wants this. New teaching approaches and methods favor this.” (T8) (score: +47)

Since teachers mainly perceive learner autonomy as a responsibility of the learners, it would be possible to argue that teachers are not much aware of the ways for developing a more autonomy supportive attitude. Thus, one of the implications of this study would be informing teachers about their options, as also stated by them below:

“We can increase student autonomy by practically learning the methods of it. And for this, we need to read and discuss and more importantly see examples of it. (T1) (score: +80)

“In my opinion it is something that should be supported with some trainings or workshops. We can learn becoming more autonomy supportive, the gist and tips maybe. (T6) (score: +39)

“Awareness raising workshops / talks / activities – institutionally initiated/organized for both teachers and students.” (T8) (score: +47)

“...Also, if teachers are not familiar with those strategies, in-service teacher development programs can be designed and implemented.” (T11) (score: +22)

“...institutionally “precautions” should be taken, in other words the traditions of the institution should be changed. This can be achieved by, maybe, a series of seminars or encouraging the staff to get self-improvement courses. When the majority of the teachers in an institution changes, the new comers and the rest of the teachers will act accordingly. (T3) (score: +42)

Only one teacher presented a negative opinion claiming that it would be a vain effort trying to help teachers be more Autonomy Supportive:

“We are teaching to students at university level and it is the latest stage of formal education. I think autonomy should be imposed to students at early ages.....When we see the situation, we understand that no matter how much we support autonomy in or outside the class, learners are actually doing nothing except for getting enough high grades in the exams to pass. They are mostly here to pass not to learn.” (T10) (score: +53)

As stated by nearly all teachers, explicit training on what Autonomy Supportive teaching is, how it can be encouraged, what learners’ and teachers’ responsibilities are necessary for the teachers. Following the literature, conducting workshops and seminars, and more importantly seeing real examples of autonomy supportive actions of teachers might be suggested to the institutions.

5.4.2. Implications for pre-service education

The insights gained from this study may contribute to the design of an in-service training program in a way that is promoting autonomy support by providing opportunities to make choices and to internalize the rationales behind the events that are beyond the students’ control. Then, rather than demanding for a more flexible syllabus, teachers might start seeing their own possibilities for not following the book step by step and making their teaching more autonomy supportive for both parties. What is more, if the pre-service teachers can have an opportunity to experience autonomy support themselves, they can be more prone to supporting their students’ autonomy

when they start teaching in their own classes. This way, higher levels of autonomy support can be transferred to the next generations.

Other suggestions of the teachers included adopting an autonomy supportive approach as an institutional policy, as stated in the following excerpt:

“Making it a school policy and making it explicit to everyone and help them internalize it, class observations (peer teachers observe each other and reflect on controlling and autonomy supportive actions in the teaching/learning process), recording a lesson, watching it with the students and reflect upon it in terms of being autonomy supportive or controlling.” (T8) (score: +47)

“...Language schools should incorporate Autonomy Supportive strategies into their curricula and teachers should be encouraged to teach and apply those strategies....” (T11) (score: +22)

“Personally, teachers should really want to be autonomy supportive. The institution should first train students to be autonomous...” (T9) (score: +22)

Interestingly, one teacher out of eleven teachers, had a negative opinion as follows:

“I believe that too much of everything has negative results so moderate is ok. When we consider our education system these students might feel shocked if we were more autonomy supportive. They are not used to it.” (T10) (score: +53)

5.4.3. Implications for administrators

The findings of the present study may moreover help administrators in making better decisions that will lead to a better teaching/learning environment in their institutions by being aware of their teachers' autonomy orientations. For example, if there are more than one teacher instructing one class and if the administrators are aware of the teachers' autonomy orientations, a balanced combination of teachers can be assigned together; rather than two controlling teachers teaching to the same class, one autonomy supportive teacher together with one controlling teacher can be a better combination for creating a fair teaching environment.

Teachers should be aware of the ways they can support students' autonomy in the classroom. In Aygün 's study (2017), it was found that language teachers did not encourage their students for participating more in the classroom and the students' preferences were not taken into consideration for teaching-learning issues. As Aygün

concluded, “students need to be asked for their choices upon deciding which activities to apply, the content of assignments, and briefly at all phases of decision-making process, students need to have a right to express their thoughts and expectations.” (p.122) This is a good way of improving Autonomy Support in language classrooms in deed.

The fact that supporting the students’ Autonomy is underlined so much does not mean that there will not be any limits in the classroom. It does not mean that students will be left fully to their own decisions, nor that they will do anything they want. There will be limits, yet, as Deci & Ryan stated, “limits can be set effectively without undermining intrinsic motivation if they are conveyed in a manner that does not threaten self-determination and self-esteem” (1985, p.126). This surely implies an Autonomy Supportive orientation, which refers to giving students a voice and choice in the classroom. The only limitation that EFL teachers have in terms of providing their learners with more voice & choice, is their own imagination keeping in mind the importance of it in teaching and learning processes.

The results of the present study can be claimed to offer hope for teachers wishing to develop intrinsic motivation in their students. It is time to acknowledge the power of supporting the autonomy of the students in order for them to be able to motivate themselves. For this, the first step both for the teachers and for the administrators, is to be aware of their own Autonomy Orientation and to recognize how broad their limits to make a change actually are.

5.5. Suggestions for Further Research

This study was conducted in one university only, but the future studies can be conducted in many other universities as well. Autonomy Orientations of the EFL teachers are largely uninvestigated in Turkey not only in the university context but also in the young learners’ context. Since Autonomy Support is a learnable concept it may be very beneficial to examine the autonomy orientations of the teachers working with young learners and setting up training sessions if necessary. It would also be much easier to help the students to motivate themselves intrinsically, if we don’t wait until they reach to the university level and start from the elementary stages instead.

Furthermore, another study can be conducted on the students’ perceptions of their teachers’ autonomy support orientations, which could be compared with teachers’ own

perceptions. In addition, this study can be replicated with larger and more diverse samples of EFL teachers working in schools of foreign languages, in order to have a better idea about Turkish context. Lastly, after organizing awareness raising trainings on Autonomy Support, the post effects of those trainings can be investigated.

With this study, the Autonomy orientations of Turkish EFL teachers in the School of Foreign Languages as well as whether variables such the teachers' gender, years of experience, and department of graduation influenced their autonomy-supportive practice were examined. The results showed that the EFL teachers in AUSFL, had a moderately Autonomy Supportive Orientation which can be perceived to be a risky zone for being close to the Controlling Orientation.

What is more, each of the variables investigated caused a difference on the participants' Autonomy scores, yet, among the three variables, gender was the only one which had a significant effect on the autonomy-supportive practices in the classroom. After summarizing the findings of the present study, discussions related to these findings were presented and possible implications were made in this chapter. Moreover, suggestions for future studies were made and lastly the limitations of the present thesis study were listed.

It can be concluded that there must be an understanding in the education field that each student can bring different and valuable contributions to the teaching and learning environments. As Self-Determination Theory states, feeling Competent, Related and Autonomous are the basic needs of every human being; supporting the learners' need for Autonomy will, in return, lead to Self-Determination which is required to activate intrinsic motivation. Intrinsic Motivation is known to lead better quality of learning and many other advantages (Deci & Ryan 2000). All in all, one should not forget, no matter how well a training program is designed, its success depends on the teachers who apply it (Aydın, 2017). Therefore, a training program concerning the motivation orientations of the EFL teachers working in schools of foreign languages necessary. Even though it was a small study with some limitations, present thesis is believed to have contributed to the field by addressing an aspect of teaching-learning that has not received much attention in the foreign language education context.

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APPENDIX- A

Motivators' Orientations Questionnaire / (PIS -Problems in Schools Questionnaire)

Dear Colleague,

In this questionnaire, there are 10 situations that language instructors who work in a preparatory language school can come across, and each of these 10 situations has 4 different options of responding to it. Please rate the degree of appropriateness of each of the four options (on a 7-point scale) for each of the ten situations. If you consider the option to be extremely appropriate respond to the option with the number "7" or if you consider the response highly inappropriate respond with the number "1". Thus, there are 40 ratings.

There are no right or wrong ratings on these items. People's styles differ, and we are simply interested in what you consider appropriate given your own style.

Please respond to each of the 40 items using the following scale:

1 *very inappropriate* **2- 3- 4** *moderately appropriate* **5-6-7** *very appropriate*

A. Cem is an average student who is at B level. During the past two weeks he has not been participating in the class activities. The work he does in the class is accurate but he has not been completing tasks. The most appropriate thing for Cem's teacher to do is to:

1. Impress upon him the importance of finishing his tasks since he needs to learn this material for his own good. (MC)
2. Let him know that he doesn't have to finish all of his work now and see if it is possible to help him work out the cause of the listlessness. (HA)
3. Make him stay for more practice after the class. (HC)
4. Let him see how he compares with the other students in terms of his assignments and encourage him to catch up with the others. (MA)

B. At a teachers' meeting it was mentioned that Selen has made more progress than expected since the last meeting. All teachers hope she continues to improve so that she does not have to repeat the preparatory year. They have been expecting this since her last midterm exam results. The teachers decide that the best thing to do is to:

- 5.** Promise her a cinema ticket to her favorite film if she continues to improve. (HC)
- 6.** Tell her that she's now doing as well as many of the other students in her class. (MA)
- 7.** Tell her about the report, letting her know that they're aware of her increased independence in school. (HA)
- 8.** Continue to emphasize that she has to work hard to get better grades. (MC)

C. Deniz loses his temper a lot and has a way of agitating other students. He doesn't respond well to what the teacher tells him to do and the teacher is concerned that he will disturb his class. The best thing for the teacher to do with him is to:

- 9.** Emphasize how important it is for him to "control himself" in order to succeed in academic and social life. (MC)
- 10.** Talk to the director to change his classroom. (HC)
- 11.** Help him see how other students behave in these various situations and praise him for doing the same. (MA)
- 12.** Realize that Deniz is probably not getting the attention he needs and start being more responsive to him. (HA)

D. One of Ms. Cansever's students is a very good player on the university football team which has been winning most of its games. However, she is concerned because he has been missing most of his quizzes due to the games and has not been doing his homework. The best thing to do is to:

- 13.** Ask him to talk about how he plans to handle the situation. (HA)
- 14.** Tell him he ought to decide to give up on football so he can catch up in his classes. (MC)
- 15.** See if others in the team are in the same dilemma and suggest he does as much preparation as the others. (MA)
- 16.** Make him miss tomorrow's game to study; football has been interfering too much with his school work. (HC)

E. The Beginner-1 level group has been having trouble catching up with the other groups all year. The best thing for Miss Vatan to do is to:

- 17.** Organize competitions in English so that they will be motivated to do better. (MA)
- 18.** Make them practice more and give them special rewards for improvements. (HC)
- 19.** Have each student keep a notebook and emphasize how important it is. (MC)
- 20.** Help the group devise ways of learning together (games, and so on). (HA)

F. In Mr. Coşkun's class there is a female student named Mehtap. She is quiet and usually alone. Despite the efforts of all teachers, Mehtap has not been accepted by the other students. Best thing for Mr. Coşkun to do is to:

- 21.** Push her into interactions and provide her with much praise for any social initiative. (HC)
- 22.** Talk to her and emphasize that she should make friends, so she'll be happier. (MC)
- 23.** Invite her to talk about her relations with the other students and encourage her to take small steps when she is ready. (HA)
- 24.** Encourage her to observe how other students relate and to join in with them. (MA)

G. For the past few weeks things have been disappearing from the teacher's desk and a student's money has been stolen. Today, Mehmet was seen by the teacher taking a pen from her desk. The best thing for the teacher to do is to:

- 25.** Talk to him about the consequences of stealing and what it would mean in relation to the other students. (MA)
- 26.** Talk to him about it, expressing your confidence in him and attempting to understand why he did it. (HA)
- 27.** Report this situation to the school's manager; stealing is something which cannot be tolerated, and he has to learn that. (HC)
- 28.** Emphasize that it was wrong and have him apologize and promise not to do it again. (MC)

H. Mr. Arthur's student Canan has been getting average grades, and he'd like to see her improve. The best thing to do is to:

- 29.** Encourage her to talk about her grades and what it means for her. (HA)
- 30.** Go over her grades with her; point out where she stands in the class. (MA)
- 31.** Stress that she should do better; she'll not be able to finish preparatory school with grades like these. (MC)
- 32.** Offer her big rewards for every A and smaller ones for every B for her future grades. (HC)

I. There is a student in Miss Tarçın's class who insists on using his mobile phone during the lesson even though she has warned him many times not to do so. The best thing to do is to:

- 33.** Talk to him about why they have such a rule in class and the consequences he will get if he keeps using his mobile phone during the lessons, including getting a lower grade. (MC)
- 34.** Warn him one more time telling him this is his last chance before he gets a time out. (HC)
- 35.** Talk to him and assure him that his attention is very necessary in class. (MA)
- 36.** Convince him it is distracting her and hindering her teaching performance in class. Not for him but for the teacher he needs to stop, so that she can teach with her full potential. (HA)

J. One of Mrs. Ander's students has a serious attendance problem and she knows that it is going to result in his failure of this year. The best thing for Mrs. Ander to do is to:

- 37.** Make him talk to a previous student who has failed due to the same reason (absenteeism) and make him see how regretful this previous student is. (HA)
- 38.** Get his friends involved and try to convince him to come to class regularly. (MA)
- 39.** Have a private talk with him in order to find out why he really doesn't come to class and try to help with whatever problem he is having. (MC)
- 40.** He needs to take the responsibility of his own behaviors' and face any kind of results that he causes. He is not a child anymore. (HC)

APPENDIX- B

Sayın XXX XXXXX,

Aşağıdaki sorulara verdiğiniz cevaplar Anadolu Üniversitesi İngilizce Öğretmenliği Bölümünde sürdürmekte olduğum yüksek lisans tezimin nitel verisi kapsamında değerlendirilecektir. Tezimin amacı İngilizce öğretmenlerinin motivasyon yönelimlerini belirlemek. Tezimin nicel verisini toplamak için “**Motivators’ Orientations**” adlı bir anket kullandım. Anadolu Üniversitesi Yabancı Diller Yüksekokulunda çalışan 111 okutman ölçeği cevapladı. Siz de anketi cevaplayan hocalarımızdan birisiniz. Katkınız için çok teşekkür ederiz.

Çalışmamın bu kısmı da anketten elde edilen sonuçları sizlerin nasıl değerlendirdiğinizi elde etmeyi amaçlamaktadır. Ankete verdiğiniz cevaplara göre sizlerin görüşlerini almaya ihtiyaç duymaktayız. Vereceğiniz cevaplarınız sadece bu çalışma için kullanılacaktır. Soruları olabildiğince detaylı cevaplamanız görüşlerinizi öğrenebilmemiz için önemlidir.

Katılımcı olmayı kabul edip, çalışmamıza verdiğiniz destek için teşekkür ederiz. Soruları ektebulabilirsiniz. Görüşlerinizi aslihanbagci@anadolu.edu.tr adresine gönderirseniz seviniriz. Çalışma ile ilgili herhangi bir sorunuz olursa yine bu maile yazabilirsiniz.

Yüksek lisans Tez Öğrencisi: Aslıhan BAĞCI

Tez Danışmanı: Prof. Dr. Belgin AYDIN

WRITTEN RESPONSE QUESTIONS

1. According to the “**Motivators’ Orientations Questionnaire**” that was applied for the purposes of this study, the mean of the Autonomy Scores of the EFL teachers working at AUSFL was **40,3** which correlates to a **Moderately Autonomy Supportive** orientation. You can find a representation of the scores one could possibly get from this questionnaire, below. How would you evaluate this situation? What do you think the possible reasons behind this result are?

Min. -180	-90	0	+90	+180 Max.
	Highly Controlling	Moderately Controlling	Moderately Autonomy Supportive	Highly Autonomy Supportive

2. When we take a look at the results in terms of **gender** differences, it was found out that **female** teachers were slightly **more autonomy supportive** compared to their male colleagues. How would you evaluate this situation? What do you think the possible reasons behind this result are?
3. In the study, it was also investigated whether the Autonomy scores varied according to the teachers’ **years of experience** or **the department of graduation** (ELT / Non-ELT). It was found that none of these variables made a significant difference. How would you evaluate this situation? What do you think the possible reasons behind this result are?
4. Your personal Autonomy Orientation score out of this questionnaire was “X”. According to the figure presented on the previous page, how would you evaluate this situation? What do you think the possible reasons behind this result are?
5. Do you think EFL teachers should be more Autonomy Supportive? Why?
6. In order for the EFL teachers to become more Autonomy Supportive, what do you think should be done personally and institutionally? Why?

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