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**TEACHERS' ROLE IN MOTIVATING STUDENTS IN THE COURSE OF FOREIGN
LANGUAGE LEARNING**

THESIS BY

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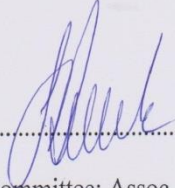
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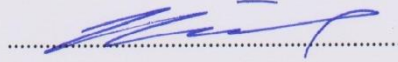
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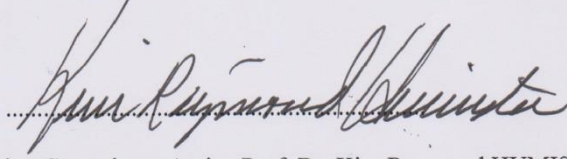
We **certify** that the thesis under the title of “TEACHERS’ ROLE IN MOTIVATING STUDENTS IN THE COURSE OF FOREIGN LANGUAGE LEARNING” is satisfactory for the award of the degree of Master of Arts in the department of **English Language Teaching**.



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16.01.2015

Süleyman ÖZDOĞRU

DEDICATION

To my mother.

No truth justifies your absence..

ÖZET

YABANCI DİL ÖĞRENİMİ SÜRECİNDE ÖĞRETMENLERİN ÖĞRENCİLERİNİ MOTİVE ETMEDEKİ ROLÜ

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Dil öğrenimi uzun, karmaşık ve fedakarlık gerektiren bir olgudur ve bu olguyu etkileyen faktörler değişmektedir. Motivasyon dil öğreniminin en önemli öğelerinden biri olup çeşitli faktörleri anlamayı gerektirir. Bu doğrultuda, öğretmenler, motivasyonu oluşturan bütün konuları dikkate alarak bu süreçte önemli bir rol üstlenmişlerdir. Bu çalışmanın amacı İngilizce öğretmenlerinin öğrencilerini motive etmedeki düşüncelerini araştırmaktır. Bu nitel bir durum çalışmasıdır. Bir erkek ve altı bayan öğretmen çalışmada yer almıştır. Bu çalışma şubat 2014 ile ocak 2015 tarihleri arasında Adana ilinde bulunan bir Anadolu lisesinde uygulanmıştır. Veri toplama amacı olarak 7 maddelik açık uçlu anket ve grup tartışması kullanılmıştır. Anketten çıkan sonuçlar belirli başlıklar altında içerik analizi yapılmış ve grup tartışmasının sonuçlarıyla birleştirilmiştir. Elde edilen sonuçlara göre, öğretmenlerin sınıf içinde kullandığı şarkı, oyun, film, dizi gibi yöntem ve etkinlikler ve internet kaynakları öğrencilerin dil öğreniminde ilgilerini artırmak için motivasyonlarına katkıda bulunmakla beraber, yabancı dilin kültürüne karşı farkındalığı artırıp sınıf dışı motivasyonu artırmaktadır.

Anahtar Kelimeler: Motivasyon, Öğretmen Motivasyonu, Yabancı Dil Öğrenimi

ABSTRACT

TEACHERS' ROLE IN MOTIVATING STUDENTS IN THE COURSE OF FOREIGN LANGUAGE LEARNING

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Language learning is a long, complex and demanding phenomenon and the factors that influence this phenomenon can vary. Motivation which is one of the most substantial components of language learning needs the understanding of diverse factors. In line with this, teachers play a prominent role in this long run by considering all the issues that comprises this context. The purpose of this study is to explore the perceptions of EFL teachers in motivating their students. This was a qualitative case study in nature. The participants consisted of one male and six female teachers. The study was conducted in an Anatolian High School in Adana between February 2014 and January 2015. Data were gathered by means of a 7-item-open ended questionnaire and a group discussion. The findings of the questionnaire were content analyzed under specific themes and then connected with the findings of the group discussion. Based on the analysis, it was concluded that teachers' use of methods and activities such as songs, games, films, TV serials and the internet sources would highly contribute to the motivation of students in language learning to foster their interests, raise awareness of the target culture and maintain motivation out of class.

Key Words: Motivation, Teacher Motivation, Foreign Language Learning

ABBREVIATIONS

DQELL	: Demotivation Questionnaire for English Language Learning
EFL	: English as a Foreign Language
EM	: Extrinsic Motivation
FLL	: Foreign Language Learning
IM	: Intrinsic Motivation
L2	: Second Language
SLA	: Second Language Acquisition
SLL	: Second Language Learning

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CHAPTER 1

1. INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose and significance of the study, research questions and definitions of the terms.

1.1. Background of the Study

Motivation is an extensive term and presents variety of definitions. To put it broadly, Brown (2007) defines motivation as the degree that a person makes choices to reach the goals and puts effort in the course of this accomplishment. Wlodowski (1985) implies that motivation helps to foster, direct and maintain the behavior and let the person have the specific behavior. Williams and Burden (1997) argue that motivation is the cognitive and emotional process to consciously reach the identified goal or goals with mental and physical effort. Ames (1990) suggests that motivation is significant for achievement and outcome as well. Specifying this term to education, McDonough (2007) describes that “motivation is what moves us to act, in this context to learn English, to learn to teach English or to teach it” (p. 369). Oxford (1996) denotes that in the course of language learning, motivation is the source which lets the learners determine the language with an effort. The opposite is ‘amotivation’ which is identified by Kaboody (2013) as his contribution to the lack of motivation. In other words, there is no point in doing something.

The significance of motivation in second or foreign language learning cannot be ignored. Motivation is an essential incentive to achieve Second/ Foreign Language Learning (S/ FLL) (Dickerson, 2004; Dörnyei, 1994, 1998; Mahadi and Jafari, 2002), and more than thirty years numerous research have concentrated on this term through the L2 learning (Dörnyei, 1994). Motivating learners in foreign language is a complex process. However, it will help the learners have a positive attitude and gain the language with the right motivational strategies (Kaboody, 2013). Indicated by Jurisevic and Pizorn (2013), foreign

language learning motivation is a field which is specific to school context and with some motivational components including interest, self- concept stimulates this process. Implying the student motivation as a matter in classroom context, Crump (1995) explains that today students get easily bored and distracted, and they lose interest both in school and outside. Likewise, Dickerson (2004) asserts that motivation deals with the involvement in foreign or second language learning. However, unmotivated students show lack of involvement and lose their potential L2 skills. Usher and Kober (2012) imply that student motivation is not a complicated issue, yet there are factors such as school, parents and even the person's own experiences can affect it.

Studies presented different types of motivations and attributed to distinctions. One distinction is between Integrative Motivation and Instrumental Motivation. According to Dörnyei, “integrativeness is associated with a positive disposition toward the L2 group and the desire to interact with an even become similar to valued members of the community” (1994). In a similar manner, integrative motivation is the learner's wish to integrate himself with the culture and people of that community who speak that language (Daskalovska, Gudeva and Ivanovska, 2012; Harmer, 1983). Finegan (1999) suggests that integrative motivation puts emphasis for the successful acquisition and pronunciation. “Instrumentality is related to potential pragmatic gains of L2 proficiency such as getting a better job or a high salary” (Dörnyei, 1994). Instrumental motivation is the wish the learner has for personal goals such as passing an exam or career position (Daskalovska et al., 2012). Parallel with the aforementioned, AlAzoumi (2014) argues that learner has little integration to the community of the target language which is regarded as a general function in SLA. Another distinction is between Intrinsic Motivation (IM) and Extrinsic Motivation (EM). According to Bainbridge (2012), intrinsic motivation comes within the individual and there are no external incentives such as reward, money or grades. AlAzoumi (2014) indicates that IM is the disposition that

individual has since he or she has a strong desire because the learner really wishes to do so. Intrinsically motivated student does not need any reward or incentive and this student is highly expected to complete the task enthusiastically (Dev, 1997). Brown (2007) asserts that the strongest motivated learners are those intrinsically motivated learners due to the fact that it directly refers to the need, wish within the individual, thus learner do not need external reward. Mahadi and Jafari (2012) argue that IM is an intellectual issue achieved by others' praise; conversely EM consists of external incentives such as grades and reward. Bainbridge (2012) connotes that extrinsic incentives are not directly related to the individual himself/herself, rather external rewards including money or grade. Usher and Kober (2012) point out that EM learner does the activity not for the joy of itself, yet it will cause certain results. Stated by Dev (1997), extrinsically motivated learner performs to get rewards and refrain from punishment. Finally and similarly Dörnyei (1994) defines EM as learners perform the behavior to get reward and avoid punishment.

Teacher's behavior and commitment in classroom have a significant influence on learners' motivation (Dörnyei, 1998; Kaboody, 2013). McCaslin (2006) asserts that teachers have an influence on students' motivation to learn. Teachers' implementation of classroom issues including task, assessment and feedback are important since the activities that students engage in provide the motivational strategy and knowledge. Some students cannot easily be motivated due to external factors and their past experiences. Here the teacher's attitude and role is of great importance to create safe and positive atmosphere and help the learners show positive attitude towards the language and people and to provide authentic activities and setting goals according to their level. Moreover, a teacher is supposed to have a safe relationship with students (Daskalovska et al., 2012). Researchers proclaim that teachers are expected to start with small tasks such as encouraging, instructing to teach students thinking and later on sharing the responsibility which will result in learner's motivation, maintaining to

associate new knowledge with the prior experiences and improving the thinking strategies to implement in real world (Blumenfeld, Soloway, Marx, Krajcik, Guzdial and Palincsar, 1991). Ghenghesh (2010) argues that learners perceive the teacher as the main determinant in having the attitude for language and motivation. Thus, teacher is expected to generate student motivation. In addition, teacher's joy and positive attitude through the learning process is a significant motivational factor. McCaslin (2006) expresses that teacher's teaching level is regarded as a factor for students to learn which accordingly will provide a safe learning context when the teacher and student relationship is high. AlAzoumi (2014) indicates that teacher is the main source for providing the necessary motivation with a big effort in gaining S/FLL, in other words, to raise awareness of demotivated learners. Gömleksiz (2001) implies that teacher factor is of great importance to second language acquisition. That the teacher's being successful in his/ her job will certainly influence the learners' success, too.

1.2. Statement of the problem

Students start learning English as foreign language at very early ages with curiosity and willingness. However, they might lose this feeling at later stages, and then English lesson becomes just an ordinary class to attain. It is not always possible to have students who are eager to join and want to learn. Motivation plays a crucial role in educational context. One of the principles of being a teacher is to provide a safe learning atmosphere, raise the interest to the lesson by implementing enjoyable activities and help students achieve the identified goals and maintain this. In addition, motivating students in class needs time, effort, ability and self-devotion. There are variety of factors that can impact learners' motivation including social environment, families, students' expectations and their past experiences. Teachers' attitudes and willingness influence students' success in foreign language and their attitude to the language itself and the people of that language as well. Another issue that a teacher is expected to highly regard is individual differences. There could be learners with diverse

motivational levels and kinds. Motivated students have no difficulty in learning. However, for unmotivated learners, if the teacher does not improve the teaching and learning situation, implement appropriate strategies, learning may become unbearable. Teachers are supposed to be facilitators and consider all the issues that hinder the learning situation. In other words, it is the teacher's role to remove all the obstacles and try to take student attention to the lesson. Thus, teacher's motivation has a significant influence. Teachers are also expected to use different sources in class and not to regard the curriculum alone since it might impede the enthusiasm and cause lack of motivation.

1.3. Purpose and Significance of the Study, and Research Question

This qualitative study aims and attempts to find out teachers' perceptions of how they motivate their students, and consists of a specific of group participants at an Anatolian high school. It is hoped to raise the teachers' awareness on the significance of foreign language learning and motivation. The overall research question is as follows;

1. How do ELT teachers motivate their students?

Under this research question, the study will specifically address the following areas that could affect motivation:

- a. in class activities
- b. individual differences
- c. students' interests and needs
- d. teacher - student relationship
- e. resources
- f. target language culture
- g. out of class activities

1.4. Definitions of the Terms

Motivation: From an educational point of view, motivation is an aspect along with language competence in identifying success in learning the target language in classroom environment (Gardner, 2001).

Integrative Motivation: Integrative motivation is the integration of the language learners to the culture of second language group who constitutes the community (Brown, 1980).

Instrumental Motivation: Harmer (1983) maintains that in instrumental motivation, language is an instrument for the learner to have such a better position or job.

Intrinsic Motivation: Daskalovska et al., (2012) imply that intrinsic motivation is the individual's strong ambition and attitude to the language and learning goals.

Extrinsic Motivation: Kaboody (2014) suggests that extrinsic motivation is the result of constraint or reward to gain the language from the social milieu.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

Motivation as a concept is a complex and multifaceted term. Thus, in this chapter the literature review will focus on the relationship between motivation and foreign language learning in related to teacher attribution and factors that influence this concept, and types of motivation.

Language learning is a process that needs time and effort for individuals who wish to learn and maintain it. To achieve this, motivation plays a significant role. The term '*motivation*' took much and special attention of many researchers who strongly imply that motivation is an important factor for foreign language learning (Alsayed, 2003; Dişlen, 2013; Dörnyei and Csizer, 1998; Gholami, Allahyar and Rafik- Galea, 2012; Guilloteaux and Dörnyei, 2008; Kubanyiova, 2006; Kurum, 2011; Pahlavannejad and Nejatiyan Bostani (2013); Veronica, 2008).

2.2. Motivation Definitions and Studies

Since motivation is a broad content, the term presents a variety of descriptions with different properties. Referring to the enhancement of the performance, Ames (1990) asserts that motivation is a state of arousal or energy. Gardner (1985) reveals that motivation is the effort, desire and attitude toward learning the language, and having positive attitude to the target language as well. Lee (2012) regards motivation as a psychological process which maintains the effort and voluntary participation of students to achieve a goal. Motivation fluctuates, thus it is not easy to keep the level of students high. Similarly, Shoaib and Dörnyei (2004) connote that motivation is not static, rather a dynamic factor. It changes in the content of language learning. Following these, O'Malley and Chamot (1990) indicate that motivation

is the most significant feature that combines with the learning. Studies on motivation prove that its significance and contribution to the foreign language learning cannot be denied. Relatedly, without motivation even the brightest students cannot achieve long term goals (AlAzoumi, 2014; Guilloteaux and Dörnyei, 2008), whereas highly motivated learners can accomplish language proficiency regardless of their language competence (Cheng and Dörnyei, 2007). Correspondingly, amotivation arises when a learner has no motive, reason or goal, intrinsic or extrinsic which will induce to the extinct of that behavior or quit the activity (Noels, Clement and Pelletier, 2001; Noels, Pelletier, Clement and Vallerand, 2000; Vallerand, 2004). In regard to the demotivation, it is a decrease of motivation. Demotivated learners were once motivated, later on they lost their interest and became demotivated due to external reasons (Kaboodi, 2013).

Studies on motivation put considerable contribution to the enhancement of this crucial term. Based on the responses of classroom observation, interview with teachers and questionnaire to students, Dişlen (2013) aimed to determine why some students have no interest in language learning, and find ways of enhancing their motivation to learn. This study revealed that motivation which provides the purpose to follow is an affective factor in language learning. In addition, providing a positive and supportive environment highlights the students' willing and attitude towards the lesson. Gholami et al., (2012) investigated the performances of 95 Iranian EFL students to firstly determine the dominant type of motivation among high school students and high achievers and to see if there is significant difference on the achievement of these groups of their final year achievement test. Their result implies that motivation plays a very important role in learning English as a foreign language successfully. Thus, it is important to know that initiating and maintaining motivation are two fundamental tasks. In another study conducted by Alsayed (2003) based on a semi structured interview with 50 participants from British Council Records related to their IELTS test scores, some

factors that contribute to success are listed. They are motivation, attitude, early exposure to English, early first language acquisition and social background. The results show that the more the students are motivated, the more effort for achievement they will show.

To come to the point, research on motivation has been fulfilled in many contexts. Thus, it would be of relevance to say that it provides the willing, color, light and joy to the foreign language learning since it is a journey which needs time, patience and effort.

2.2.1. Motivational Factors

The contribution of diverse factors to motivation in foreign language learning is clear. This might be the individual's own aptitude, social environment or the language learning milieu that comprises the teacher, friends, the task and the activities or the materials. Viju (2014) points out that motivational factors have influence on the EFL (English as a foreign language) learners' competence and achievement. Usher and Kober (2012) postulate that parents' beliefs and expectations, school, community, even the students' own beliefs and experiences can negatively or positively affect students' motivation. With a similar point of view, Veronica (2008) reveals that motivation is an important factor in FLL and is influenced by diverse factors which include personality variables, attitudes of learners, and their learning styles, even the power relationship between languages. Dörnyei (1994), based on the types of motivation and components, asserts that L2 motivation is an eclectic and multifaceted construct, and puts forward different levels of motivation. They are *Language Level*, *Learner Level*, and *the Learner Situation Level* which relatedly reflect the aspects of language (L2, L2 learner and L2 learning milieu). In addition, within the learning situation level, Dörnyei provides three variables for the L2 motivation. They are

- a. Course specific components, concerned with the syllabus, the teaching method and the learning task.

b. Teacher – specific motivational components which include teacher’s personality, teaching style, feedback and relationship with the students.

c. Group – specific components concerning the dynamics of the learning group.

In a study conducted on 50 3rd grade students, by Kurum (2011) investigated the effect of motivational factors on the FL success of students. The results reveal that motivational factors have a significant role in FLL, and researchers devise strategies that would help teachers to motivate students. Supporting this idea, Dişlen (2013), in her study implied that age, habit of solving multiple choice questions, syllabus density, overloading, health problems, shortage of materials, traditional teaching methods, boring and colorless lessons, attention distractors like too much noise in the classroom, lack of comprehension and boredom, too many similar type of exercises and questions lead to lack of motivation and enthusiasm in students towards learning. In his study conducted with 60 students to find out how Iranian EFL students are motivated to learn language, Ahmadi (2011) reveals the most significant factors that affect students’ motivation as parents, teachers, social personality university environment and examinations. Another study conducted by Jihye and Chung-Hyun (2011) aimed to identify the demotivating factors in learning English for Korean 5th and 6th grades. Fifty-seven-item questionnaire was implemented based on eight demotivating factors. They are teachers’ personality and teaching style, class environment, reduced motivation and interest, characteristics of class, difficulty of learning English (L2), attitudes toward second language, attitude of group members, and grading and test score. The result of this study revealed that the most demotivating factors are respectively reduced motivation and interest, difficulty of learning English, and characteristic of classroom. Additionally, based on the Persian version of the Demotivation Questionnaire for English Language Learning (DQELL), Ghadirzadeh, Hashtroudi and Shokri (2012) focused on the effective factors on demotivation for English language learning among 260 university students. The results reveal

5 demotivating factors. They are lack of perceived individual competence, lack of intrinsic motivation, negative characteristics of teachers' teaching methods and course contents, insufficient facilities in university and difficulty of grammar. Lastly, Ghenghesh (2010) investigated the extent to which diverse factors affect student motivation and affect students' motivation and achievement in S/FLL. One hundred and forty students from 35 nationalities and five teachers included in the questionnaire surveys, and 20 students and three teachers took part in the semi- structured interviews. The results show that variety of factors affect student motivation. From the perceptions of learners, the teacher is regarded as the key factor for their attitude to the language and for their motivation. Thus, teacher is the key figure in generating and maintaining students' motivation.

Studies shed light on the factors which impact motivation that learners can easily become distracted by the factors, or they maintain their interest and achieve the language learning successfully. In addition, these studies show that motivation of student must be considered as substantial otherwise, students will regard FL as an ordinary subject. Thus, it is beneficial for teachers to identify the needs and purposes of students and prepare the learning environment as to help them reach the achievement.

2.2.2. Teacher Factor

The factors related to teacher have been mentioned in early stage. However, since the primary goal of this study has considered the teacher factors, this part will introduce this component more detailed. After necessary motivational importance was given to the educational context through the 1990s, teacher factor has had a considerable role for student motivation in the course of FLL and become a subject of research by many researchers. In classroom context, learners need to feel safe, have opportunities to make progress and maintain motivation. Teachers are expected as the facilitator who provide the safe and colorful learning environment with innovative methods, useful and joyful activities, consider

the learners as an individual and pay attention to their differences, provide goals and implement beneficial tasks, use the appropriate motivational types to foster their interest and regard the distractions that could hinder their attention as well. In addition, teacher is supposed to have a good relationship with his/her learners. In association with these views, Smith (2001) indicates as “motivating young people is a fundamental part of what is to be a teacher”. Similarly, Del Carpio (2013) connotes that teachers have diverse roles in class such as facilitator, mentor, supporter and artists. If the teachers are aware of their students’ personality and aptitude, they will easily get them involved in the activities, and interact positively with each learner. Enhancing interest and motivation is an important part of L2 class. Thus, teachers are expected to implement the appropriate strategies to contribute to success in S/FLL classes (AlAzoumi, 2014; Porkaew, 2004). Parallel with this view, teacher and student relationship highlights the level of quality. Controlling teachers and the use of ordinary materials impede students’ motivation and activities should be based on students’ participation (Kırmızı, 2010; Lee, 2008), and teachers can have positive attitude if they consider the individual differences (Lee, 2008).

In their study, Bernaus and Gardner (2008) investigated language teaching strategies and the effects of these strategies on student motivation and English achievement based on a series of questionnaires with 31 English teachers and 691 students. The results suggested that teachers use strategies that they believe they will motivate students, and the writers provided two findings; first, teachers assess their students’ perception of any strategies they employ. Secondly, there is a correlation between student motivation and L2 achievement. Taguchi (2006) in his study with sixty one tenth-class students and four teachers, he has been concerned with the factors that might affect language learning with a special focus on motivation. The results suggest that teachers believe in their students’ abilities and provide challenging goals. In addition, the most powerful language gains were found in more implicit

teachers' beliefs about their students' abilities and their expectation of their students' achievement. Another study that show the significance of teacher attribution conducted by Skinner and Belmont (1993) who investigated the impact of three dimensions of teacher behavior (involvement, structure and autonomy) support on 144 students at third-, fourth-, and fifth- grades, and their 14 female teachers. According to the results, teacher's involvement had the most powerful impact on children's perception of the teacher. In addition, significance of teacher and student relationship was considered as a substantial factor in fostering the student motivation. A considerable study was conducted by Pahlavannejad and Nejatiyan Bostani (2013) with forty students studying English as a foreign language based on three oral interviews and aimed to let the teachers know which ways to use and how to use them to motivate EFL students in classroom. The results indicate that an EFL teacher can motivate his/her students if he / she regard the student as an individual in class. In addition, an EFL teacher is expected to be a facilitator who helps students foster their interest, motivation and learning achievement.

2.3. Types of Motivation

2.3.1. Intrinsic and Extrinsic Motivations

In regard to the types of motivation, researchers gave much concern to this term since it would be of significance to determine, and predominantly focused on intrinsic and extrinsic motivation which derived from self – determination theory, and integrative and instrumental motivations which are the components of social – psychological approach. Hayamizu (1997) asserts that intrinsically motivated learners perform an activity for pleasure and satisfaction whereas extrinsically motivated learners engage in an activity as a means. Usher and Kober (2012) point out that extrinsic motivated learner does the activity not for the joy of itself, yet it will cause certain results. Giving the importance of the term, Noels et al., (2001) connote that intrinsically motivated learner learns the foreign language willingly and does an activity

with inherent pleasure. With autonomy and competence, intrinsically motivated learners are likely to maintain their interest and effort regardless of external rewards, argue Noels et al., (2001). Supporting this idea, Ryan and Deci (2000) imply that intrinsic motivation provides the high quality to learning, and may both become intrapersonal and interpersonal. The writers add that learners can have intrinsic motivation to some activities and not for some. On the other hand, several researchers agree that IM and EM are not antagonists; rather they integrate each other (Hayamizu, 1997; Lepper, Corpus and Iyengar, 2005; Mahadi and Jafari, 2012; Şahin, 2009; Van Lier, 1996). Parallel to this view, Pahlavannejad and Nejatiyan Bostani (2013) persevere that as an external motivation, reinforcement is not paid attention by EFL teachers. In addition, some students might be intrinsically motivated, however extrinsic motivation can help the interested learners be willing to learn and foster that of the uninterested students.

Intrinsically motivated learners might have love, passion and aptitude towards the FL, and he/she does the activities willingly and voluntarily in the course of this leaning process. Correspondingly, extrinsically motivated learners are mostly interested in possible outcomes and do not regard the primary gains. In a study done by Lai, Chan, Yi and Wong (2006) with 1381 students from three secondary schools, the writers aimed to examine students' learning profiles with respect to their intrinsic motivation, achievement goal orientations and learning strategies. The findings show that overall intrinsic motivation was related to achievement goals, learning strategy and academic achievement. In one of the earliest research conducted with 24 introductory psychology students, Deci (1971) investigated the effects of external rewards on intrinsic motivation in three separate sessions. The results suggest that rewards such as social approval help their intrinsic motivation. In his study with 140 students in a secondary school based on the questionnaires, Wei and Elias (2011) examined the relationship between students' perceptions of classroom environment and their motivation in learning

English language. The findings reveal that majority of the students perceive their classroom as having affiliation and they were extrinsically motivated due to the affiliation with respect to the relationship among students, and between students and the teacher. Lastly, Lepper et al., (2005) examined the relationship between intrinsic and extrinsic motivation and the way of these motivational orientations related to academic outcomes. 797 3rd grade students from two public schools were included in this study. The findings indicate that working to enhance both intrinsic and extrinsic motivations and internalization of extrinsic motivation may help to maximize the children's motivation to learn. In the light of the given aforementioned, it can be said that each type can be used since school environment consists of variety of learners, and this induces diverse challenges. Here teachers can implement each together. This will lead to more beneficial and nutritious language learning.

2.3.2. Integrative and Instrumental Motivation

Integrative motivation is the desire that individuals have towards the target community and its people and become a part of that community whereas instrumental motivation is the desire to learn the language as a means such as passing an exam, applying for a job or higher pay (Atchade, 2002; Daskalovska et al., 2012; Kurum, 2011). Put another way, AlAzoumi (2014) indicates that integrative motivation leads to successful second language acquisition. However, instrumental motivation is regarded as an important factor in some research. Hu (2014) reveals that interest (integrative motivation) has more significant role than instrumental motivation since interest comes from inside to attain achievement. According to Kaboody (2013), introducing the target culture with authentic materials in language learning is useful to generate the integrative orientation since it reflects the culture and community of the target language. However, some learners might be instrumentally motivated. Thus, teachers are expected to be aware of this. To conclude, as the level of the instrument is high, the individual can more easily achieve the language.

A study conducted by Gardner and MacIntyre (1991) aimed to investigate the role of integrative and instrumental motivation on the learning of English/French vocabulary. In this study, research participants were 92 introductory psychology students. They found that both integrative and instrumental motivation can influence SL learning positively. A substantial research by Csizer and Dörnyei (2005) examined the structural modelling to evaluate a proposed theoretical model concerning the internal structure the second language (L2) motivation complex and its impact on motivated behaviors. A total of 8593 pupils in Hungary aged between 13 and 14 in 1993 – 1999 were included. In their study they generalized the aspects of L2 motivation to seven components; integrativeness, instrumentality, vitality of the L2 community, attitudes to the L2 speakers, direct contact with the L2 speakers, cultural interest, linguistic self-confidence and milieu. The results suggest that integrativeness appears to be the most important factor subsuming or mediating the effects of all the other responses to questions asked. In another study, Gholami et al., (2012) investigated the dominant motivational type of high school students and high achievers and to examine if there is significant difference on the achievement of these groups who have either integrative or instrumental motivation. 95 Iranian EFL students from the third grade were included in this study. The results reveal that Iranian high school student have both integrative and instrumental motivation, yet instrumental motivation was the dominant one. In addition, highly achievers were mostly integrative motivated. The students with integrative motivation significantly performed better than those who were instrumentally motivated. In a similar vein, based on the responses of a questionnaire, Ahmadi (2011) examined the impact of integrative and instrumental motivation of Iranian EFL students' language learning. Research participants were 60 EFL students from two different translation classes. The results show that EFL learners have instrumental and integrative motivation toward language learning. Moreover, females had stronger integrative motivation than males while male students were found more

instrumental motivation than females to learn English. Kimura, Nakata and Okumura (2001) conducted a study with the aim to explore the types of language learning motivation of 1077 Japanese learners from different learning milieus. They implemented a fifty-item motivation questionnaire based on several motivational components from educational psychology and implied that the largest motivational factor in English language learning among Japanese EFL learners were respectively integrative and then instrumental motivation. Besides, they suggested that EFL teacher pay much attention to the relationship with their students. Lastly, in this study conducted by Vaezi (2008) it was aimed to describe and examine the undergraduate students' integrative and instrumental motivation toward learning English as a foreign language in Iran. The participants included 79 1st and 2nd year non-English majors in a university. The results show that Iranian students have very high motivation and positive attitude towards English. In addition, Iranian L2 learners have higher instrumental motivation than instrumental motivation.

CHAPTER 3

3. METHODOLOGY

This study primarily aimed to investigate the perceptions of EFL teachers on how they motivate their students. This chapter provides detailed information on the context of the study, research design, participants, data collection instruments, and procedure of the study and ends with data analysis.

3.1. Context of the Study

This study was conducted at TOKİ Ş.O.O.İ. Anatolian High School in Adana Province. The school is one of the biggest schools in the city and it is located in a suburban and most of the students use either school buses or public transports to get to the school. School provides a number of facilities including classrooms with smart boards and central heating, library, study rooms, laboratories, cafeteria and canteen, sports saloon. Smart boards are used for all purposes through the process of foreign language learning. In addition to these facilities, students 9th and 10th classes are provided tablets respectively, and all necessary documents are copied and delivered after each unit. Moreover, all subject teachers are available; however, there is no language laboratory at school. Nine-grade students take English lesson six hours a week, and the 10th, 11th and 12th classes take four hours a week.

3.2. Research Design

This study is descriptive in nature; a qualitative case study. Qualitative case study, using diversity of sources, helps to find out a phenomenon within its setting without any interference by the researcher (Baxter and Jack, 2008; Fidel, 1984).

Accordingly, this study has one research question, and under this research question specific areas that could affect motivation were addressed.

3.3. Participants

The number of the participants was expected to be seven; one male and six female English teachers in completion of the questionnaire and the implementation of group discussion. However, one participant took part in the first session (questionnaire) but did not in the second session (implementation of group discussion). The participants had their teaching experience between 11-22 years (average 15 years). They had approximately 20 hours classes a week. The teachers had nearly the same background. Four of the participants have been teaching for more than four years, and the rest for a year in that school.

3.4. Data Collection Instruments

An open-ended questionnaire and a group discussion were used in order to collect the required data in this study. The questionnaire was prepared by the researcher himself. After reviewing the literature, the researcher identified some themes which were related to focus of the research and which would help answer the research question. Initially, the following themes occurred: Intrinsic and extrinsic motivation; classroom practice and motivation; culture and motivation; resources and motivation; teacher/student interaction and motivation; out of class activities and motivation; technology and motivation; demotivation and amotivation; classroom environment and motivation; gender/age and motivation; attitude/ideal self and motivation; learner autonomy and motivation; and peer motivation.

Based on these themes, the researcher prepared an extensive number of open-ended questions to be discussed with the supervisor of this thesis. After discussions, the ones that were directly related to the focus of this study were selected, and some were combined under the same topic. As a result, the questionnaire comprised of two parts: (a) demographic information, which would help the researcher's interpretations while analyzing the data and (b) seven open-ended questions to learn how teacher motivate their students (see Appendix A).

For group discussion, the researcher did not prepare separate set of questions. Instead, he used the same questions to triangulate the data source. Besides, as Bryman (2012, p. 504) states, group discussions offer “the researcher the opportunity to study the ways in which individuals collectively make sense of a phenomenon and construct meanings around it”. Thus, by the help of group discussions, the participants had the chance to argue with each other and challenge others’ views which gave the researcher more realistic accounts.

3.5. Procedure of the Study

This qualitative case study was conducted in TOKİ Ş.O.O.İ Anatolian High School, and the teachers were asked the possible ways to provide and maintain students’ motivation to the foreign language. Necessary information was shared with the administration earlier. Moreover, the respondents were informed about the purpose of the study and were guaranteed that the answers would be kept confidential and only be used for this study.

Firstly, the questionnaire, both in English and Turkish, were e-mailed to the respondents so that they would not have any misunderstanding in each item. In addition, it allowed the participants to convey their feelings and thoughts freely without time limitation. A silent and comfortable place was arranged for the group discussion. The flow of this session was so fluent that it lasted more than forty-five minutes and ended joyfully.

Accordingly, this study focused on the teacher factor regarding both in class and out of class issues which were seen as to facilitate and maintain students’ motivation in foreign language learning.

3.6. Data Analysis

The results of this study were based as aforementioned on open-ended questionnaire and group discussion. Data gathered from these two sources were content analyzed. Emergent

coding was used to identify the emerging themes for each interview question. This helped to regard the items as a whole, and organize each item neatly and properly.

Accordingly, the analysis of the qualitative data gathered from questionnaires involved coding, categorizing and summarizing. The data from the group discussion included recording, organizing, interpreting and presenting and then discussing to find out the ideas which give clues to the research question regarding the teacher's contribution to this issue.

CHAPTER 4

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter presents the content analysis of the collected data based on a 7-item-questionnaire and group discussion with the aim to find out the perceptions of EFL Teachers on how to motivate their students in language learning. The respondents in this study highlighted broad aspects of motivation. In other words, the data analysis from the questionnaire and the group discussion introduced variety of interesting themes for the study. The responses in each implementation did not show incoherency. However, more detailed responses were given in group discussion.

4.2. Findings from the Questionnaire and the Group Discussion

The results are mainly given in seven parts. They are respectively *in class activities, individual differences, students' interests and needs, teacher-student relationship, resources, target language culture* and *out of class activities*.

4.2.1. In Class Activities

In order to provide motivation during the lesson, three categories were developed. They are *positive evaluative feedback, award and punishment, using variety of activities*.

4.2.1.1. Positive Evaluative Feedback

Positive Evaluative Feedback is used to appreciate students' appropriate behaviors and encourage them to maintain these acts. They raise students' attention and motivation towards the lesson, thus their interest and attitude increase accordingly.

Positive evaluative feedback is used by many teachers to provide motivation and so many examples can be given under this term including *praising, smiling, eye-contact, clapping for good behavior, calling his/her parents*. T1 indicates the examples of this term as illustrated:

T1: In order to increase motivation I use positive feedback such as well-done or eye contact.

4.2.1.2. Award and Punishment

To speak broadly, the aim of awards is to reveal the behavior and to force students repeat that behavior. Conversely, punishment is preferred to cause fear on students and eliminate the disruptive behavior. Some teachers state that they use both, and think that especially awards increase the motivation through the lesson. The excerpt from T2 is as;

T2: In high school group I prefer award, punishment and drama; for example, watching a film or not (as a punishment) after a unit completed with a high participation.

T2 similarly indicates that she prefers watching a favorite film as a reward, and adds that giving reward as an oral exam to increase motivation. T3 puts much emphasis on ‘award’ to increase motivation as she illustrates;

T3: I use all and of course it depends on the situation in class. Awards are really good for encouraging students using the newly taught patterns.

In addition to this, she adds that giving a high mark after a challenging question, or after checking homework, using plus and minus, and giving stickers are her preferences. Thus, she designates on both award and punishment.

T4 does not mention about award or punishment to provide motivation, yet in group discussion, she emphasizes that she disagrees with punishment or she does not prefer mark.

Instead, she prefers talking about the necessity of language by showing a video script from the net, or giving materials. T5 is in favor of using award and punishment. The excerpt illustrates as;

T5: I use award-punishment in my classes. I implement almost in every lesson mostly by giving cross and tick. They are always told that crosses will be changed into tick according to their interest towards the lesson.

T5 claims that using positive reinforcements such as ‘*super, great*’ make the students feel self-confident. Her ideas in regard to positive reinforcement were not reflected in the questionnaire.

T6 replied all the questions in the questionnaire in a smooth and simple way. However, she contributed a lot in the group discussion for each questions. She explains that she does not use *minus* for *oral mark*, but she gives 100 as mark for specific situations if the student deserves this. She utters she gives chocolate, a sticker or pencil as a reward spontaneously. In addition, she says she uses praise such as saying ‘*I love you heartfully*’. Thus, she prefers more updated things like this and does not use mark. She also prefers raising students’ awareness of English as a hobby, not as a mark. In addition to these, she pays attention to the teacher support if students get low mark and considers the significance of positive approach. She asserts that written exam is not important, process is more significant.

In regard to T7, he illustrates in the questionnaire as;

T7: I often use applause, plus and minus as reward and punishment. However, he does not suggest any idea in the discussion phase on this theme.

Consequently, some teachers agree that both award and punishment contribute to motivation, some agree with only use of award that has significance on motivation. Some teachers prefer extrinsic motives. They are *mark, chocolate, pencil...etc.* while some prefer

intrinsic ones such as *raising awareness of English*. This diversity may differ according to number and level of students in class, personality of teacher or learning milieu.

4.2.1.3. Using Variety of Activities

The use of activities in foreign language teaching varies. Clearly, these make the learning more amusing and fruitful if the teacher enriches the content by implementing each one throughout this process. The teachers listed a number of activities below that they think of increasing the motivation in their classes. The excerpt of T1 exemplifies this;

T1: *I use activities such as ice-breakers at the beginning of the lesson, and nursery rhymes or singing a popular song together. In addition, talking about videos or interesting photos and are those that I use most.*

The following utterance is from T3 as she explains;

T3: *Games and songs are helpful for changing the atmosphere of the class when they get bored.*

It is obvious that such activities are much conducive to the flow of the lesson. T3 adds that students should enjoy the lesson making in class activities such as role playing or preparing poster in class. T4 attributes to using variety of activities and to different learning styles as she points out;

T4: *I try to use different materials during each lesson since I believe that students' motivation span is not too long even their ages are older. If we change the activity for the same topic, it will be better for their learning. This is also beneficial for the learners who have different learning styles such as visual, kinesthetic, interpersonal and so on.*

As it is clear, she considers the differences in students. At this point, she paints the picture on the activity diversity. Likewise, in group discussion she puts emphasis on the variety of materials since they differ; some students like watching film, others have audio or visual aptitude. Thus, she indicates the importance of diverse activities and attributes to telling about foreign language necessity and awareness.

With respect to T5, she reveals students should love English and suggests that teachers show students they can manage. This will help them feel self-confident especially in early times of learning the language. T6, to foster motivation in class, she does not prefer to write in details as it is illustrated;

T6: *Games, song, fun*

In line with the activities to use in class, the following excerpt is from T7 as;

T7: *At the very beginning of the unit, I use drama a lot to motivate students. When I feel students get bored, I use a suitable song to listen and students fill in the blanks. In addition, we play vocabulary or writing game.*

He elaborates on telling about the aim before the lesson, and points out that he speaks half English, half Turkish; for example, Keloğlan adında bir *student* varmış. Keloğlan *map'e* bakmış..

In the light of the given excerpts in the questionnaire and the statements from the group discussion, it is understood that in order to provide motivation, teachers primarily use award and punishment which include cross and tick, applause, plus and minus. In addition to these, using variety of activities contribute a lot to takes students interest and attention to their language learning.

4.2.2. Individual Differences

One of the most significant factors that a teacher is expected to consider is individual differences. *Students' learning styles, aptitude, gender, age and anxiety* can be given as examples. Consequently, these factors can either foster or hinder students' attitude, attention and motivation towards the lesson.

In order to elicit this theme, two categories were listed. They are *cooperative and competitive atmosphere*, and *the use of different methods and activities*.

4.2.2.1. Cooperative and Competitive Atmosphere

Regarding the diversities in classrooms, creating a cooperative or competitive atmosphere can help teachers to have more self-confident and more attentive students, and cover the differences. Students may learn to work together and share with cooperation, and this may results in achievement if directed well by the teacher. Put another way, cooperation eases up the language learning and covers the individual gaps. This also helps students possess positive relationship among each other and create positive feelings towards English. On the other hand, creating a competitive milieu in language learning is used by teachers as well to motivate their students. However, the results of competition may not result in success, and this may cause the extinction. Thus, teachers need to be attentive about these issues. The excerpt from T1 explains this as;

T1: *To cover the individual diversities, I prefer mostly pair work or group work activities. Despite the small disadvantages in group work, it results in good.*

The following excerpt explains this issue as;

T2: *I use group activities in 2-4 students. Each group has their chairperson and this can change according to exam or performance results.*

Similarly, she gives the same activity (group work) in group discussion. The following quotations are from T3;

T3: *Cooperation with a hardworking student can work out in these kinds of situations (individual gaps) but creating a competitive atmosphere in class can be dangerous. Weak students can fall behind in the game which demotivates them. I try to cover these gaps with cooperation mostly. But sometimes nothing can be done for those students.*

Likewise, she suggests that by working in pairs, students teach and learn from each other. She perseveres that competition renders the connection between the student and the lesson whatever the level is while cooperation works a lot. Correspondingly, she notifies that there can be students who individually want to work and then they can be allowed.

The excerpt from teacher 4 explains this category as;

T4: *By using different activities. While the individual learners try to complete a puzzle on their own, interpersonal learners try to create a story for the same subject. However the activity is different, all are evaluated at the end together. This creates a half competition atmosphere and motivates them for the next.*

In a similar vein, she suggests that activities should be prepared individually. In other words, she thinks foreign language is taught by variety of activities, and these activities should be based on individuals. In addition, she asserts some students may not want to cooperate in group or pair works and prefer to work alone. In this situation, students should not be pushed; instead individual activities should be given to them. Another view comes from T5;

T5: *I mostly make competitions to provide their motivation.*

T6 indicates she uses both cooperation and competition in the questionnaire. However, she just agrees with cooperation and suggests giving the responsibility to the students. In addition, she suggests allowing students who would like to work alone and asking that student to join him/her for that activity.

4.2.2.2. Use of Different Methods and Activities

Providing the activities and methods in regard to the needs and levels of students would foster motivation, and make the language learning more enjoyable.

T4, in group discussion, indicates that she asks her students to present their project or performance works in front of their friends. She adds that presentations both increase English aptitude and their self-confidence.

T6 postulates that calling the students to the board makes them feel self-confident. She says she sometimes makes students close their eyes while their (shy) friend is in front of the class. She adds that she does not compel her students, but make them stand up, use their body language or tour around while doing the activity.

The following statements come from T7. He suggests;

T7: When I start a subject, I tell from the beginner level as much as possible (I never say you should know, you all learned that previous years etc...) At first, I tell the important details, write them on the board, with worksheets and homework I try to reinforce. If the students ask the similar questions they find challenging, I tell the lesson again. If one asks a question individually I explain. In a classroom with 34 students it is sometimes almost impossible to cover individual gaps. Before an exam, I make a quiz exam. That is a good way to learn for students. (Grade is so important for them)

Individual differences, as aforementioned, can be covered by providing cooperative atmosphere and dealing with students individually, and using appropriate activities. This facilitates the learning, make the students feel more self-confident, and take the responsibility for their learning.

4.2.3. Students' Interests and Needs

This theme is given separately just after the individual differences since two themes relate to each other. Individual differences primarily highlight the varieties among students

and should be covered firstly, and then necessary methods and activities should be provided to meet the interest and need of students.

English lesson classes present diversity of students who have different backgrounds, aptitude and interest. As mentioned earlier, *Teacher* is expected to evoke the learning styles of different students and come up with the appropriate strategies to refer to students' interests and needs.

Two categories were developed for this theme. They are *exploring students' aptitude* and *fostering the awareness*.

4.2.3.1. Exploring Students' Aptitude

T1 illustrates as;

T1: *I try to discover the students who have special aptitudes in class and use them through the activities. For example, I evaluate the students differently who have drama aptitude and voice talent or those who are so active.*

4.2.3.2. Fostering the Awareness

T1 indicates as;

T1: *General atmosphere in the classroom is important. I choose activities according to the number of girl and boy students. Besides, I draw the distinction between the 9th classes and 11th and 12th classes, and then change the content.*

T2, to foster the awareness towards the language, illustrates as;

T1: *I create environment to meet the interest and needs of students for the content and the process of the lesson.*

As far as T3 concerned, she indicates as;

T3: *I generally try to find out their difficulties in learning a language and the way they learn a language, so these show me the interests and needs. I find my way then.*

In addition, she draws attention acting together with the coterie. She maintains that it is not enough just to ask or write since they do not attract students. Instead, putting the name of his/her favorite actor or singer in the sentence is more beneficial. To promote students' interest and needs, T4 illustrates as;

T4: *At the beginning of the term, I usually do a survey either verbally or written to find out their needs and interest and do necessary change in curriculum.*

She points to the activities included in the coterie meeting. They are films, songs, excursion, and language festival. She agrees with T3 acting together with other English teachers which can even influence motivation. In addition to these, she perseveres she uses directed writing. For example, *how do you learn learning English?* She gives examples; *I learn English in this way such as listening to songs, watching film, making dialogues with someone.* Grammar is not used correctly, yet this is like the analysis of interest and need. There are utterances from T5;

T5: *I always try to keep myself up to their likes and interests. We sometimes listen to a popular song together and try to sing it. We sometimes watch movies they like etc...*

She puts emphasis on acting together with the English coterie as T3 and T4. She encourages the students to show their talent such as playing the guitar, singing song or doing karaoke. She suggests being aware of the series that students watch, songs that they listen. In other words, she recommends that teachers update themselves accordingly. This will raise the interest.

The quotation from T6 illustrates this;

T6: *I use documents.*

However, she suggests wide range of ideas in the group discussion such as doing karaoke or putting excitement to the lesson and always making students astonished. She maintains that students want their teacher to speak English, but when she speaks up English, they complain. She adds that as English teachers, it is mandatory to use English in class. They try to

understand in the first month, later on they get used to it. Lastly, she wishes students did these at home.

The last excerpt is from T7;

T7: *Listening to songs , watching videos or movies , grading positively (Good , thank you , what is your school number ? , writing competitions or taboo game in the target language..)*

He includes the significance of sketches in the discussion.

Accordingly, it is fundamental to find out the needs and interest of students to motivate the students. Probably, the first thing to consider is to understand their learning styles and prepare activities based on their aptitude. It might be demanding, yet it is worth doing this.

4.2.4. Teacher-Student Relationship

In order to promote motivation, this theme suggested two categories. They are *safe and comfortable environment*, and *positive relationship*.

4.2.4.1. Safe and Comfortable Environment

T1 points out as;

T1: *I try to create comfortable learning environment by being interested, respectful and making humorous jokes. Learning increases in peaceful and relaxing milieus.*

T2 illustrates as;

T2: *It influences positively. I try to be positive. Intimacy and empathy are foreground. I respect to their wishes and participation through the process of the lesson. I think they love my lesson.*

The following sentences are from the T3 and T6;

T3: *Group Works help them to have fun and motivate them in activities. So they can trust themselves and each other.*

T6: *Helping students motivate each other.*

4.2.4.2. Positive Relationship

The excerpt from T3 illustrates as;

T3: *With me, I always let them know that they can ask for help from me. With each other I try to establish easy- going and cheerful relationship between the students.*

She comes up with two words in the group discussion; *intimate* but *uncompanionable* and expresses as *'I am your teacher but always ready to talk to you'*

T4 points out as;

T4: *The relationship between my students deeply affects the motivation for learning. We have a positive relation with them; I try to be interested even with their personal problems, so there happens a trust towards each other. Sometimes just not to make me sad, they study hard at the beginning. Then they start to like the lesson as they see they can achieve it.*

She supports her ideas in the discussion and adds that she learns about students' personal issues such as their father, mother or telephone numbers. She says she calls or visits their parents, meets outside in a respectful frame. Those raise students' interest and motivation.

Pointing out the positive relationship with students, T5 connotes;

T5: *I believe that the relationship with the students is the most important thing to keep students motivated and interested in the lesson. If you have a good relationship with the class you will have less problems with taking their attraction during the lesson.*

She agrees with T3 saying *intimate* but *uncompanionable* with students and points to its effectiveness. She considers being empathic as well. The following expression is from T7 as he illustrates;

T7: *Of course it effects positively. When we have a good relationship, the student begins to take an interest the lesson, if a student likes the teacher tries to do their best and don't want to miss the lesson.*

He makes the distinction by saying *friendly but not friend*. That is, students should know their place.

Consequently, the level of teachers' relationship with students has considerable effect on students' personal and academic development. If the teacher provides safe and comfortable environment where students can express themselves, share and accept each other as individuals, then the fundamental aspect of teaching and learning will be accomplished.

4.2.5. Resources

This age introduces variety of facilities to use in class by the help of technology. Especially, use of smart boards in classes brings all the sources into the presence of students and contributes to language learning.

In line with this, one category was developed. It is *the use of visual and auditory sources and materials*. Thus, the results are analyzed under the Resources.

T1 illustrates this;

T1: *The biggest source is smart board. We can use it for wide range of purposes. For example, sometimes watching or listening, or playing interactive games. I use smart board almost in every lesson, yet its time changes.*

T2 contributes to activities as she explains;

T2: *I use activities with popular songs, watching a film, nursery rhymes and apothegms with visual support.*

Similarly, she puts emphasis on songs and apothegms, and showing these on smart board. She states she uses authentic materials and activities with filling in the blanks. Another excerpt is from T3;

T3: *Always. Nowadays visual sources are more effective than written ones. Students don't read. They watch and listen instead of reading. So, visual and auditory sources are bliss.*

The quotation from T4 illustrates this as;

T4: *Since we have smart board in classes, I use any kind of materials we want to use. In addition, I use realias (real materials) as well because it is better when they touch.*

She similarly points to the use of smart boards and adds that there is no limit in using it, and everything is visual. She maintains that reading stories provide many opportunities. For example, they can make short films, draw pictures or write poems about the life or characters in those story books. Thus, they can use English in their own lives. In addition, she agrees with the idea of teacher 6. She suggests recording students' voice. She reveals there are sources on the net about it. Downloading these to their tablets can be motivating for students.

T5 illustrates this;

T5: *I usually use "smart-board" that you can apply any kind of auditory and visual sources.*

In addition to this, she attributes to role-playing of the characters in story books as T4 suggests. Referring to the sources, T6 conveys as;

T6: *I am a spontaneous teacher so it is very useful to motivate the students.*

Later on, she indicates that once, a student went to the classroom and translated a song into English, and sang it in rap style. Clearly, if students agree, they can record their voice and listen to it later. Thus, he/she will have a chance to see pronunciation. It can be generalized in all classes.

The last statement from T7 explains;

T7: *In my lessons I use some videos. Before watching a video, I deliver some papers about the video. The students watch, fill in the gaps as they are watching. After*

watching about three times, they answer the questions. I use different English songs. We make “English Time” for 15 minutes. During that period, I don’t let them speak Turkish even if they have some important questions. If they speak, they are punished (in a friendly way ☺ I mean not grading, shouting at them but saying “Sorry for not speaking English”). After the English Time they ask questions and I help them how they should ask in English correctly.

He denotes that he uses pseudo moustache and make speech of the two characters.

Accordingly, with the help of smart board, it is not difficult to content with only course books. A teacher can jazz up his/her lesson by providing a number of activities according to students’ interest and aptitude. In addition, students love doing role plays. This improves students’ language skill and self-confidence as well.

4.2.6. Target Language Culture

To raise the cultural awareness is a fundamental tenet of language classes since it contributes to motivation. Not every student can learn the language among its native community. Thus, providing the students with cultural issues of the target language in classes would foster student motivation. This can be fulfilled differently.

Two categories were presented under this theme. They are *talking about the issues* and *highlighting them*, and secondly *visual and auditory sources*.

4.2.6.1. Talking about the Issues and Highlighting them

The statement of T1 explains this as;

T1: *While talking about English, there England comes to mind. I use some presentations that I shared with my students. They are interesting information about daily life. For example, eating and drinking habit, school system. Talking about and emphasizing these issues are beneficial for showing the culture.*

T2 expresses this as;

T2: *I provide this by informing and assigning students through the context, and then making them to share it.*

She gives an example to shed light on the cultural distinction; *trouser* is considered plural, and then explains why: cowboys used to put them on separately, so they do not find it strange. Another explanation is from teacher 3;

T3: *Awareness of the culture is important when I teach some patterns such as countable uncountable nouns so that they understand process better. And understanding motivates them to use the pattern.*

Similarly, in group discussion she states that *countable* and *uncountable nouns* show the feature of culture and perseveres that weather conditions affect the price of fruits and vegetables. For this reason, they buy one by one whereas people buy in kilos in our country. This causes the restriction of food culture. If there is no food culture, this reflects to the language grammar. All these show the culture and caused by the living conditions.

T4 exerts as;

T4: *It motivates the learners a lot as they love to explore different cultures. When they learn something new of that culture, it will be more excited to learn.*

She throws light upon this issue more specifically. She exemplifies as breakfast culture; ‘*I wonder how the English have their breakfast*’ Food is a culture. She adds asking students to search why it is said ‘*cats and dogs*’ when it rains. So, they learn about the culture. She maintains that there are similarities, as well. For example, we can count. However, there is only context difference where we can buy two kilos; they buy two (as number). This does not influence grammar. Lastly, she indicates that all these differences and similarities are attractive to students and increase motivation.

As far as T5 is concerned, to raise the awareness of the culture in motivating students, she illustrates;

T5: *I always tell my students that English is the universal language in all countries and nations.*

T6 draws the attention on *food*. However, in group discussion, she connotes that English is a universal common language, and language helps students be aware of their own planet. She also attributes to the *association of ideas* as giving the examples of given above by T3 and T4. Finally, she asserts that to make students feel the target culture, native speaker can be invited to school.

T7 suggests that culture cannot be taught by telling, and exemplifies the same idiom; '*it is raining cats and dogs*'. When thinking in Turkish, it sounds illogical; '*kedî köpek yağıyor*'. He gives another example by indicating the contextual difference and asks '*how many times minutes are there...?*' This is more beneficial.

4.2.6.2. Visual and Auditory Sources

T4 indicates in group discussion that there could be celebrations and festivals in every country. So, these can be given through the lesson by providing different activities. The following sentence is from T5;

T5: *I try to show the culture by visual and auditory sources like listening and watching dialogs, films, songs etc...*

T6 signifies as *films, folk songs, folk dances*.

She mentions only about significance of films in group discussion. The last quotation is from T7 as illustrated;

T7: *I sometimes use some pictures from England or The US. For example weather conditions and clothes. Some idioms related to the subject like "it is raining cats and dogs." As the listening activity a slow song helps me to motivate the students. The*

students try to understand and fill in the blanks in the lyrics. Watching a short video is a really good activity to focus on the lesson.

However, he does not mention about these activities in group discussion.

4.2.7. Out of Class Activities

English is not an ordinary lesson which is captured in the classroom. Students are expected to be aware they should regard the facilities to foster motivation and use English in their own life. Variety of activities can be promoted. For example, listening to music with their lyrics, watching films with or without subtitles, being aware of universal trendies and the use of internet are some of them.

Under this theme, two categories were introduced. They are *encouraging students with activities* and *use of internet*.

4.2.7.1. Encouraging Students with Activities

T1 illustrates this as;

T1: *I think the easiest and the most attractive thing is to encourage them to listen to English songs.*

T2 states this as;

T2: *I encourage students to set the language of their mobile phone and tablets in English.*

In a similar vein, she suggests in the group discussion that they set their tablets in English and then download for example the weather forecast application in English, so they can have knowledge about weather conditions. There are some utterances from T3;

T3: *I talk about some shows and movies on TV or singers, music groups' songs with them. I try to encourage them to watch movies with English subtitles or listen to this kind of music with their lyrics. It really works when someone wants to increase*

vocabulary and see how the natives use the daily language. I ask them to do so and give them my language class students as an example.

Similarly, she draws attention to watching a film first in Turkish, then in English and with subtitle. This will help students see the different usage of words and statements, and enrich their vocabulary knowledge.

T5 illustrates this as;

T5: I always advise them to listen to English music and watch series and movies in English on internet which are suitable for their ages.

In group discussion, she just points to listening to music.

The following quotation from T6 exemplifies this;

T6: To watch foreign series, films and chat with friends in English, to listen to foreign songs and read story books.

In group discussion, she emphasizes the use of song and suggests that reading a book, listening to song even though they do not understand the meaning, and following the serials are some ways to use. Putting the emphasis on idioms and proverbs, she suggests students can have *idiom week*, and every day they can write an idiom and highlight it. Teachers can add, as well. The next week, this time will be *proverb week*. In addition to these, she reveals considering all the subjects in English in your mind and apply this in your life. For example, thinking about the newly bought item in English, and to repeat loudly then.

4.2.7.2. Use of Internet

T1 contributes as;

T1: I advise them EFL-ELS internet sites to students.

The excerpt below illustrates this;

T4: *Now the world has not boundaries. Internet is available everywhere and they can follow anything they want to explore. When compared to the past, it is not worse. However, it is still a reality we have to keep in mind as teachers.*

Similarly, T5 explains this;

T5: *I encourage my students to have e-mail friends or involve in a chat groups which are safe. They sometimes ask for help in their communication with foreign friends when they need.*

Differently from the group discussion to motivate her students, T6 suggests;

T6: *To chat with friends in English.*

Lastly, T7 conveys as;

T7: *That is the most important reason why Turkish people cannot learn English well. They don't use it out side. Sometimes, I invite some of my friends who are foreigners. That motivates them to learn, to ask in the classroom. (But that is not always possible)*

Accordingly, this is one of the most important issues to help and guide students to use English in their own lives. As the participants reveal, promoting activities such as listening to music, following the serials and watching movies in English, also use of internet facilities can be really beneficial in raising the awareness of English high outside the school.

CHAPTER 5

5. CONCLUSION AND DISCUSSION

This chapter provides the conclusions based on the findings, interpretations of the study and the limitations for further study.

5.1. Overview of the Study

This study was designed to find out the perceptions of foreign language teachers on how they motivate their students. Data were gathered by means of a 7-item-open ended questionnaire (see Appendix A) and a group discussion. The overall research question is as;

How do ELT teachers motivate their students?

Based on the research question, specific fields were addressed. They are; in class activities, individual gaps, students' interests and needs, teacher-student relationship, resources, target language culture and out of class activities.

The data were content analyzed under specific themes and categories (see Appendix C) so as to present a broad understanding of the participants' contribution to term 'motivation'.

5.2. Conclusion and Discussion

Classrooms are the environments where the teacher is expected to have a warm relationship with students and provide a safe, comfortable learning atmosphere, regard individuals separately and use variety of activities and methods accordingly. Students are expected to regard learning a foreign language as amusement and find ways to persevere it out of school, as well. Thus, teachers are the main sources who promote this awareness and guide the students in and outside the class.

The participants of this study suggested a number of methods and activities which would highly contribute to motivation of their students in language learning. The activities which primarily include songs, game, films and TV serials are preferred by the respondents to take students' interest and needs. In addition they use these activities to raise awareness of the target culture and to maintain motivation out of class. Classrooms include students with diverse of levels and types (Daskalovska et al., 2012). Thus, including visual sources, colorful and diverse materials should be utilized to foster students' motivation and to improve (Dişlen, 2013). In a similar vein, Cheung (2001) reveals that the content of activities and materials should be prepared on the basis of students' needs to maintain motivation.

To raise awareness of the target culture, participants primarily agree with the use of dialogues, films and songs, and common lives of the people who comprises that culture. Language and culture are interrelated (Boylan and Huntley; 2003), thus teachers are expected to integrate the popular culture into meaningful activities in order to provide students the need to use English in more realistic situations (Cheung, 2001).

The participants attribute to the use of songs, movies, TV series and internet sources such as e-mailing/chatting in English to maintain student motivation for out of class activities. This supports the view of Gondova (2007) as indicating that teachers can use auditory and visual sources and encourage the learners to apply these sources in the target language at home by means of TV and internet. As for award and punishment, some participants prefer giving *high mark, plus and minus, applause, cross and tick, giving chocolate, pencil or stickers* in addition to the use of activities and materials to promote motivation in classes. However, Şahin (2009) states that motivational methods such as award, appreciation, care and esteem would provide willingness whereas demotivating methods such as pressure, punishment, reproach, disregarding would hinder the willingness to learn foreign language. Ames (1990) maintains that rewards may increase self-efficacy which will affect students'

willingness and motivation to learn.

It might be concluded that although some of the participants seem to use award and punishment to facilitate learning and maintain motivation time to time, this might not provide a consistent development and may cause the loss of motivation in later stages. Instead, raising awareness of students towards English with appropriate activities and methods can foster willingness and motivation of students.

The participants agree that the use of cooperation and competition will contribute positively to individual differences and students' interests and needs. Group and pair works are preferred by the participants. In addition, they use it in their relationship with their students. In respect to competition, it is preferred by some participants in class activities, others disagree or in favor of being half-competitive, and highlight the use of activities instead. They prefer raising awareness of students to English, as well.

As for teacher-student relationship, the participants draw attention into providing safe and comfortable atmosphere and having a positive relationship with their students. Having a positive relationship can foster student motivation and second language learning (Lee, 2008). The participants imply when teachers are understanding, interested and respectful to their students, students can feel more self-confident and self-esteem, and then their concern and interest will change positively. Teachers are supposed to provide a safe environment where active learning takes place with more beneficial tasks and activities (Cheung, 2001; Del Carpio; 2013) and this will help students persevere their motivation (Del Carpio; 2013).

5.3. Implications and Suggestions for Further Study

Motivating the learners in language learning is a big issue on its own. The teachers' patience and self-devotion, students' personalities and backgrounds, teaching and learning milieu can have positive or negative results. Accordingly, this study provides various insights

for further studies. In the light of the given statements by the participants, it can be said that teachers are expected primarily to attribute diverse materials and activities and provide all the facilities into foreign language learning process in order to provide and maintain motivation, and help the students use it in their own lives.

In respect to the finding of the study, it can be suggested that this study can be generalized including large number of teachers from various schools or cities; separately or total, and age and gender factor can also be added. Then ELT departments and particularly curriculum designers can see this issue more neatly and act accordingly.

In the course of reviewing the literature, I could see the different aspects related to teacher motivation in foreign language learning. This study provided a rich and broad point of view and helped me see this term as an integral part of language learning.

5.4. Limitations

The study adopted a case study which was conducted with a total 7 teachers in an Anatolian high school to find out their perceptions how they motivate their students in foreign language learning. Thus, the findings of the present study cannot be generalized within the entire context.

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7. APPENDICES

7.1. Appendix A: Teacher Motivation Questionnaire

Dear Colleague,

This questionnaire is designed to investigate how ELT teachers motivate their students. Your cooperation will be highly appreciated. Your responses will only be used for this research and be kept confidential.

Thank you for your cooperation
Süleyman ÖZDOĞRU

Section I: *Background Questions.*

1. Gender? ☐ Female ☐ Male
2. How many years of English language teaching experience do you have? _____
3. How many hours a week do you teach? _____
4. What is your educational philosophy? _____

Section II: *The questions in this section are designed to explore how you motivate your students. Please read each one and answer carefully.*

1. How do you provide motivation during your lesson? For example, award-punishment, drama, game, song...etc. How and how often do you implement?
2. How do you cover individual gaps in your classes to provide motivation? For example, competition and cooperation.
3. What do you do to meet the interest and needs of your students through their language learning?

4. How does the relationship you established with your students affect student motivation? For example, helping students motivate each other.
5. What kind of resources do you use to motivate your students beside course book; how often do you apply auditory and visual sources?
6. To what extent do you raise awareness of the culture of that foreign language to motivate your students?
7. Students aren't exposed to foreign language out of school. What do you do about this issue to motivate them?

Thank you for your participation

7.2. Appendix B: Teacher Motivation Questionnaire (In Turkish)

Bu anket İngilizce öğretmenlerinin öğrencilerini nasıl motive ettiklerini araştırmak için tasarlanmıştır. Göstermiş olduğunuz ilgi ve yardımlarınızdan dolayı şimdiden teşekkür ederim. Cevaplarınız yalnızca bu araştırma için kullanılacak olup gizli kalacaktır.

Saygılarımla
Süleyman ÖZDOĞRU

Bölüm I: Kişisel Sorular.

1. Cinsiyetiniz? _ Kadın _ Erkek
2. Kaç yıldır bu mesleği yapıyorsunuz? _____
3. Haftada kaç saat İngilizce dersi veriyorsunuz? _____
4. Eğitim felsefeniz nedir? _____

Bölüm II: Bu bölümdeki sorular öğrencilerinizi nasıl motive ettiğinizi keşfetmek için tasarlanmıştır. Lütfen herbir soruyu dikkatlice okuyup cevaplayınız.

1. Derste öğrenci motivasyonunu sağlamak için hangi yollara başvuruyorsunuz? Örneğin, ödül-ceza, drama, oyun, şarkı gibi. Nasıl ve ne sıklıkla kullanıyorsunuz?
2. Girdiğiniz sınıflarda motivasyonu sağlamak için bireysel farklılıkları nasıl kapatıyorsunuz? Örneğin, rekabet ve işbirliğine başvurmak gibi.
3. Öğrencilerin dil öğreniminde ilgi ve ihtiyaçlarını karşılayabilmek için neler yapıyorsunuz?

4. Kurduđunuz ğretmen- ğrenci ilişkisi ğrenci motivasyonunu nasıl etkiliyor?
Örneđin, birbirlerini motive etmelerine yardımcı olmak gibi.
5. ğrencileri motive etmek için ders kitabı dıřında ne gibi kaynaklar kullanıyorsunuz;
iřitsel ve grsel kaynaklara ne sıklıkla başvuruyorsunuz?
6. Yabancı dilin kltryle ilgili motive etmek için ğrencilerinize ne derece farkındalık veriyorsunuz?
7. ğrenciler okul dıřında yabancı dile maruz kalamıyorlar. Sizin bu konuda onları motive etmek için ne gibi uygulamalarınız oluyor?

Katılımınız için teřekkr ederim.

7.3. Appendix C: Code list for the Questionnaire

Themes and Categories

1. In Class Activities

A. Positive Evaluative Feedback

Well done
Eye contact

B. Award and Punishment

Cross & tick
Applause
Plus & minus

C. Using Variety of Activities

Song
Fun
Game
Film
Drama
Singing a song
Nursery rhyme
Ice-breakers
Talking about videos and photos
Regarding students' learning styles

2. Individual Differences

A. Cooperative and Competitive Atmosphere

Pair work
Group work

B. Use of Different Methods and Activities

Explaining important details
Making quizzes
Explaining the subject more than once
Reinforcing

3. Students' Interests and Needs

A. Exploring Students' Aptitude

- Drama aptitude
- More active students
- Voice aptitude

B. Fostering the Awareness

- General atmosphere
- Suitable activities according to students' level and age
- Sharing the responsibility for the content and process
- Exploring the difficulties
- Use of documents
- Doing necessary changes in the curriculum
- Regarding students' likes and dislikes
- Songs
- Film
- Doing a survey
- Positive reinforcement
- Game
- Competitions

4. Teacher-Student Relationship

A. Safe and Comfortable Environment

- Interested
- Peer motivation
- Humorous
- Intimacy and empathy
- Group work
- Easy going and cheerful relationship
- Respectful
- Positive approach

B. Positive Relationship

- Students' interest
- Personal relationship
- Regarding students' personal problems

5. Resources

A. Use of Visual and Auditory Sources and Materials

- Smart board
- Listening
- Watching videos

Interactive games
Realias
Films
Songs
Variety of materials
Class works
Apothegm
Nursery rhymes
Being spontaneous
Video

6. Target Language Culture

A. Talking about the Issues and Underlining them

Presentations about native community;
Assigning and sharing
Telling about English
Awareness of culture and understanding
Exploring different cultures

B. Visual and Auditory sources;

Dialogues, films, (short films), songs
Folk dances, folk songs
Pictures / flashcards
Idioms

7. Out of Class Activities

A. Encouraging Students with Activities

English songs
Use of mobile phones/ tablets in English
Shows
Books
Singers
Group songs / songs
Music
Daily vocabularies
Series
Movies / Watching movies with English subtitles

B. Use of Internet

Searching EFL / ESL sites
Emailing in English
Chat groups
Communication with native speakers
Chatting in English