

**TEACHER MOTIVATIONAL BEHAVIORS IN LANGUAGE
CLASSROOMS: HOW DO STUDENTS AND LANGUAGE
INSTRUCTORS PERCEIVE THEM?**

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ABSTRACT**TEACHER MOTIVATIONAL BEHAVIORS IN LANGUAGE CLASSROOMS:
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This study aimed to identify the most and least motivating teacher behaviors according to students and language instructors. Besides, it investigated the most and least motivating constructs, and how these motivational behaviors in each construct were perceived by both the students and teachers. In addition to this, the difference between female and male students and also female and male teachers in terms of teacher motivational behaviors were examined. Finally the similarities and the differences between the perceptions of the students and teachers were identified.

Participants of the study included 314 pre-intermediate students and 27 teachers at Afyon Kocatepe University English Preparatory Program. The data were collected via a questionnaire administered to these participants, and 19 students and 6 teachers were interviewed to get in-depth data on teacher motivational behaviors. The quantitative data were analyzed through descriptive and inferential statistics. The content analysis was used to analyze the quantitative data.

The results of the data revealed that there is not a significant difference between the perceptions of students and teachers in terms of teacher motivational behaviors in total whereas certain behaviors were perceived differently by students and teachers. Besides, it was found that gender plays a significant role in the perceptions of teacher motivational behaviors for students; however, it is not an important factor for teachers. In addition to this, the behaviors related to teacher's personal features were found to be the most motivating ones according to both students and teachers.

Keywords: Motivation, Teacher motivational behaviors

ÖZET

DİL SINIFLARINDAKİ MOTİVE EDİCİ ÖĞRETMEN DAVRANIŞLARI: ÖĞRENCİLER VE ÖĞRETMENLER BU DAVRANIŞLARI NASIL ALGILIYORLAR?

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Bu çalışma, öğrenciler ve öğretmenler açısından en çok ve en az motive edici öğretmen davranışlarını belirlemeyi amaçlamıştır. Ayrıca, en çok ve en az motive edici anket boyutları incelenip, her bir boyuttaki öğretmen davranışlarının öğrenciler ve öğretmenler tarafından nasıl algılandığı araştırılmıştır. Buna ek olarak, cinsiyetin motive edici öğretmen davranışları üzerindeki etkisi öğrenciler ve öğretmenler açısından incelenmiştir. Son olarak, öğrencilerin ve öğretmenlerin motive edici öğretmen davranışlarını algılayışları arasındaki benzerlikler ve farklılıklar ortaya konulmuştur.

Bu çalışmaya, Afyon Kocatepe Üniversitesi hazırlık programındaki orta-alt seviyede 314 öğrenci ve bu programda görev yapan 27 öğretim elemanı katılmıştır. Veriler, bu katılımcılara uygulanan bir anket yardımıyla toplanmış, motive edici öğretmen davranışları ile ilgili ayrıntılı veri toplamak için 19 öğrenci ve 6 öğretim elemanı ile yüz yüze görüşmeler yapılmıştır. Nicel veriler tanımlayıcı ve çıkarımsal istatistiklerle analiz edilmiştir. Nitel verilerin analizinde ise içerik analizi kullanılmıştır.

Sonuçlar, anketin bütününde motive edici öğretmen davranışlarını algılamada öğrenciler ve öğretmenler arasındaki anlamlı bir farklılık olmadığını, fakat belirli öğretmen davranışlarının öğrenciler ve öğretmenler tarafından farklı algılandığını ortaya koymuştur. Ayrıca, cinsiyetin motive edici öğretmen davranışlarını algılamada öğrenciler açısından önemli bir rol oynadığı, fakat öğretmenler için önemli olmadığı belirlenmiştir. Buna ek olarak, öğretmenin karakteri ile ilgili davranışların öğrenciler ve öğretmenler tarafından en çok motive edici davranışlar olduğu ortaya konulmuştur.

Anahtar kelimeler: Motivasyon, Motive edici öğretmen davranışları

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

This chapter gives information about the background of the study, statement of the problem, significance of the study, research questions, limitations of the study, and key terminology.

1.2. Background of the study

“There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation.”

(Bell; cited in Ames, 1990: 1)

Motivation is one of the main determining factors in an individual's success in developing a second (L2) or foreign language (FL) (Dörnyei, 1990, 2001a, 2001b; Gardner, Lalonde and Moorcraft, 1985; Oxford and Shearin, 1994; Scarcella and Oxford, 1992; Warden and Lin, 2000). Dörnyei (1998: 117) points out that “motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process”. Gardner (1985) asserts that motivation includes four elements: a goal, a desire to achieve the goal, positive attitudes toward learning the language, and effortful behavior to that effect. As motivation plays a very important role in learning process (Oxford and Shearin, 1994; Dörnyei, 1994, 1998, 2001a), there has been a significant number of research that looks into the nature and role of motivation in L2 learning process for the last decades.

The complex nature of motivation is always questioned and investigated because motivation usually provides the impulse to start learning a foreign or second language and the will to go on this learning process (Dörnyei and Csizer, 1998). Language learning motivation has a long history, and in this long history, many motivation theories have come up, each of which has made its contribution. These theories have come up to define and explain the construct of motivation from different perspectives.

As there have been many considerable studies on motivation, Dörnyei (1996) asserts that the problem with motivation is not the lack of theories but rather the abundance of theories and models. Among these a lot of theories and models, Gardner (1985) developed the most influential model of language learning motivation from the early sixties through the eighties. The model is known as “Socio-educational Model”. Until the 1990s, L2 motivation had been largely dominated by influential work of Gardner, who saw second languages as mediating factors between different ethno-linguistic communities in multicultural settings (Dörnyei, 1998). The socio-educational model focused on the idea that identification with the foreign language community is crucial to the language-learning process (Winke, 2005). Gardner divided language learners’ goals into two broad categories that are integrative motivation and instrumental motivation, former reflecting a positive attitude towards the L2 group and the desire to interact with and even become similar to valued members of that community, and the latter regarding pragmatic gains of L2 proficiency such as getting a job or a higher salary (Dörnyei, 2001a). Gardner only focused on the integrative and instrumental motivation which could be regarded as the future sources of motivation; however he did not pay attention to the present sources of motivation such as classroom applications and teachers’ perceptions of motivation (Van Lier, 1996; cited in Yücel, 2003).

There was a great change on the understanding of motivation in the 1990s, thus a lot of researchers attempted to shed new light on the subject (Crookes and Schmidt, 1991; Dörnyei, 1994, 1994a; Oxford and Shearin, 1994). The aim of that reform was to adopt a more pragmatic, education-centered approach to motivation research so that it would be in relation to the perceptions of practicing teachers, and hence, more relevant to classroom application (Dörnyei and Csizer, 1998). After this “motivational renaissance” (Tremblay and Gardner, 1995) had taken place, classroom environment had a greater motivational effect than before (Dörnyei, 2003), and teachers had greater roles in enhancing the motivation of students. Dörnyei (1994) conceptualized a general framework of L2 motivation. This framework consists of three levels: the Language Level including different aspects of the L2 such as culture it conveys, the community in which it is spoken, the Learner Level including personal traits such as need for achievement, self-efficacy, and the Learning Situation Level concerning motivational factors in three areas. Dörnyei separated three sets of motivational components in the

Learning Situation Level in order to take into consideration the variables and processes involved in L2 motivation:

- 1) Course-specific motivational components concerning the syllabus, the teaching materials, the teaching method, and the learning task,
- 2) Teacher-specific motivational components concerning the teacher's personality, teaching style, feedback, and relationship with the students;
- 3) Group-specific motivational behaviors concerning the dynamics of the learning group.

(Dörnyei, 1994a: 277)

With this new understanding, classroom applications have gained importance, and teachers' roles on student motivation have been made clear with teacher-specific motivational components. That is, research on motivation has considerably shifted from focusing on just the descriptions of what composes student motivation to the suggestions that help teachers initiate, sustain and promote student motivation (Winke, 2005). It is obvious that teachers and teachers' strategies and behaviors in the classroom setting have a strong influence on students' motivation or demotivation to learn (Oxford and Shearin, 1994). Tapping into motivation is crucial for language teachers because motivation is the driving source of success (Dörnyei, 2001a; Ellis, 1994). So, numerous strategies have been proposed by many scholars to motivate language learners for classroom applications (Williams and Burden, 1997; Dörnyei, 2001a). There have been a few researchers who have made it certain that teachers play a crucial role to motivate students and have proposed ways to develop and sustain motivation.

In his study, Dörnyei (1998) selected demotivated participants for his research to get the actual reasons from them. His findings showed that what makes the category of demotives is directly related to the teacher. In Trang's study, 100 second-year EFL students from a University in central Vietnam were asked questions to find out the reasons of their demotivation. The participants were asked to write an essay giving information about the sources and reasons of their demotivation. The results showed that external factors accounted for 64%. Among the external demotives, teacher-related factors were the main source of demotives accounting for 38% of the total number of demotivating encounters (Trang and Baldauf, 2007).

Dörnyei and Csizer (1998) wrote the article “Ten commandments for motivating language learners”. 200 EFL teachers in Hungary were surveyed, each of whom was asked to rate 51 motivational strategies according to how much importance the teacher gave to these strategies and then Dörnyei and Csizer proposed ten commandments for language teachers so that they could improve student motivation, some of which are promoting learner autonomy, developing good relationship with the learners, and making the language classes interesting. Williams and Burden (1997) also described some ways which help teachers motivate their students.

Madrid (2002) examined 319 students and 18 teachers from Primary, Secondary and Upper-Secondary Education in order to find out how powerful 18 motivational classroom strategies were. Students’ global motivation perception was observed and compared with the strategies used in class. The results showed that certain strategies are more powerful than others to enhance students’ global motivation. The most powerful motivational strategies are the following: The use of audiovisual resources and new technologies, group work, satisfying the students’ needs and interests, praises and rewards, and fulfillment of students’ success expectations. The author concludes that teachers should promote and put into practice those motivational strategies, which increase the students’ interest, attention and satisfaction.

In the light of these studies, it is very obvious that teachers have a great influence on student motivation. Winke (2005) highlights that learner motivation is not just a variable students bring to the classroom, teachers can also implement and promote student motivation to enhance learning, and to influence the quality and type of motivation that drives foreign language learning. Thus, motivation is the key factor in learning success, and teacher skills in motivating learners should be seen as central to teaching effectiveness (Dörnyei, 2000). As teachers are the great sources of motivation, they should make use of motivational strategies to motivate their students and promote learning.

1.3. Statement of the Problem

Motivation is, for sure, the most complicated subject teachers come across these days (Scheidecker and Freeman, 1999). When students first enter the language class,

they are often motivated by dreams of being able to speak the language, and they study with enthusiasm, but this does not last long (Gardner, 2001b). Even if some students are eager for the learning process, a few weeks later their interest, curiosity, desire and willingness towards learning English decrease. These demotivated students affect each other and also their teacher. Their boredom diminishes attention and lowers achievement (Hoostein, 1994).

School of Foreign Languages at Afyon Kocatepe University has also demotivated and unwilling students. Although Afyon Kocatepe University is a Turkish-medium university, it has an English Preparatory Program which is an obligation for certain departments such as Biology, Chemistry, International Finance and Trade, Tourism, Business Administration, and Economics. Students have 25 hours of English every week during two semesters. Some students are enthusiastic at the beginning of the first term; however, their motivation and willingness to learn a foreign language wane in time. Some students are already demotivated at the beginning of the first term due to their previous foreign language learning experiences, language teachers or some internal or external reasons. Other reasons can be the inadequate English input in the environment and the fact that students are not going to use English when they begin their courses in their departments as Afyon Kocatepe University is a Turkish-medium university. The language instructors in School of Foreign Languages complain about students' lack of motivation and participation in their informal talks with each other, and they emphasize the need to find ways to motivate learners. Most teachers agree that motivated students are easier to teach and that the students who are interested in learning do learn more (Crump, 1996). To help demotivated students, "the real challenge to the teacher is to become a positive motivational force in order to promote learning, retention, and a positive self-esteem" (Crump, 1996: 5). "Motivation is something that all our students bring with them in one form or another. Teachers need to identify it, encourage it, feed it and watch it grow" (Winke, 2005: 6). Language instructors can make use of certain motivational behaviors which will help students gain their motivation back.

This study aims to find out the effect of teacher motivational behaviors in the classroom through the eyes of students and teachers. Teachers may be self-confident in their behaviors and they may be sure that their behaviors affect their students in a positive way. However, their ideas and beliefs may not get along with the ideas, beliefs

and expectations of their students in classroom setting. The main purpose of this study is to find out teachers' and students' perceptions of certain teacher motivational behaviors so that teachers in School of Foreign Languages can have an idea about how their behaviors will be perceived by their students; and as a result, these strategies which motivate students most can be used by other language teachers to promote learning and increase motivation of their own students.

1.4. Significance of the Problem

Each teacher wants to have motivated students, because “motivated people have interest, curiosity, or a desire to achieve” (Williams and Burden, 1997: 111). As Winke (2005) points out, motivated students are eager to work hard, do not need continuous encouragement, or may even trigger others in the classroom. Without enough motivation, even individuals with significant features cannot achieve long-term goals, neither suitable curricula nor good teaching is enough to ensure student success. As stated in a proverb, “You can lead a horse to water, but you can't make him drink”. Hence, student motivation is an important factor. With the motivation, students have the responsibility, willingness and enthusiasm for language learning and then teachers have the opportunity to support and help them for their success. Chambers (1999: 137) noted that:

“The teacher carries an enormous burden of responsibility. She holds all the strings. Her approach to teaching, her personality, her power to motivate, make learning meaningful and provide something which pupils refer to as “fun”, represent the real foundation upon which pupils' judgment of the learning experience is based” .

Dörnyei (2001b) states that the concept of teacher motivation is a critical one because the teacher can / does influence student motivation with her / his values, beliefs, and attitudes. Madrid (2002: 3) also states that “the teacher's behavior as well as his / her way of organizing the class causes changes in the student's motivation”. Hence, teachers have a great responsibility as a leader in classroom setting, and as a first step, teachers should be aware of the motivational strategies that attract students' attention. As noted above, what teachers do and how they do affect students' motivation. Thus, teachers should make use of motivational behaviors in their classes while teaching

English so that they could have a positive effect on their students and their attitudes toward English.

This study aims to find out how the students and the teachers perceive certain teacher motivational behaviors, and to determine the most motivating and least motivating teacher motivational behaviors from the perspectives of both the students and teachers. It intends to compare the students' and teachers' perceptions of these teacher motivational behaviors. It also aims to find out the most and least motivating constructs according to the students and teachers. This study will hopefully contribute to teachers' perceptions of their own motivational behaviors, because the teachers will gain insight with the findings of this study. The results will also contribute to their understanding because the motivational behaviors which they find very motivating may be not that much motivating for the students. Teachers are expected to make use of the most motivating teacher behaviors more often, and revise and renew themselves according to the results of this study.

1.5. Research Questions

This study is guided by the following research questions:

1. What are the most motivating teacher behaviors in English classes according to the students?
2. What are the least motivating teacher behaviors in English classes according to the students?
3. Is there a significant difference between the female and male students in terms of teacher motivational behaviors?
4. What are the most and least motivating constructs according to the students?
 4. a. What are the most and least motivating teacher behaviors according to the students with respect to each construct?
5. What are the most motivating teacher behaviors in English classes according to the teachers?

6. What are the least motivating teacher behaviors in English classes according to the teachers?
7. Is there a significant difference between the female and male teachers in terms of teacher motivational behaviors?
8. What are the most and least motivating constructs according to the teachers?
 8. a. What are the most and least motivating teacher behaviors according to the teachers with respect to each construct?
9. Is there a significant difference between the students and teachers in terms of their perceptions of teacher motivational behaviors?
10. What are the similarities and differences between the students and the teachers in terms of their perceptions of the most and least motivating teacher behaviors?

1.6. Assumptions

Before the study was carried out, the researcher assumed these;

1. There will be a significant difference between the perceptions of students and teachers about teacher motivational behaviors.
2. Gender will play an important role on the understanding of female and male students, and also female and male teachers.
3. The most motivating construct will be teacher's personal features, and the least motivating construct will be teacher's giving and evaluating homework.

1.7. Limitations of the Study

This study has some limitations. First, it was conducted in School of Foreign Languages at Afyon Kocatepe University, hence the results only indicate the perceptions of the students and teachers at Afyon Kocatepe University School of Foreign Languages. It is not suitable to generalize these results to other students and teachers at other universities in different settings. Second, the items and the constructs

in the questionnaire were developed by the researcher herself, so the items and the constructs in the questionnaire were limited to the researcher's, students' and teachers' perceptions of teacher motivational behaviors. Third, a limited number of students could be interviewed because it was difficult to interview all the participants for their further ideas and explanations due to time constraint.

1.8. Key Terminology

Motivation, teacher motivational behaviors and constructs are frequently used in this study.

Motivation: Gardner (1985: 10) assures that “motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.”

Teacher Motivational Behaviors: Teacher Motivational Behaviors are the behaviors and actions used by the teacher in order to motivate their students in classroom setting.

Construct: In this study, construct refers to each sub-heading of the questionnaire

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This study aims to identify certain teacher motivational behaviors from the perspectives of both the teachers and students in School of Foreign Languages at Afyon Kocatepe University.

This chapter gives background information about the definitions of motivation, contemporary motivation theories in psychology, motivational theories in second language learning, the role of motivation in L2 learning, the role of teachers in L2 classrooms, teacher motivational behaviors to motivate L2 learners, and the effect of teacher motivational behaviors on student motivation.

2.2. Definitions of Motivation

Motivation has been the core of many studies up to now, and a significant number of researchers have been researching the term “motivation”. Hence, what does the term “motivation” mean? One technical definition describes motivation as “the extent to which certain stimuli, objects, or events affect the occurrence or non-occurrence of the behavior in question” (Usova and Gibson, 1986; cited in Crump, 1996: 5). Crookes and Schmidt (1991) describe motivation as the learner’s orientation in relation to the goal of learning a second language. According to Steers and Porter (1991: 6), “motivation can be characterized as follows: needs or expectations, behavior, goals and some form of feedback”.

Ryan and Deci (2000: 54) state that “to be motivated means to be moved to do something”. Dörnyei (2001a) explains that human behavior has two dimensions - direction and magnitude (intensity). Motivation is related to these concepts, and “it is responsible for the choice of a particular action and the effort expended on it and the persistence with it.” (Dörnyei, 2001a: 7)

Along with these definitions, Gardner (2001b) proposes that motivation, along with the language aptitude, is a main element which determines success in learning another language in the classroom setting. Dörnyei (2001a: 7) also states that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity”.

2.3. Contemporary Motivation Theories in Psychology

Motivational psychologists investigate what triggers people to move and why people do what they do (Pintrich, 2003; Weiner, 1992) More specifically,

“motivational psychologists want to examine what the individual is doing, or the *choice* of behavior; how long it takes before an individual initiates the activity, or the *latency* of behavior; how hard the person actually works at activity, or the *intensity* of behavior; how long the individual is willing to remain at the activity, or the *persistence* of behavior; and what the individual is thinking and feeling while engaged in the activity, or the *cognitions and emotional reactions* accompanying the behavior” (Graham and Weiner, 1996: 1).

In the past, drives, needs and reinforcements were put forward to explain the primary sources of motivation (Pintrich and Schunk, 2002). However, current theories and research studies on motivation focus more on individuals’ beliefs, values and goals as the primary sources of motivation (Eccles and Wigfield, 2002). The following are the most influential current theories in psychology (Wigfield, Eccles, Roeser, and Schiefele, 2009).

2.3.1. Expectancy- Value Theory

Expectancy of success has been researched for the last decades, because it is for sure that “we do the things best if we believe we can succeed” (Dörnyei, 2001a: 57). Expectancy of success is not sufficient if it is not followed by positive values. Expectancy of success and values are inseparable and they go hand in hand, so motivation theories based on these two terms are called “expectancy-value theories” (Dörnyei, 2001a). Modern expectancy-value theories are based on Atkinson’s (1957,

1964) original expectancy-value model in which “they link achievement performance, persistence, and choice most directly to individuals’ expectancy-related and task-value beliefs” (cited in Wigfield, Eccles, Roeser, and Schiefele, 2009: 4). Expectancy-value theories depend on two key factors; the first one is the individual’s *expectancy of success* and the other is the *value* the individual gives on that task or activity. Eccles-Parsons et al. (1983) define expectancies for success as “individuals’ beliefs about how well they will do on upcoming tasks, and ability beliefs about how good one is”, and values are defined “with respect to how important, interesting, or useful a given task or activity is to the individual (cited in Wigfield, Eccles, Roeser, and Schiefele, 2009: 4). This theory suggests that individuals are interested in activities instrumental in attaining some valued outcome. “They emphasize cognition and the process by which an individual answers the question, “Should I expend the energy or not?” It emphasizes the individual’s expectation of getting a valued reward” (Oxford and Shearin, 1994: 18). In other words, “what behavior is undertaken depends on the perceived likelihood that the behavior will lead to the goal, and the subjective value of that goal” (Graham and Weiner, 1996: 89). A good way to motivate learners is to increase their expectancies by consciously organizing the conditions in which they are more positive and hopeful (Dörnyei, 2001a).

2.3.2. Achievement Motivation Theory

Achievement motivation theory was initially uttered by Atkinson in 1957. This theory is based on the importance of individuals’ experiences and their struggles to achieve a good performance (Madrid, 2002). Atkinson’s theory focuses on three factors which are the need for achievement or the motive for success, the probability that one will be successful at the task, and the incentive value of success results in the tendency to approach an achievement-related goal (Graham and Weiner, 1996). Atkinson points out that “engagement in achievement-oriented behaviors is a function not only of the motivation for success, but also of the probability of success (expectancy) and the incentive value of success” (Oxford and Shearin, 1994: 8). “Achievement motivation is determined by conflicting approach and avoidance tendencies” (Dörnyei, 2001a: 10). Expectancy of success, value given to a specific task and need for achievement are the

positive influences (Dörnyei, 2001a). As for need for achievement, Dörnyei (1994a: 6) emphasizes that:

“Need for achievement is a relatively stable personality trait that is considered to affect a person’s behavior in every facet of life, including language learning. Individuals with a high need for achievement are interested in excellence for its own sake, tend to initiate achievement activities, work with heightened intensity at these tasks, and persist in the face of failure”

The opposite side of this success is the failure. An individual experiencing a failure before tends to avoid failure by selecting easy tasks so that s/he cannot fail (Oxford and Shearin, 1994).

2.3.3. Self-Efficacy Theory

Self-efficacy theory was introduced by Bandura (1977) who defines self-efficacy as “individuals’ confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task” (cited in Graham and Weiner, 1996: 2), and also as “people’s beliefs about their capabilities to exercise control over events that affect their lives (Bandura, 1989: 1175). Pintrich et al. (1991) also define self-efficacy as a self-appraisal of one’s ability to perform a task, and it contains one’s belief and confidence in oneself to achieve that specific task (Pintrich, Smith, Garcia, and McKeachie, 1991). “Bandura (1977; cited in Eccles and Wigfield, 2002: 3) proposes that individuals’ self-efficacy expectations are the major determinants of goal setting, activity choices, willingness to expend effort, and persistence.” Their sense of efficacy affects their selection of activities, and how much effort they give (Dörnyei, 2001a). Attribution of past accomplishments is crucial in developing self-efficacy. When individuals develop a strong sense of efficacy, the effect of failure on the individual decreases (Dörnyei, 1994a).

Bandura (1997) identifies self-efficacy as a multi-dimensional construct which can differ in strength (i.e. positive or negative), generality (i.e. relating to many situations or only a few), and level of difficulty (i.e. feeling efficacious for all tasks or only easy tasks) (cited in Graham and Weiner, 1996). Oxford and Shearin (1994) emphasize that most students do not have an idea in their self-efficacy at first; hence,

teachers should help them develop a strong sense of self-efficacy by giving meaningful and achievable tasks. Dörnyei (2001a) states that people whose self-efficacy is high are more self-confident than people whose self-efficacy is low. These self-confident individuals approach threatening situations with confidence instead of giving up, and even if they face failure they maintain a task and heighten and sustain effort. On the other hand, people whose self-efficacy is low in a given domain take challenging tasks as personal threats; they concentrate more on their inabilities or deficiencies than how to achieve this task in a successful manner. As a result, they tend to give up the task easily instead of making effort because they easily lose their faith in their capabilities (Dörnyei, 2001a).

2.3.4. Attribution Theory

Attribution theory was first mentioned in the writings of Frits Helder (1958) and the subsequent contributions of Harold Kelly (1967,1971) and Bernard Weiner (1985,1986) (cited in Graham and Weiner, 1996), and it was largely influential in the 1980s (Dörnyei, 2003). Dörnyei (2003: 12) points out that “our past actions, and particularly the way we interpret our past successes and failures, determine our current and future behavior”. This theory relates individual’s achievements to past experiences through causal attributions as the mediating link (Keblawi, 2006). According to Graham and Weiner (1996), causal search determines the causes of success and failure. When unexpected and important events such as a low grade given to a student results in failure, this search is most likely to be activated. Weiner (1986) identifies three dimensions of causality: locus, stability, and controllability.

“Locus refers to the location of a cause as internal or external to the individual; stability connotes the invariance of a cause over time; and controllability concerns the extent to which the cause is subject to volitional alteration. Hence, for example, aptitude is considered internal to the actor, stable over time, and uncontrollable, whereas chance or luck typically is external to the actor, variable and also uncontrollable.”

(cited in Graham and Weiner,1996: 71)

The locus dimension of causality determines if self-esteem and pride are influenced after success or failure. Internal attributions cause enhanced self-esteem following success and decreased self-esteem following failure, whereas external causes

do not influence success or failure. The stability dimension of causality affects subjective expectancy of success. If an individual ascribes a positive outcome to a stable cause such as aptitude, then this individual expects success. Similarly, negative outcomes attributed to stable causes result in inferences that future success is unlikely. The controllability dimension of causality is related to a lot of effects with motivational implications such as anger, guilt, and pity (Weiner, 1986). On controllability dimension of causality, Graham and Weiner (1996: 10) state that:

“Specifically, if one is prevented from success by factors that others could have controlled (e.g., noise, bias), then anger is experienced; guilt is felt when one fails or breaks a social contract because of internally controllable causes, such as lack of effort or negligence; pity and sympathy are expressed toward others who do not attain their goals because of uncontrollable causes, including lack of ability or a physical handicap; and shame (humiliation, embarrassment) is a dominant reaction when one fails because of internally controllable causes such as low ability”

Williams and Burden (1997) state that this theory is not interested in all the experiences an individual goes through, but how this individual perceives these experiences. Oxford and Shearin (1994: 21) state that “higher satisfaction occurs when success is self-attributed than when success is attributed to external factors. When people believe they -rather than luck, fate, the teachers, or an easy test- have created the successful performance, they are happier with themselves”. Attribution theory helps teachers understand the reasons of some utterances of students such as “I am stupid, I can’t do it”, so that teachers can help the students to get rid of these negative attitudes (Dörnyei, 2001a).

2.3.5. Self-Worth Theory

Self-worth theory was developed by Covington (1992), and according to Covington (1992), having a sense of personal value and worth, especially when an individual takes risks and fails, is a vital human need. Covington (1992) states that the ability of self-perception is the key element in self-worth theory. Dörnyei (2003) states that people get very motivated to behave in ways that increase their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, and as a result, lots of face-saving behaviors come up. When individuals face some problems, they make use of certain face-saving strategies to protect

themselves. Covington et al. (1992) have listed a number of self-protective strategies which students make use of in order to maintain positive academic self-regard. Covington (1984) states that as a group these strategies look for changing the personal reasons of outside factors beyond the individual's control.

The strategies can be;

- a) setting unrealistic goals, so that the failure can be attributed as a result of task difficulty instead of lack of ability;
- b) using self-handicapping techniques such as not studying;
- c) excuse-giving, that is, attributing failure to uncontrollable factors such as poor teaching (Graham and Weiner, 1996).

2.3.6. Goal Setting Theory

Goal setting theory was mainly developed by Locke and Latham (1990). This theory implies that people must have goals to act because purposes trigger actions, and there should be goals and these goals should be pursued by choice for action to take place (cited in Dörnyei, 1998). Locke and Latham (2002) state that a goal is the aim of an action or task that a person consciously desires to achieve or obtain. Goal-setting involves the conscious process of setting levels of performance so as to get desired results. O'Neil and Drillings (1994) stress that "the goal setting theory was based on the premise that much human action is purposeful, in that it is directed by conscious goals" (p.14). Dörnyei (2002) states that goal-setting is mainly an easy planning process that all individuals can learn without difficulty. The important thing is that learners should be shown how to break tasks and assignments into smaller tasks, and how to determine due dates to these tasks and assignments, and finally how to have a control on their own learning process. The goal-setting theory suggests that there are three basic features of goals which cause them to differ: difficulty, specificity and commitment. The research studies till now have indicated that these different features have certain relations among themselves which help individuals' motivation increase:

- The more difficult the goal, the greater the achievement,
- The more specific or explicit the goal, the more precisely performance is regulated,

- The highest performance is yielded when the goals are both specific and difficult,
- Commitment to goals is most critical when they are specific and difficult (commitment to general or vague goals is easy since general goals do not require much commitment and vague ones can be “manipulated” to accommodate low performance),
- High commitment to goals is attained when the individual is convinced (a) the goal is important and (b) attainable. (Locke, 1996: 118-119)

Locke and Latham (2002: 706-707) determine four mechanisms by which goals influence an individual's performance;

- Goals serve a directive function as they direct attention and effort toward goal-relevant activities and away from irrelevant activities,
- Goals have an energising function and they help individuals regulate their effort to the difficulty of the task,
- Goals positively affect persistence,
- Goals affect action indirectly by leading to the arousal, discovery, and /or use of task-relevant knowledge and strategies.

McCombs and Pope (1994) come up with four suggestions to teach learners. These are the “ABCD” of goals. A goal should be;

- Achievable (appropriate for the age and level of the students),
- Believeable (students need to believe to achieve it),
- Conceivable (clear and measurable),
- Desirable (students want it very much).

Lastly, goal-setting gives teachers a chance to look at the tasks from reluctant and demotivated students' eyes, and “create an immediate purpose in their eyes” (Dörnyei, 2001a: 84).

2.3.7. Goal-orientation Theory

Goal-orientation theory was introduced by Ames (1992). According to Ames (1992), goals serve as a mechanism or a filter which determine the process and interpretation of the incoming information. Unlike the goal-setting theory, the goal-orientation theory was developed in a classroom context to give an explanation to students' learning and performance (Dörnyei, 2001: 27). Goal-orientation is related to the student's perception of the causes why she is interested in learning a task (Pintrich, Smith, Garcia, and McKeachie, 1991). According to goal-orientation theory, individual's performance and her / his accepted goals are interrelated. There are two types of goal-orientation: performance and mastery (or learning) orientations (Ames and Archer, 1988; Ames, 1992). Learners having the first orientation are mainly interested in looking good and capable, whereas those having the second are more interested in enhancing their knowledge and being capable (Keblawi, 2006). Dweck (1985; cited in William and Burden, 1997: 131) states that "with performance goals, an individual aims to look smart, whereas with the learning goals, the individual aims to become smarter".

2.3.8. Self-Determination Theory

The self-determination theory, which was introduced by Deci and Ryan (2000), is one of the most influential theories in motivational psychology (Dörnyei, 2003). According to the theory, "to be self-determining means to experience a sense of choice in initiating and regulating one's own actions" (Deci, Connell, and Ryan, 1989: 580). "Self-determination is seen as a prerequisite for any behavior to be intrinsically rewarding" (Dörnyei, 1994a). The theory divides motivation into intrinsic motivation and extrinsic motivation, and also a state of amotivation. Intrinsic motivation is the result of an interest in the subject. In other words, it is the joy and satisfaction gained from doing something (Littlejohn, 2008). Extrinsic motivation results from some extrinsic rewards such as good grades or to avoid punishment (Dörnyei, 1994a). Many studies conducted by Deci et al. (1991: 342) indicate that "self-determination leads to desired educational outcomes that help both individuals and society". Amotivation is the state of lacking intention to act. It is owing to the fact that the individual does not value the activity (Ryan, 1985), does not feel competent (Deci, 1975), or thinks that the activity is unfeasible (Seligman, 1975; cited in Madrid, 2002). In the light of this

theory, extrinsic motivation has been classified into four types between self-determined and controlled forms of motivation. These are;

External regulation: External regulation refers to the least self-determined form of extrinsic motivation. External regulation refers to the actions resulting from external sources such as rewards and threats. It is the least self-determined form of extrinsic motivation. (Madrid, 2002)

Introjected regulation: It refers to the activities an individual performs owing to some external reasons, however in this type, the individual has incorporated this external pressure into the self. An example for this can be the individuals who learn a language just not to be ashamed in front of the other people. This is still not a self-determined activity, because the individual is still affected by more external reasons than internal ones (Keblawi, 2006), and “it is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt and anxiety to attain ego-enhancements or pride” (Ryan and Deci, 2000: 62)

Identification: It represents more autonomous form of extrinsic motivation. It occurs when the individual thinks that it is beneficial for her / himself, and accepts the process. “The individual identifies and appreciates the importance of a behavior and accepts his / her self-regulation.” (Madrid, 2002: 28).

Integration: It is the most autonomous and self-determined form of extrinsic motivation. It has certain common points with intrinsic motivation (Bandura, 1982). However, it is still extrinsic since “behavior motivated by integrated regulation is done for its instrumental value with respect to some outcome that is separate from the behavior” (Ryan and Deci, 2000: 62).

2.3.9. Theory of Planned Behavior

The theory of planned behavior, which was proposed by Icek Ajzen (1988), is a theory about the link between attitudes and behavior. It is designed to predict and explain human behavior in specific contexts. Ajzen’s model uses three variables that are behavior, subjective norms and perceived behavioral control, and Ajzen asserts that

these variables have a direct influence on behavioral intention. (cited in Ajzen, 1991). Ajzen (1991: 1) states that

“intentions to perform behaviors of different kinds can be predicted with high accuracy from attitudes toward the behavior, subjective norms, and the perceived behavioral control; and these intentions, together with perceptions of behavioral control, account for considerable variance in actual behavior”.

In other words, theory of planned behavior states that individual behavior is shaped by behavioral intentions in which behavioral intentions are a function of an individual's attitude toward the behavior, the subjective norms surrounding the performance of the behavior, and the individual's perception of the ease with which the behavior can be performed (behavioral control). Attitude toward the behavior is an individual's positive or negative feelings about performing a behavior. An evaluation of one's beliefs related to the results arising from a behavior and an assessment of the desirability of these results shape the attitude toward the behavior. Subjective norm can be defined as whether the individual perceives the behavior as important and whether this behavior should be performed by this individual. Perceived behavioral control is an individual's perception of difficulty of performing a behavior (Eagly and Chaiken, 1993).

Ajzen (1991) states that perceived behavioral control is related to available resources, skills, and opportunities and also the individual's own perception towards the importance of achieving the results. Intentions play a great role for the individual when performing a given behavior. Intentions are considered to affect motivational factors that have an effect on a behavior, and intentions show how hard people are eager to try, of how much effort they are planning to exert so as to perform the behavior. In general terms, “the stronger the intention to engage in a behavior, the more likely should be its performance” (Ajzen, 1991: 3). Dörnyei (2001: 20) states that “our personal likes and dislikes, i.e. attitudes, play an important role in deciding what we will do and what we won't”. Dörnyei (2001) also states that attitudes have a direct effect on behavior since an individual's attitude towards a target affect the overall pattern of the person's responses to the target. An individual's subjective norms (perceived social pressure) and perceived behavioral control (perceived ease or difficulty of performing a behavior) modify their effect.

2.4. Motivational Theories in Second Language Learning

2.4.1. Gardner's Motivation Theory

There have been many motivation theories till now in the language field. The most influential motivation theory was considered to be established by Robert Gardner (Dörnyei, 2001a). Gardner (1985) states that motivation to learn a foreign language is a mixture of elements including effort, desire and a positive attitude toward the language at hand. Gardner (1979) states that foreign language is not only an educational issue; it is also a representative of the cultural heritage of the people speaking that language. Hence, teaching a language can be seen as “imposing elements of another culture into the students’ own life space” (Dörnyei, 2001a: 14).

With this in mind, it is assumed that language learners’ goals are divided into two broad categories as integrative motivation and instrumental motivation (Dörnyei, 2001a). Gardner (1985: 11) states that “integrative and instrumental motivation represent the ultimate goals for achieving the more immediate goal of learning the second or foreign language”. Lukmani (1972) notes that some learners want to learn the language to become part of a new social group, and others want to learn the language for career purposes, for reading texts in the original language or for trade purposes, etc. Hence, the type of motivation explains the reason why learners are studying that specific language. According to Gardner and Lambert (1972), learners having integrative motivation learn a language owing to their desire to learn the language in order to integrate themselves with the target culture; whereas learners having instrumental motivation learn a language for practical and utilitarian purposes such as to get a better job or higher salary.

Gardner and MacIntyre (1991) conducted a study to look into the effects of integrative and instrumental motivation on the learning of French / English vocabulary. The study was carried out with Canadian psychology students. Integrative motivation was measured by means of self-report questionnaires while instrumental motivation was assessed by means of monetary reward for students who provided certain number of correct answers. The results indicated that both types of motivation facilitated learning. However, instrumental motivation disappeared when the financial reward was removed; so, it was concluded that instrumental motivation is not as permanent as integrative

motivation. However, as Dörnyei (1994a) states, Gardner's theory is more complex and beyond the integrative and instrumental duality.

As Gardner and MacIntyre (1991: 4) state, "The important point is that motivation itself is dynamic. The old characterization of motivation in terms of integrative vs. instrumental orientation is too static and restricted". This division is widely used by many people because of its simplicity; however, indeed, Gardner's theory includes four areas;

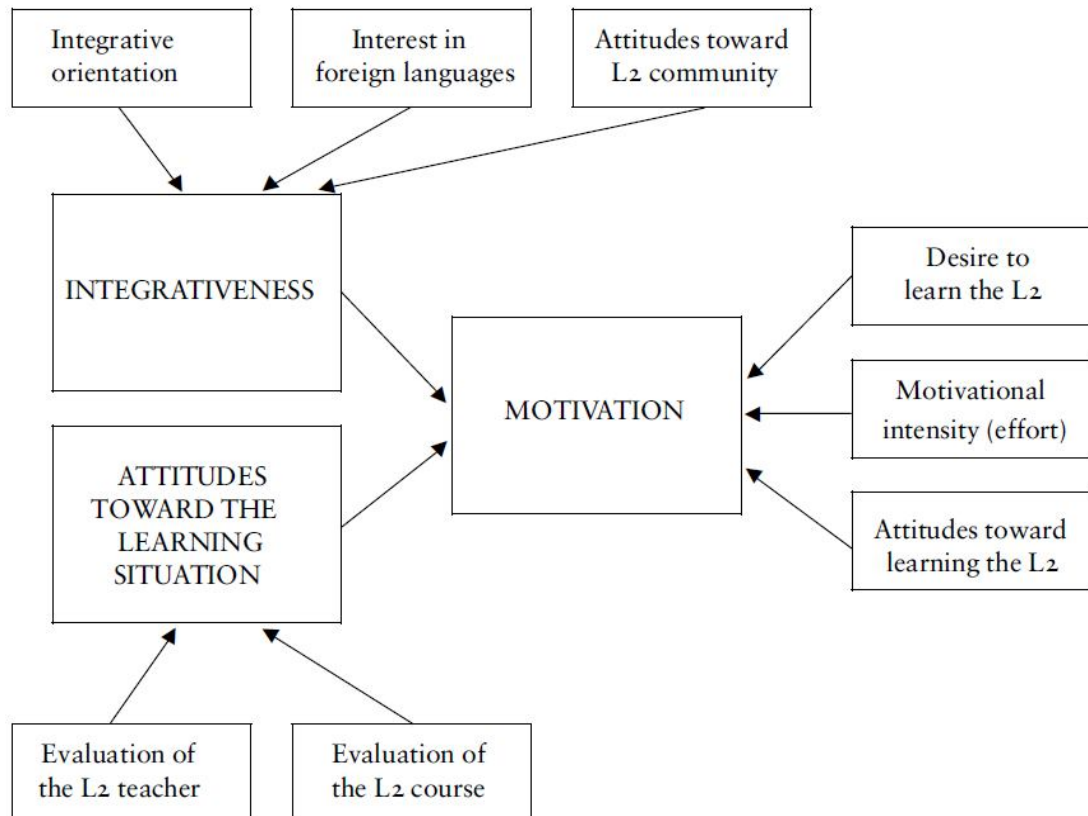
- Integrative motive
- Socio-educational model
- Attitude / Motivation Test Battery (AMTB)
- Tremblay and Gardner's revised model

Gardner (2001b: 9) defines *integrative motivation* as "a complex of attitudinal goal-directed, and motivational attributes". Integrative motivation includes three components: integrativeness, attitudes toward the learning situation and motivation. Masgoret and Gardner (2003: 8) state that the integratively motivated student is "one who is motivated to learn the second language, has an openness to identification with the other language community, and has favorable attitudes toward the learning situation". Gardner states that *integrativeness* is the genuine interest in learning a second language so as to get closer psychologically to the other language community. A low level of interest means no interest with the group, while a high level of interest shows significant interest with the group. In other words, integrativeness includes emotional identification with the other language group. Individuals who wish to identify with the other language group will be more motivated to learn the language than the individuals who do not. *Attitudes toward the learning situation* refer to the individual's reaction to the things related to the context in which the language is taught. These are the attitudes of an individual. In the school context, these attitudes could be towards the teacher, the course materials, one's classmates, etc. (Gardner and Tremblay, 1994). *Motivation* refers to goal-directed behavior and the driving force in all situations.

“The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and / or failure, is aroused, and makes use strategies to aid in achieving goals”

(Masgoret and Gardner, 2003: 7)

Table 2.1: Gardner’s conceptualization of integrative motive:



Gardner’s conceptualization of integrative motive (Dörnyei, 2001a: 17)

Dörnyei (2001b) states that socio-educational model is related to the role of individual differences in the learning of second language. It divides the learning process into four segments: antecedent factors (which can be biological or experiential such as gender or learning history), learner variables (intelligence, language attitudes, language learning strategies), language acquisition contexts and learning outcomes (cited in Vural, 2007).

As a third component of Gardner’s theory, attitude / motivation test battery was developed by Smythe and Gardner (1981) to evaluate the major affective factors

involved in the learning of a second language (Dörnyei and Schmidt, 2001). It is multi-component motivation test including more than 130 items. As a main constituent of Gardner's theory, AMTB also includes language anxiety measure (L2 class anxiety and L2 use anxiety) as well as an index of parental encouragement. Adaptations of this test have been used in several data-based studies of L2 motivation all over the world (Liu, 2005).

The last part of Gardner's theory is Tremblay and Gardner's revised model. Tremblay and Gardner (1995) proposed an extended socio-educational model, in which there are new elements from expectancy-value and goal theories. The novel element in this model is the presence of three mediating variables between attitudes and behavior: goal salience, valence and self-efficacy. Hence, the model combines Gardner's earlier socially grounded construct and current cognitive motivational theories (Liu, 2005).

2.4.2. Dörnyei's Motivational Framework of L2 Motivation

Dörnyei (1994a) conceptualized a general framework of L2 motivation. This framework includes three levels: the Language Level, the Learner Level, and the Learning Situation Level. Dörnyei (1994a) states that the Language Level is the most general level of the construct. The Language Level focuses on orientations and motives associated with different aspects of the L2, such as the culture it conveys, the community in which it is spoken, and the potential usefulness of proficiency in it. These general motives result in basic learning goals. The Learner Level is the second level of this construct. It includes a complex of effects and cognitions which form personal traits. There are two motivational components at this level; need for achievement and self-confidence. The third level is the Learning Situation Level, which is composed of intrinsic and extrinsic motives and motivational conditions related to three areas. Within this level, there are three main types of motivational sources.

- 1. Course-specific motivational components:** These are associated with the syllabus, the teaching materials, the teaching method and the learning tasks. Crookes and Schmidt (1991) suggested a framework of four motivational conditions. These are;

“interest (intrinsic motivation centered around the individuals’ inherent curiosity and desire to know more about themselves and their environment), relevance (the extent to which the students feels that the instruction is connected to important personal needs, values or goals), expectancy (perceived likelihood of success) and satisfaction (the outcome of an activity, referring to the combination of extrinsic rewards such as praise or good marks, and to intrinsic rewards such as enjoyment and pride)” (Dörnyei and Csizer, 1998: 207).

- 2. Teacher-specific motivational components:** These are related to the teacher’s behavior, personality and teaching style, and include the affiliative motive to please the teacher, authority type and direct socialization of student motivation (modelling, task presentation and feedback).
- 3. Group-specific motivational components:** These are associated with the group dynamics of the learner group and contain goal-orientedness, the norm and reward system, group cohesion and classroom goal structure (competitive, cooperative or individualistic).

The following table is the summary of Dörnyei’s Motivational Framework of L2 Motivation:

Table 2.2: Dörnyei's (1994) framework of L2 motivation

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self-confidence * Language use anxiety * Perceived L2 competence * Causal attributions * Self-efficacy
LEARNING SITUATION LEVEL	
<i>Course-specific motivational components</i>	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
<i>Teacher-specific motivational components</i>	Affiliative motive (to please the teacher) Authority type (controlling vs. autonomy-supporting) Direct socialisation of motivation * Modelling * Task presentation * Feedback
<i>Group-specific motivational Components</i>	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic)

Dörnyei's (1994) framework of L2 motivation (Dörnyei, 2001a: 18)

2.4.3. Williams and Burden's Framework of L2 Motivation

Williams and Burden (1997) present a framework of L2 motivation. They approach the framework from different perspectives of factors that affect L2 learner motivation, and divide them into two broad parts: internal and external factors. In this framework, internal factors include intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes, and other affective states; whereas external factors include significant others, the nature of interaction with significant others, the learning environment, and society expectations and attitudes.

Table 2.3: Williams and Burden's framework of L2 motivation:

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity <ul style="list-style-type: none"> ● arousal of curiosity ● optimal degree of challenge 	Significant others <ul style="list-style-type: none"> ● parents ● teachers ● peers
Perceived value of activity <ul style="list-style-type: none"> ● personal relevance ● anticipated value of outcomes ● intrinsic value attributed to the activity 	The nature of interaction with significant others <ul style="list-style-type: none"> ● mediated learning experiences ● the nature and amount of feedback ● rewards ● the nature and amount of appropriate praise ● punishments, sanctions
Sense of agency <ul style="list-style-type: none"> ● locus of causality ● locus of control re: process and outcomes ● ability to set appropriate goals 	The learning environment <ul style="list-style-type: none"> ● comfort ● resources ● time of day, week, year ● size of class and school ● class and school ethos
Mastery <ul style="list-style-type: none"> ● feelings of competence ● awareness of developing skills and mastery in a chosen area ● self-efficacy 	The broader context <ul style="list-style-type: none"> ● wider family networks ● the local education system ● conflicting interests ● cultural norms ● societal expectations and attitudes
Self-concept <ul style="list-style-type: none"> ● realistic awareness of personal strengths and weaknesses in skills required ● personal definitions and judgements of success and failure ● self-worth concern ● learned helplessness 	
Attitudes <ul style="list-style-type: none"> ● to language learning in general ● to the target language ● to the target language community and culture 	
Other affective states <ul style="list-style-type: none"> ● confidence ● anxiety, fear 	
Developmental age and stage	
Gender	

Williams and Burden's (1997) framework of L2 motivation (Dörnyei, 2001a: 20)

2.4.4. Dörnyei and Otto's Process Model of L2 Motivation

Istvan Otto and Zoltan Dörnyei have devised a model of student motivation which goes through from the initial desires to the completion of action and the subsequent retrospective assessment (Dörnyei and Otto, 1998; Dörnyei, 2000). Dörnyei (2000: 6) states that “this model attempts to synthesize different influential conceptualizations of motivation in a systematic process-oriented framework.” Dörnyei and Otto (1998) explained how motivation evolves over time, and the dynamic nature of motivation, in other words, this model views L2 learner motivation not being stable but continuously changing along with the long process of motivation for the L2 learning. Dörnyei (2000), in his article “Motivation in action: Towards a process-oriented conceptualization of student motivation”, states that the main strength of a process-oriented approach is that it offers a fruitful method of interpreting and integrating the manifold motivational factors that influence the student's learning behavior in classroom settings.

According to Dörnyei and Otto (1998), the model includes two parts: Action Sequence and Motivational Influences. Action sequence represents “the behavioral process whereby initial wishes, hopes, and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to final evaluation” (Dörnyei and Otto, 1998: 5). On the other hand, motivational influences contain the whole energy sources and motivational forces which feed the behavioral process. Action sequence is comprised of three stages: pre-actional, actional and post-actional stage (Dörnyei, 2000). Each stage can be affected both by the learner and the environment external to the learner that contain the classroom environment and all that it entails (classroom peers, classroom implementations or state mandates, parents, textbooks, teachers, etc.) (Winke, 2005). According to Dörnyei (2000), the stages are;

Pre-actional stage: First, motivation needs to be generated. The generated motivation aids the student to choose a goal or task to follow and move the student into action. The student's first goals, values and attitudes related to the learning process, perception of success and the support the student gets from the others all affect this stage (Dörnyei, 2005). This stage includes three sub-phases that are goal setting, intention formation, and the initiation of intention enactment. Goal setting has three antecedents which are

wishes / hopes, desires and opportunities (Dörnyei, 2000). This is the “choice motivation that precedes any action” (Chen, Warden, and Chang, 2005: 3).

Actional stage: The motivation needs to be sustained and protected. The quality of the learning experience, nature of the classroom environment, teachers, peers, parents, student her / himself should maintain and protect motivation during a specific action. This has a crucial importance in situations where a student is affected negatively by the factors such as anxiety, competing interests or physical conditions. “During the actional phase, there are three processes that are subtask generation and implementation, a complex ongoing appraisal process, and the application of a variety of action control mechanisms. The first of these refers to learning behaviors proper” (Dörnyei, 2000: 8). Action initiation begins with implementing subtasks that were specified by the action plan; however, action plans go on during the action because the person continuously generates subtasks / subgoals. Appraisal is the second ongoing process. The individual assesses the input coming from the environment continuously. “The important point is that a person’s appraisal of one level can easily be transferred to a broader or narrower level” (Dörnyei, 2000: 9). For instance, a failure in just a task can be generalized into the whole task or even the language, and one can say “I am not good at languages”, or the negative attitudes about the whole thing can be specified into the parts in this thing. Third process is action control which Corno (1993: 16) describes as “a dynamic system of psychological control processes that protect concentration and directed effort in the face of personal and / or environmental distractions, and so aid learning and performance.” This phase is “the executive motivation that influences the level of language effort” (cited in Chen, Warden, and Chang, 2005: 3).

Post-actional stage: This stage begins after the actional stage is completed. At this stage, “the student retrospectively evaluates how things went to help determine the type and quality of activities s/he will be motivated to pursue next” (Winke, 2005: 3). Dörnyei (2005) notes that grades and / or feedback obtained from teachers, parents or peers, and student’s own sense are in this stage. This stage is “the critical introspection after action is completed” (Chen, Warden, and Chang, 2005: 3).

Table 2.4: Dörnyei and Otto's process model of L2 motivation:

Pre-actional Stage → Actional Stage → Post-actional Stage		
CHOICE MOTIVATION	EXECUTIVE MOTIVATION	MOTIVATIONAL RETROSPECTION
<p>Motivational Functions:</p> <ul style="list-style-type: none"> ➤ setting goals ➤ forming intentions ➤ launching actions <p>Main motivational influences:</p> <ul style="list-style-type: none"> ➤ various goal properties (e.g. goal relevance, specificity and proximity) ➤ values associated with the learning process itself, as well as with its outcomes and consequences ➤ attitudes towards the L2 and its speakers ➤ expectancy of success and perceived coping potential ➤ learner beliefs and strategies ➤ environmental support or hindrance 	<p>Motivational Functions:</p> <ul style="list-style-type: none"> ➤ generating and carrying out subtasks ➤ ongoing appraisal (of one's achievement) ➤ action control (self-regulation) <p>Main motivational influences:</p> <ul style="list-style-type: none"> ➤ quality of the learning experience (pleasantness, need significance, coping potential, self and social image) ➤ sense of autonomy ➤ teachers' and parents' influence ➤ classroom reward and goal structure (e.g. competitive or cooperative) ➤ influence of the learner group ➤ knowledge and use of self regulatory strategies (e.g. goal setting, learning, and self-motivating strategies) 	<p>Motivational Functions:</p> <ul style="list-style-type: none"> ➤ forming casual attributions ➤ elaborating standards and strategies ➤ dismissing the intention and further planning <p>Main motivational influences:</p> <ul style="list-style-type: none"> ➤ attributional factors (e.g. attributional styles and biases) ➤ self-concept beliefs (e.g. self-confidence and self-worth) ➤ received feedback, praise, grades

A process model of learning motivation in L2 classroom (Dörnyei, 2001a: 22)

Dörnyei and Otto's process model have crucial practical implications in two areas;

- (a) Teachers can apply motivational strategies to generate and sustain motivation in their learners,
- (b) Learners can apply action control or self-motivating strategies in order to take personal control of the affective conditions and experiences

(Dörnyei, 2000: 14).

2.4.5. Dörnyei's Framework of L2 Self-System

According to this theory, "possible selves represent individuals' ideas of "what they might become, what they would like to become, and what they are afraid of becoming", and so provide a conceptual link between the self-concept and motivation" (Markus and Nurius, 1987: 157). Hence, Dörnyei's (2005, cited in Dörnyei and Ushioda, 2009) theory "L2 Motivational Self-System" builds on possible selves to develop a novel description of L2 motivation. L2 motivational self-system is comprised of three components;

- (1) *The ideal self* is the central concept in this self-system, and it "refers to the representation of the attributes that someone would ideally like to possess (i.e. a representation of personal hopes, aspirations or wishes). It is the L2-specific facet of one's "ideal self": if the person we would like to become speaks an L2, the "ideal L2 self" is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. Traditional integrative and internalised instrumental motives would typically belong to this component."
- (2) A complementary self-guide is the "*ought-to self*". In this theory, Dörnyei links L2 to the individual's personal "core", and it forms an important part of one's identity. "It concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes. This dimension corresponds to ought-to self and thus to the more extrinsic types of instrumental motives."
- (3) L2 Learning Experience "concerns situated, "executive" motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)" (p. 29).

2.5. The Role of Motivation in L2 Learning

Motivation has been defined as a process containing certain directive and stimulating features (Brophy, 1983; Wlodkowski, 1978), and this can lead students to

arousal, give direction and purpose to their behaviors, allow behaviors to persist, and lead to choices of preferred behaviors (Ames, 1986; Dweck, 1986; Weiner, 1979, cited in Christophel, 1990). Theorists in educational psychology have regarded student motivation as one of the crucial factors contributing to the learning process (Hall, 1966; cited in Christophel, 1990). Corder's (1967: 164) famous statement is "given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data" (Dörnyei and Ushioda, 2009: 1). Besides, Dörnyei and Csizer (1998) agree that L2 motivation is one of the basic factors that affect the rate and success of L2 attainment, and add that "L2 motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (p.2).

In addition to this, Oxford and Shearin (1994) state that according to the research studies, there is a direct relationship with the motivation and how often learners use L2 learning strategies, how much students interact with native speakers, how much input they get in target language, how well they do on the achievement-tests, how high their general proficiency level becomes, and how long they sustain L2 skills. Hence, motivation is crucial for L2 learning.

2.6. The Role of Teachers in L2 Classrooms

"The underlying implication of student motivation appears to lie in the process of "how" students are taught, rather than "what" they are taught" (Christophel, 1990: 1). Thus, "how" the students are taught is teachers' responsibility. Ames (1990) also draws attention to teachers' duty by saying that the question for language teachers is "how to get students to do what you want them to do and to do it consistently" (Ames, 1990: 3). Smith (1979) states that behaviors of teachers affect behaviors of students (cited in Christophel, 1990). Dörnyei (2001a) also notes that motivating a person includes various elements from persuading a person directly to influencing a person indirectly by organizing necessary situations and conditions for this person. Teachers can affect the students directly or indirectly.

In addition to this, Gardner (2001b) states that the language teacher has a lot of duties and responsibilities. Language teachers must possess knowledge and skill in the

language to reach their goals. This includes; first teachers should be proficient in their knowledge and skill in the language, and also they should have the training, personality features, and ability to teach the milestones of the language to the students as well as encouraging them to learn the material and use the material. Ames (1990) also agrees that effective teachers are the people who develop goals, beliefs, and attitudes in students that will maintain a long-term involvement and that will affect the quality of learning positively.

Littlejohn (2008) also draws attention to the fact that teachers' job can be seen not only to motivate learners, but also to avoid demotivating the students by means of paying attention to organizing learning and teaching process. Developing a positive motivational orientation in students is a matter of coping with variety among students, thus teachers need to be aware of the ways of dealing with this diversity (Ames, 1990).

There have been a number of studies in the field of education to prove that teachers play important roles on student motivation. For instance, Gorham and Christophel's (1992) study tried to find out the factors that are perceived as demotives by college students. Students were asked certain open-ended questions, and the results showed that teacher-related factors accounted for 79% of all responses (Trang and Baldauf, 2007). Chambers (1999) also surveyed middle and high school students in the United Kingdom and Germany, and he concluded that students' perceptions of the teacher affect students positively or negatively. Another study was done by Den Brok, Levy, Brekelmans, and Wubbels (2005), and they looked into the effect of teacher proximity (cooperation) and influence as perceived by students on four aspects of student motivation (pleasure, effort, confidence, and relevance). The results showed that both proximity and influence had an effect on student motivation. The more the students perceived the teacher as cooperative or dominant, the more the students reported experiencing pleasure, effort and relevance (cited in Bernaus and Gardner, 2008).

These significant researchers gave importance to the role of teachers on student motivation, and shed light on teachers' responsibilities on the learning process of students.

2.7. Teacher Motivational Behaviors to Motivate L2 Learners

A lot of research studies have been devoted to motivating students, and there have been a number of motivational techniques for classroom application suggested by certain researchers in the field (Chambers, 1999; Williams and Burden, 1997). Dörnyei (2001a) in his book defines motivational techniques as “techniques that promote the individual’s goal-related behavior” (p.28).

Dörnyei and Csizer (1998) came up with 10 macro-strategies in order to promote student motivation. These ten commandments are as follows;

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

Another practical list for teachers belongs to Oxford and Shearin (1994) who offered certain strategies for teachers to use in their classrooms so as to promote L2 learning.

Table 2.5: Suggested motivational strategies from Oxford and Shearin (Vural, 2007: 28)

<ul style="list-style-type: none"> • Identify the reasons for students to study the L2 • Determine which parts of L2 learning (e.g. speaking conversationally, listening to lectures in the L2, reading L2 newspapers) are especially valuable to students, and provide activities that include those aspects • Help shape students' beliefs about success in L2 learning by reminding them that success is not difficult as long as students put effort • Train the learners in self-assessment and setting challenging goals that give students a sense of progress • Accept varied student goals, as well as the way students meet their goals according to different learning styles • Provide a variety in instructional content and materials • Demonstrate the students the instrumental motives • Demonstrate the students the benefits and the enjoyable aspects of learning the L2 (as an exciting mental challenge, a career enhancer, and a vehicle to cultural awareness and friendship). For example, inviting native speaker visitors would be an effective way of confirming that the students can really use the language communicatively • Teachers can also make the L2 classroom a welcoming, positive place where language anxiety is kept to a minimum • Provide appropriate instructional frameworks, including various, clear and important activities, which offer richness of stimulation by recreating realistic situations where use of the language is essential (e.g., traveling, ordering meals, finding a doctor, solving a problem) • Provide students with appropriate feedback • Assist students according to their specific needs • Give them a chance for self-direction • Give extrinsic rewards • Urge students to develop their own intrinsic rewards, which will enable students to have an increased sense of self-efficacy whereby they attribute the outcome of their study to their own efforts (1994, p. 24)

Dörnyei (1994a: 281-282) also proposed certain motivational strategies that are related to the categories in Dörnyei's framework which are the learning level, the learner level, and the learning situation level.

Table 2.6: Motivational strategies according to Dörnyei's L2 motivation

Language Level

- Include a socio-cultural component in the L2 syllabus
- Develop learners' cross-cultural awareness systematically
- Promote student contact with L2 speakers
- Develop learners' instrumental motivation

Learner Level

- Develop students' self-confidence
- Promote the students' self-efficacy with regard to achieving learning goals
- Promote favorable self-perceptions of competence in L2
- Decrease student anxiety
- Promote motivation-enhancing attributions
- Encourage students to set attainable sub-goals

Learning Situation Level**Course-specific motivational components**

- Make the syllabus of the course relevant
 - Increase the attractiveness of the course content
 - Discuss with the students the choice of teaching materials
 - Arouse and sustain curiosity and attention
 - Increase students' interest and involvement in the tasks
 - Match difficulty of tasks with students' abilities
 - Increase student expectancy of task fulfillment
 - Facilitate student satisfaction
-

Teacher-specific motivational components

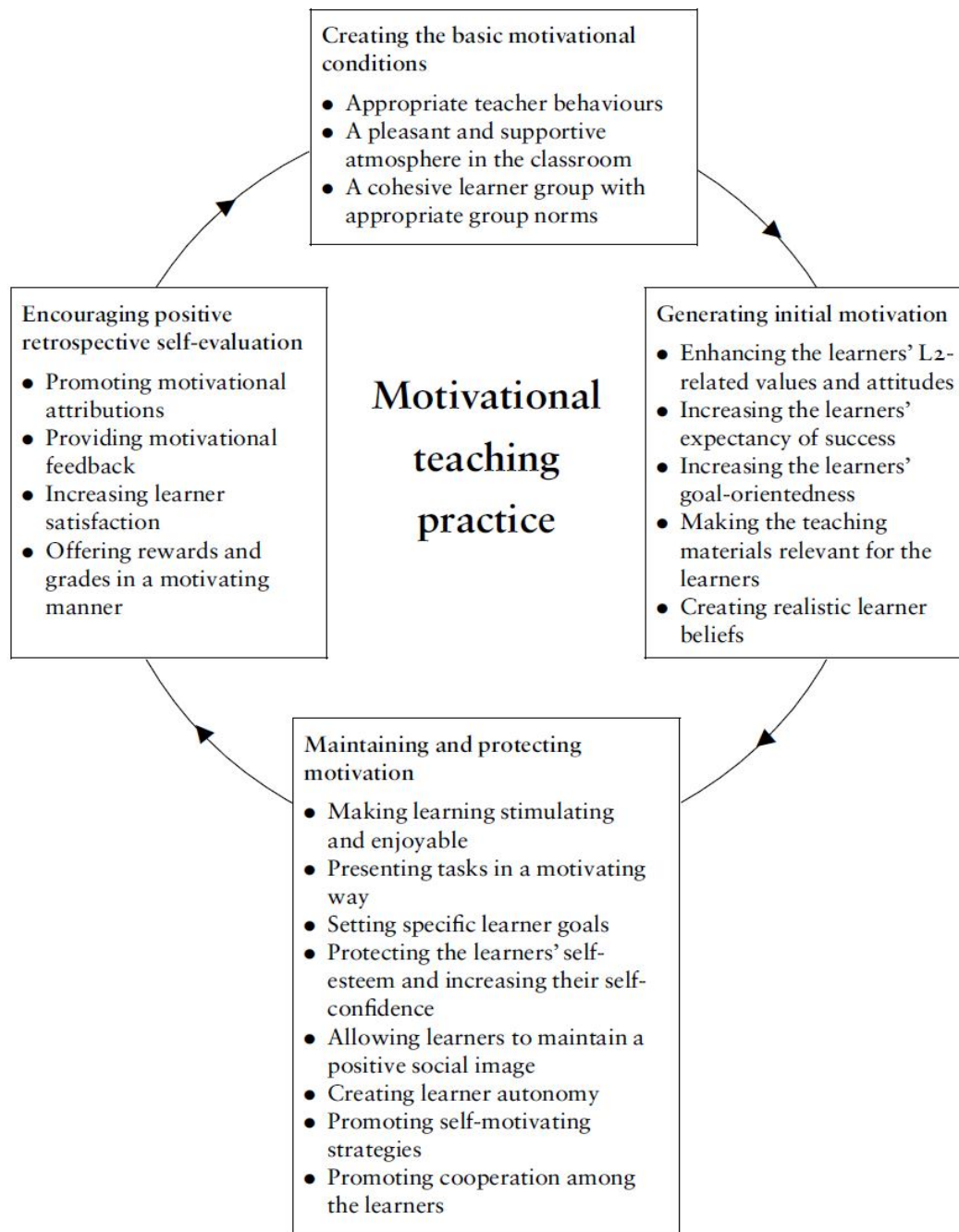
- Try to be empathic, congruent, and accepting
- Adopt the role of a facilitator
- Promote learner autonomy
- Model student interest in L2 learning
- Introduce tasks in such a way as to stimulate intrinsic motivation and help internalize extrinsic motivation
- Use motivating feedback

Group- specific motivational components

- Increase the group's goal-orientedness
 - Promote the internalization of classroom norms
 - Help maintain internalized classroom norms
 - Minimise the detrimental effect of evaluation on intrinsic motivation
 - Promote the development of group cohesion and enhance inter-member relations
 - Use cooperative learning techniques
-

Lastly, Dörnyei (2001a) gives information about process-oriented model in his book, and states that this model is comprised of four basic units each of which includes its sub-units. These units are;

- Creating the basic motivational conditions
- Generating initial motivation
- Maintaining and protecting motivation
- Encouraging positive retrospective self-evaluation

Table 2.7: The components of motivational teaching practice

The components of motivational teaching practice in L2 classrooms (Dörnyei, 2001a: 29)

2.8. The Effect of Teacher Motivational Behaviors on Student Motivation

There have been many studies focusing on the relationship between teacher motivational behaviors and student motivation. Specific studies have focused on the effect of certain teacher motivational behaviors on student learning (Kelley and Gorham, 1988; Richmond, Gorham, and McCroskey, 1987; cited in Christophel, 1990; Gorham, 1988). Christophel's study's results indicated that teacher motivational behavior has a positive effect on student motivation and language learning. Hence, these findings showed the interrelatedness of teacher behavior and student motivation. A new study by Guilleutaux and Dörnyei (2008) examined the relationship between the teachers' motivational teaching practice and the language learning motivation of their classes. 27 teachers and more than 1.300 learners took part in the study in South Korea. The results indicated a clear link between teacher's motivational teaching practices and language learning motivation of their classes (Bernaus and Gardner, 2009). Hsu (2010) who wrote the article "The Impact of Perceived Teachers' Nonverbal Immediacy on Students' Motivation for Learning" investigated teachers' nonverbal immediacy behaviors in relation to students' motivation for learning English. 303 students who enrolled in English courses in central Taiwan technology institution took part in the study. According to the results, the relationship between teachers' nonverbal immediacy and students' motivation for learning English was significantly and positively correlated.

Ciftci (2005) found out that teachers had a great importance on student motivation. Also, teachers have the power to change students' opinions in a positive or negative way. Bozdas (2008) investigated the perceptions of primary school students and teachers on effective teacher characteristics. 450 students and 150 teachers participated in the study. The results displayed that students perceived the effective teacher characteristics with respect to teachers' relations with students, personal traits and in-class behavior, teaching ability, motivating personality, professional demeanor, classroom management and feedback and evaluation. Besides, students give the most importance to teaching ability and personality traits and in-class behavior dimensions.

Vural (2007) also investigated teachers' and students' perceptions of the motivational behaviors that English teachers act out in the classroom. 7 teachers and 138 students from Erciyes University School of Foreign Languages participated in the study. The results indicated that the teachers' and students' perceptions of motivational

behaviors are similar, although there are some mismatches. The students and the teachers both think that a good teacher-student relationship and teachers' being friendly and supportive are the most motivating behaviors. Although the teachers think that encouraging students to try harder and asking them to work toward a pre-determined goal are motivating, the students do not find them as motivating as the teachers do. Another study was conducted by Top (2009). Her study aims to find out the actual motivational effect of 60 teacher strategies by comparing both high school students' and their teachers' perceptions. 225 students and 25 teachers from different high schools participated in this study. The results showed that the teachers and the students agreed on 46 teacher strategies, and both the students and the teachers believe that teachers' motivational behaviors affect the motivational level of the students.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology of data collection and analysis in the present study. Specifically, the chapter describes the research design, the participants, the research setting, the instruments and the procedures of data collection and analysis.

3.1. Research Design

This study is a case study conducted in a Turkish university context. Berg (1998) claims that “case study methods involve systematically gathering enough information about a particular person, social settings, event, or group to permit the researcher to effectively understand how it operates or functions” (p.212). As it is aimed to obtain the opinions of a particular group, this study is a case study. The present study aims to find out how 62 specific teacher motivational behaviors are perceived by 314 students and 27 teachers in School of Foreign Languages.

The research was conducted with Turkish EFL university students and the language instructors at Afyon Kocatepe University, School of Foreign Languages. This study employs a survey design involving the administration of a questionnaire and semi-structured interviews to collect data for the study. The interviews are semi-structured because the interviewees are not limited to give pre-determined answers. Rather, it is like a chat between the researcher and the interviewees, so they have the chance to give details about their opinions.

3.2. Participants

The participants of this study include both students and teachers. For the first group, the total number of the students who took part in the study is 314, 174 of whom are female and 140 are male. Their ages range from 17 to 22. They are the students of

different departments such as Business Administration, Chemistry, Tourism Management, and Economics, and study in English Preparatory Program.

As for the second participant group, there are 27 teachers in English Preparatory Program, and all the teachers took part in the study. 14 female teachers and 13 male teachers responded the questionnaire.

The questionnaires were administered to 340 students, but 26 of them were eliminated because of the missing answers. Thus, in total there were 314 participants. In the Preparatory Program, each class was made up of the students from the same department. They had a placement exam at the beginning of the term, and according to the results they got, they were placed in appropriate classes with the students from the same department. As there was no level classification in the department, the participants were all pre-intermediate students when they took the questionnaire. Although they were all supposed to be pre-intermediate, there were some students whose levels were below pre-intermediate.

3.3. Research Setting

Afyon Kocatepe University is a local state university. In most of the departments, the medium of instruction is Turkish. However, in Business Administration, the medium of instruction is English, and in certain departments such as Biology and Chemistry, they have 30% English curriculum. After the students have been accepted to the university by national university entrance exam, they are required to study at the English Preparatory Program for two semesters if they cannot pass the proficiency exam. Proficiency exam covers elementary and pre-intermediate level of questions. Students are expected to reply language use, reading and vocabulary questions. They are also supposed to write an essay on a given topic, and answer some listening questions after listening to some dialogs. For the students to be proficient in this exam, they need to get 60 out of 100. If they score 60 and over, they are exempted from the preparatory class and are given a certificate. Except for Business Administration whose medium of instruction is completely English, students from other departments can go on their first year in their departments even if they cannot get 60 from the proficiency exam at the end of the second term. These students who are not

proficient in the exam cannot get a certificate of English Preparatory Program, and they have to pass this exam before they graduate from the university. However, if students from Business Administration cannot get 60, they have to repeat the Preparatory Program.

English Preparatory Program in the School of Foreign Languages is a compulsory program. There are 27 language instructors working in the department, and approximately 650-700 students attend the program on average each year. English is taught integratively, and students have 25 hours of English every week.

3.4. Data Collection Instruments

The instruments of this study include two versions of the same questionnaire for both teachers and students, and interviews with teachers and students; thus, this study is both quantitative and qualitative in its nature.

3.4.1. Student Questionnaire

“Teacher Motivational Behaviors Questionnaire” was developed by the researcher to find out how students perceive certain teacher motivational behaviors. First, at the beginning of the term, the researcher distributed three open-ended questions to 40 students who were then excluded from the actual study. These questions included;

- What are the most motivating teacher behaviors for you?
- What are the least motivating teacher behaviors for you?
- What is your ideal teacher like? What kind of features does s/he have?

The questions were in Turkish, and the students were expected to write their answers in their mother tongue. The reasons for this were to obtain more answers from the students and help students feel free and relaxed when answering the questions.

In the light of the answers of 40 students to these three open-ended questions, certain motivational teacher behaviors were listed. Then, the researcher asked her colleagues about their opinions, and with the experience of the researcher, and finally

after referring to Dörnyei (2001a), Dörnyei and Csizer (1998), Oxford and Shearin (1994) and Williams and Burden (1997), 88 items were identified. These items were classified under five different sub-headings to make the questionnaire more organized and understandable.

The questionnaire was piloted with 35 students who were later excluded from the actual study. It took about 15 minutes for the students to complete it. They were requested to ask any questions that would help them understand the questionnaire items better, or report any unclear or ambiguous items that hinder their understanding. The researcher was present during the pilot study, and it was observed that the questionnaire was clear enough for the students to comprehend. Hence, no item was removed from the questionnaire due to clarity reasons.

After the reliability scores had been calculated, 26 items which had very low reliability co-efficient were removed from the questionnaire to make it more reliable. The last version of the scale consisted of 62 items. Cronbach Alpha reliability co-efficient for each sub-scale and the overall Cronbach Alpha reliability co-efficient of the final version of the whole questionnaire are presented in Table 3.1.

Table 3.1: Reliability analysis for “**Teacher Motivational Behaviors Questionnaire**”

Teacher Motivational Behaviors Questionnaire	
	Cronbach Alpha's
Teacher's Lecturing Style (1-36)	.89
Teacher's Personal Features (37-45)	.83
Teacher's Rapport with Students (46-52)	.82
Teacher's Error Correction and Evaluation Techniques (53-57)	.72
Teacher's Giving and Evaluating Homework (58-62)	.85
Cronbach Alpha for the 62 items= .94	

The student questionnaire mainly has two parts (APPENDIX 1). The first part aims to gather some demographic information about the participants. The second part

consists of 62 items. This part aims to gather some information about the perceptions of the students about 62 teacher motivational items in the questionnaire. These 62 items were classified under five constructs, and the appropriate items were placed under related constructs. The first construct is teacher's lecturing style, and the items from 1 to 36 are placed under this heading. The second construct is teacher's personal features, and the items from 37 to 45 are put under this part. The third construct is teacher's rapport with students, and that construct has items from 46 to 52. The fourth construct is teacher's error correction and evaluation techniques, and the related items are between 53 and 57. The last construct is teacher's giving and evaluating homework, and this part includes items from 58 to 62.

This questionnaire is a five-point Likert scale. The students indicated their opinions by marking "It really motivates me (5)"; "It motivates me (4)"; "It makes no effect (3)"; "It decreases my motivation (2)"; and "It diminishes my motivation (1)". The participants were asked to read the statements carefully and circle the appropriate choice which reflects their opinions best.

3.4.2. Teacher Questionnaires

The teacher questionnaire items are the same with the student questionnaire items because one of the aims of this study is to find out to what extent the students' and teachers' perceptions of the same 62 items in the questionnaire are similar to or different from each other. The second part of the questionnaire includes five parts as in the student questionnaire, and the teachers were asked to circle the number that appeals to them best.

3.4.3. Student Interviews

To collect deeper information about the students in terms of teacher behaviors that motivate them the most or least, semi-structured interviews were conducted with 19 students. 10 of the students were female, and 9 of them were male. Only one student did not participate in the interview session due to the health reasons although he promised to. The students were asked two questions:

- What are the most motivating teacher behaviors in the classroom for you? Why are these behaviors motivating for you?
- What are the least motivating teacher behaviors for you? In other words, can you tell me the behaviors your teacher does very willingly but they do not motivate you a lot? Why are these behaviors not very motivating for you?

All the students were asked for their consent to take part in the interview. Before the interview, the students were informed about the questions so as to lessen their anxiety. Interviews were carried out in Turkish so as to make students feel less nervous and express themselves more comfortably. Each interview lasted about three minutes, and all the interviews were videotaped. What the students said as most motivating or least motivating were transcribed one by one. The reported answers were analyzed by the researcher to find the common and significant themes in the statements. These statements were classified and presented in order to support the findings of the study.

3.4.4. Teacher Interviews

To gather more detailed data about the teachers' ideas on motivational behaviors, 6 teachers were interviewed. 3 of the teachers were female, and 3 of them were male. The teachers were asked two questions to get deeper information. These questions are;

- Which behaviors you do as a teacher are the most motivating for the students? Why do you think these behaviors are motivating for the students?
- What are the least motivating teacher behaviors for you? In other words, can you tell me the behaviors you do as a teacher very willingly but they do not motivate the students a lot? Why are these behaviors not very motivating for the students?

The researcher got consent from each teacher. Each interview lasted nearly three minutes, and all the interviews with the teachers were videotaped. As in the analysis of the student interviews, the answers of the teachers to the interview questions were transcribed by the researcher. The replies given by the teachers were analyzed by the researcher to find the common and significant themes in the statements. These statements were classified and presented in order to support the findings of the study.

3.5. Data Collection Procedure

After examining the questionnaire items carefully, the researcher administered the questionnaire to 314 students in School of Foreign Languages in the fall term of 2011-2012 Academic Year. The researcher herself was present in the classrooms while the participants were answering the questionnaire items. Thus, before the students started to answer the items, the researcher gave brief information about the purpose of the study.

3.6. Data Analysis

In this study, two versions of the same questionnaire were used for both the students and teachers to gather the data. The data were compiled and then analyzed by using Statistical Package for Social Science (SPSS) 17. The data were analyzed through descriptive and inferential statistics. For the qualitative data, the answers of the students and teachers during the interviews were used.

CHAPTER FOUR

RESULTS AND DISCUSSION

The focus of this chapter is on the analysis of the data collected through questionnaires and interviews, and it is organized in line with the research questions. Through the chapter, the researcher attempted to answer the research questions, and some comments were made by referring to previous studies.

4.1. Analysis of the Research Question 1: What are the most motivating teacher behaviors in English classes according to the students?

The first research question of the study investigated the most motivating teacher behaviors in English classes according to the students. Since the questionnaire was a five-point Likert scale, each item was graded out of five. Besides, the mean scores, standard deviations and the percentages were calculated through descriptive statistics. Table 4.1 presents the statistical values regarding the most motivating teacher behaviors according to the students.

Table 4.1: The most motivating teacher behaviors according to the students (items having mean score 4.5 and over)

Teacher Behavior	M	SD	%
37. putting a smile on her / his face in the classroom	4.82	.42	98.7
23. taking some breaks when students are mentally exhausted	4.72	.52	97.8
43. having a sense of humor	4.71	.56	96.5
41. being energetic	4.71	.54	96.5
46. creating a relaxing atmosphere in which students can easily exchange ideas	4.71	.53	96.1
54. correcting mistakes with a smiling face and by motivating students	4.68	.52	97.2
48. displaying friendly behaviors where appropriate	4.66	.57	95.3
42. being open to new ideas	4.65	.60	95.2
22. making use of certain topics (music, TV, etc.) that draw students'	4.63	.56	96.8

attention			
38. using her / his mimes while teaching	4.61	.58	94.6
47. knowing her / his students well	4.58	.61	93.3
40. being affectionate towards her / his profession and having students feel it	4.56	.67	92.1
39. making use of her / his body language while teaching	4.54	.65	90.8
44. giving importance to teacher-student and student-student interaction based on course objectives	4.51	.71	92.7
4. encouraging students to use the language by saying “you can do this”	4.51	.64	92.4

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as more motivating

After the mean score of each item was calculated, the most motivating teacher behaviors whose mean scores are over 4.5 were identified. As Table 4.1 shows, teacher’s putting a smile on her / his face in the classroom (M: 4.82), taking some breaks when students are mentally exhausted (M: 4.72), having a sense of humor (M: 4.71), being energetic (M: 4.71), creating a relaxing atmosphere in which students can easily exchange ideas (M: 4.71), correcting mistakes with a smiling face and by motivating students (M: 4.68), displaying friendly behaviors where appropriate (M: 4.66), being open to new ideas (M: 4.65), making use of certain topics (music, TV, etc.) that draw students’ attention (M: 4.63), using her / his mimes while teaching (M: 4.61), knowing her / his students well (M: 4.58), being affectionate towards her / his profession and having students feel it (M: 4.56), making use of her / his body language while teaching (M: 4.54), giving importance to teacher-student and student-student interaction based on course objectives (M: 4.51), and lastly encouraging students to use the language by saying “you can do this” (M: 4.51) were found to be some of the most motivating teacher behaviors in the whole questionnaire items.

Table 4.2: The most motivating teacher behaviors according to student interviews

-
1. putting a smile on her / his face in the classroom
 2. taking some breaks when students are mentally exhausted
 3. being affectionate towards her / his profession
 4. using her / his mimes and body language while teaching
 5. giving positive feedback
 6. having a sense of humor
 7. being energetic
 8. creating a relaxing atmosphere in which students can easily exchange ideas
 9. displaying friendly behaviors where appropriate
 10. making use of interesting topics (music, TV)
-

The results of the interviews which were carried out with 10 female and 9 male students are presented in Table 4.2, and the results also support the findings of the questionnaire. 19 students were asked which teacher behaviors motivate them in a foreign language classroom. The majority of them considered putting a smile on her / his face in the classroom very motivating. Some students said that taking some breaks when students are mentally exhausted was very motivating. Being affectionate towards her / his profession and having students feel it was also uttered by some students. A few of them said that using her / his mimes and body language while teaching motivated them a lot in the classroom. Giving positive feedback was also found very motivating. Positive feedback includes teacher's correcting mistakes with a smiling face and by motivating students and encouraging students to use the language by saying "you can do this". The other answers include having a sense of humor, being energetic, creating a relaxing atmosphere in which students can easily exchange ideas, displaying friendly behaviors where appropriate very motivating, and finally making use of certain topics (music, TV).

The first research question attempted to find out the most motivating teacher behaviors whose mean scores are 4.5 and over 4.5 in English classes according to the students. According to the results of the questionnaire administered to 314 students, the most motivating teacher behavior was found to be teacher's putting a smile on her / his face in the classroom. The majority of the students considered teacher's having a smiling face as the most motivating teacher behavior. It can be concluded that students get more motivated when they have a teacher who has a smiling face. It can be due to the fact that students feel more relaxed and less nervous when they have a teacher with a smiling face, so their motivation level gets higher. The finding of this study shows parallelism with several studies (Kwellely and Gorham 1988, Richmond, Gorham and McCroskey 1982; cited in Christophel, 1990; Gorham 1988). They also found out that teacher's smiling face contributed to student motivation a lot. On this issue, the results of the interviews with students support the findings. One of the interviewees uttered that:

“When our teacher is positive and smiles, I want to take part in the lesson. However, when our teacher is aggressive, unhappy or sulky, I hesitate to ask any questions or express my ideas.”

Another interviewee pointed out that:

“When my teacher is smiling, I feel relaxed. In addition to that, I can ask everything I don't understand about the course easily, and I express myself better.”

The second most motivating teacher behavior was found to be teacher's taking some breaks when students are mentally exhausted. In language classes, it may sometimes be observed that students get really exhausted during lessons. This result shows that a short break given by the teacher is very motivating during these lessons in order to refresh students. According to Gorham and Christophel (1992)'s study, teacher's confusing students and making them feel bored were found demotivating by the participant students. Thus, it can be concluded from their study that students need breaks and some fun not to get bored during lessons. The quotation of an interviewee supports this finding. The participant stated that:

“I become very happy and motivated when my teacher takes a break because I feel that s/he understands us and gives importance to our feelings. If our teacher goes on lecturing, I cannot concentrate on what s/he is saying. But, after these breaks, I can continue listening to my teacher willingly again.”

Teacher’s having a sense of humor was also found to be very motivating by the students. Humor may affect students in a positive way, and help them feel less anxious when learning takes place. Hence, a teacher with a sense of humor might lessen students’ prejudices and negative attitudes towards the teacher, learning, and English. Owing to these possible reasons, humor might have been regarded as a motivator by the students. The research study by Gorham and Christophel (1992) reported that teacher’s using humor in classroom has a high relationship with student motivation. The participants were asked to list the motivating teacher behaviors, and most of them included teacher’s using humor in their favorite list. Related to this finding, here are two quotations of two interviewees:

“When our teacher tells a joke or talks about funny things, I feel more concentrated. These jokes and stories refresh me and make me laugh, so I feel more energetic and ready for the rest of the lesson.”

“Naturally, after some time, I lose my concentration on the lesson and my teacher, and I start to think other things. When my teacher tells jokes, s/he draws my attention and I begin to listen to my teacher attentively after laughing and a little enjoying.”

Another motivating behavior was found to be teacher’s being energetic during the course time. It can be noted that students want to have a teacher who is active and full of energy in the classroom. Indeed, this is very natural; because people are affected positively when a person in the surrounding is energetic. In the study conducted by Top (2009), teacher’s being active during class time was also found to be a motivating teacher behavior by the students. For this reason, it can be concluded that a teacher who is energetic transmits her / his positive energy and motivation to the students. On this issue, two participants said that:

“When my teacher sits at her / his desk, I get easily bored. But, when s/he stands or walks, I pay attention to my teacher more.”

“When my teacher comes near me, I can have the opportunity to ask the things I do not understand and nobody hears the questions I ask because my teacher is just by my side.”

Teacher’s creating a relaxing atmosphere in which students can easily exchange ideas was also found to be a motivating behavior. Students are individuals, and all individuals would like to express themselves clearly and confidently and they want to be accepted by the people around them. When a teacher creates such a relaxing environment, and students are allowed to express themselves freely, students become more self-confident. When a person becomes more self-confident, that person becomes more motivated and willing in that environment. Thus, in this context, students get more motivated and eager in the classroom when they have a teacher who facilitates learning by preparing the appropriate setting. This result is supported by Ginot (1972) who said that teachers should create the emotional climate for learning in order to facilitate student motivation. To support this finding, below is the statement of a participant:

“When the atmosphere is relaxing, I can say any possible answers that come to my mind. I do not focus on my mistakes, and I do not think whether my answer is true or not. As I am stress-free, I can express myself better.”

The students found teacher’s correcting mistakes with a smiling face and by motivating students a very motivating teacher behavior among 62 items. Students come across difficulties while learning a foreign language, and owing to these difficulties they experience stress and sometimes lack of confidence. It is teachers’ responsibility to help students in that challenging period and assist them to overcome such difficulties together. In order to help students, a teacher should be present with a smiling face in the role of a motivator while s/he corrects the mistakes of the students. By doing so, students do not feel inferior, but feel that these mistakes are natural and the teacher is with her / him in that learning process. This behavior was considered to be very motivating by most of the students, and this result indicates similarity with the suggestions of Dörnyei (2001a). Dörnyei suggests that teachers should provide

motivational feedback so as to motivate their students. On this issue, an interviewee commented as follows:

“When I answer a question, I feel nervous. Sometimes I know the answer, but because of my anxiety I make mistakes. When my teacher smiles at me or tells me “yes, good job, you can do this” etc, I feel encouraged and believe in myself more. When I believe in myself, I feel more self-initiative and more motivated.”

The seventh most motivating teacher behavior was chosen as teacher’s displaying friendly behaviors where appropriate according to the answers of all the students. Hence, it can be said that students want to have a teacher who is friendly and sincere where appropriate. They do not want to see their teacher as an authoritarian figure but a friendly figure. It may be because of the fact that when a teacher displays friendly behaviors, students feel more relaxed and less stressful and nervous. Thus, they can express themselves better, and their affective filter becomes lower with the help of the friendly behaviors of the teacher. Accordingly, learning takes place better in that situation. This finding shows parallelism with the following studies. Gorham and Christophel (1992)’s study indicated that teacher’s being friendly was found to be a very motivating teacher behavior by the students taking part in the study. The studies carried out by Vural (2007) and Top (2009) also supported the result of this study. In both of the studies, teacher’s being friendly was regarded as a very motivating teacher behavior by the students. On this issue, a student said that:

“A teacher is very important in a student’s life. So, if my teacher is friendly, I feel relaxed and I can express myself better. I do not get afraid of making mistakes.”

According to the data, teacher’s being open to new ideas was considered to be very motivating. It may be said that students do not want to have a teacher who is self-monitored and too strict. Besides, they do not want a teacher who decides, initiates, and activates things in the classroom. Instead of this, students want a teacher who is open to new ideas and gives importance to students’ ideas. Davis (1993) stated that, when possible, teachers should allow students to have an idea in selecting the next topic to be studied. If a teacher is open to the options and ideas of the students, students get happier and more motivated. A student stated that:

“A teacher should be open to new ideas. It means that the teacher is not arrogant, and gives importance to students’ ideas. It also means that this teacher gives importance to the students.”

Another student commented that:

“A teacher knows a lot of things, okay, but sometimes there are some occasions in which the teacher is not aware of what we like or dislike. Hence, in these cases, students can suggest an idea and if the teacher sees it valuable and accepts, students think that the teacher loves them and sees them as individuals.”

Teacher’s making use of certain topics (music, TV, etc.) that draw students’ attention was seen as a motivating behavior by the students. It means that students become more motivated when their teacher incorporates interesting topics into the course. It might be owing to the fact that the interesting topics draw students’ attention and when students get interested in the course they become more motivated and eager to learn. Gorham and Christophel (1992) found that interesting topics increased student motivation. Dörneyi (1994a) also suggested certain strategies to motivate students, and one of these motivational strategies was increasing the attractiveness of the course content. Teachers can increase the attractiveness of the course content by incorporating interesting, attractive and motivating topics that affect students positively, and in turn, enhance student motivation. An interviewee said that:

“My present teacher integrates latest movies, music and dramas into her lesson, and now I know lots of things about it. I am more knowledgeable and aware of what is going on around me and around the world now.”

Another interviewee said that:

“I really like talking about music and films. I often talk about these issues with my friends. It is more exciting to do this with a foreign language. It is very enjoyable and interesting to mention this in English. These topics draw my attention.”

Another very motivating behavior was considered to be teacher’s using her / his mimes while teaching. It means that teacher’s making use of her / his mimes while lecturing makes students motivated. The reason of this may be that students understand better when teacher’s mimes escort her / his lecturing. Chesebro and McCroskey (2001)

stated that instructional research has determined the use of gestures as an effective teacher behavior. Besides, in Hsu (2010)'s study with 303 Taiwanese students, the participants chose teacher's mimes and gestures while talking to the class as a motivating behavior. One of the interviewees supported this finding by saying:

“Especially when my teacher is lecturing in English, her / his facial expressions help me a lot. Her / his mimes accompany what s/he is talking about, and by making connections between her / his mimes and statements I can understand better.”

The other very motivating teacher behaviors were teacher's knowing her / his students well, being affectionate towards her / his profession and having students feel it, making use of her / his body language while teaching, giving importance to teacher-student and student-student interaction based on course objectives, and lastly encouraging students to use the language by saying “you can do this”. Gorham and Christophel (1992) found that teacher's enthusiasm for teaching and teacher's good comments and positive responses about students increased student motivation. Velez and Cano (2008) found that teacher's body language is an effective factor in student motivation, and they also found that encouraging students to talk and use the language in language classrooms is a motivator for students. In parallel with these results, one of the students said that:

“If my teacher is enthusiastic about what s/he is doing, I become more enthusiastic and motivated. I understand that my teacher is happy with what s/he is doing. Besides, when my teacher is fond of her / his job, s/he is also fond of teaching. When s/he does her / his job eagerly, I believe that I can learn because s/he will make plenty of efforts to teach me instead of giving up.”

Another student uttered that:

“I want my teacher to know and care about me. When my teacher asks me how I am, whether I am happy or unhappy in my personal life, and when s/he talks to me about ordinary things, I feel very happy. I can understand that my teacher loves me, and I am important for her / him. Thus, I participate in the lesson more as I feel more responsible towards my teacher.”

Another student said that:

“For example, when our teacher is teaching something and s/he is speaking English, I cannot understand it. However, when s/he makes use of her mimes and body language, I try to combine her/his behaviors with the topic studied that day. So, I understand better.”

4.2. Analysis of the Research Question 2: What are the least motivating teacher behaviors in English classes according to the students?

The second research question of this study attempted to reveal the least motivating teacher behaviors in English classes according to the students based on the mean scores.

Table 4.3: The least motivating teacher behaviors according to the students (items having mean score below 4)

Teacher Behavior	M	SD	%
20. always lecturing in English	3.02	1.29	45.5
8. giving importance to seating for effective language teaching	3.22	.89	30.9
59. giving homework regularly	3.29	1.17	52.5
25. encouraging students to make oral presentations in English about various topics (depending on the topic studied)	3.57	1.04	59.5
18. emphasizing the importance of English frequently	3.61	1.07	54.5
29. giving information about English and American culture in the class hour	3.67	1.06	55.4
58. stating the objectives of homework s/he gives	3.72	.86	68.1
30. stating the objectives and steps of the lesson at the beginning of the lesson	3.85	.82	67.2
60. giving importance to homework that help students learn and improve themselves autonomously	3.86	1.01	72.6
15. encouraging students to take part actively during the lesson	3.87	1.00	71.4
11. encouraging students to display their products created during classroom activities	3.90	.91	68.1
61. assessing students' homework on time and giving feedback	3.91	1.02	73.9
10. giving equal importance to each and every learning experience in the class	3.97	.84	73.5

50. being aware of some big events in students' lives	3.98	.96	65.3
6. sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term	3.98	.83	72.6
45. using time efficiently	3.99	.96	76.1

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as less motivating

The items whose mean scores are below 4 were identified as the least motivating teacher behaviors. As the items in the questionnaire are all motivational behaviors, it seemed that the participants did not tend to use 2 (It decreases my motivation) and 1 (It diminishes my motivation) categories a lot while indicating their opinions. According to Table 4.2, these least motivating teacher behaviors are teacher's always lecturing in English (M: 3.02), giving importance to seating for effective language teaching (M: 3.29), giving homework regularly (M: 3.29), encouraging students to make oral presentations in English about various topics (depending on the topic studied) (M: 3.57), emphasizing the importance of English frequently (M: 3.61), giving information about English and American culture in the class hour (M: 3.67), stating the objectives of homework s/he gives (M: 3.72), stating the objectives and steps of the lesson at the beginning of the lesson (M: 3.85), giving importance to homework that help students learn and improve themselves autonomously (M: 3.86), encouraging students to take part actively during the lesson (M: 3.87), encouraging students to display their products created during classroom activities (M: 3.90), assessing students' homework on time and giving feedback (M: 3.91), giving equal importance to each and every learning experience in the class (M: 3.97), being aware of some big events in students' lives (M: 3.98), sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term (M: 3.98), and finally using time efficiently (M: 3.99).

Table 4.4: The least motivating teacher behaviors according to student interviews

-
1. giving homework regularly
 2. stating the objectives and steps of the lesson at the beginning of the lesson
 3. always lecturing in English
 4. giving importance to seating
 5. posing immediate questions to the students
 6. lecturing all the time in order to cover the topics of that week
 7. changing her / his tone of voice during lecturing
 8. allocating plenty of time to vocabulary activities
 9. making use of group activities
 10. revising homework in detail during course time
-

The findings of the interviews carried out with 19 students also support the findings of the questionnaire. 19 students were asked which teacher behaviors do not have a very motivating effect on them. Their answers showed that majority of the students found giving homework regularly not very motivating. Most of them uttered that stating the objectives and steps of the lesson at the beginning of the lesson had a less motivating effect on them. Some of them stated that they found always lecturing in English not very effective and motivating. Few of them stated that giving importance to seating had a less motivating effect on them. These teacher behaviors are in parallel with the results of the questionnaire. Furthermore, the students uttered some more teacher behaviors which they thought not very motivating. These teacher behaviors were posing immediate questions to the students, lecturing all the time in order to cover the topics of that week, changing her / his tone of voice during lecturing, allocating plenty of time to vocabulary activities, making use of group activities, and revising homework in detail during course time.

The second research question looks into the least motivating teacher behaviors according to 314 students participating in the study. According to the results, the least motivating teacher behavior was teacher's always lecturing in English. Thus, it can be concluded that students want to expose to their mother tongue more rather than the target language. They may think that when they are taught via target language, they will not understand anything; and as a result, they cannot learn that language. However, if a teacher uses their mother tongue, they may feel safer and more self-confident for learning. This result shows parallelism with the result of Vural (2007)'s study. She also displayed that the participants found teacher's speaking English as one of the least motivating behaviors. On this issue, one student said that:

“When my teacher uses 100 % English, I am afraid that I am not going to understand my teacher. As I have fear, I cannot become very motivated and eager to pay attention to what my teacher is saying.”

The second least motivating teacher behavior for the students was teacher's giving importance to seating for effective language teaching. It can be noted that teacher's forming seating arrangement in the classroom is not very important for the students. It means that wherever the students are seated, it does not play an important role in motivating them. This result does not collide with the utterances of Levin and Nolan (1996). They stated that by carefully arranging seats in the classroom, teachers can increase and facilitate learning. Despite their positive sentences about seating, the participant students in this study did not see seating as a very motivating and beneficial factor.

Teacher's giving homework regularly was also chosen as another least motivating teacher behavior by the students. That means regular homework does not give a positive feeling to the students. They may think that they are under regular pressure, and regular homework bores them and puts them under stress.

“I hate doing homework every day. Sometimes I just want to study English for fun just because I want to study. However, as I have regular homework and I have to do it, I feel totally stressed and even sometimes angry.”

The students also thought that teacher's encouraging students to make oral presentations in English about various topics (depending on the topic studied) as one of the least motivating behavior. Hence, it can be said that students do not consider oral presentations something very necessary for their learning, so they do not give much importance to that behavior and concurrently do not find it very motivating. They may feel nervous while making oral presentations in front of their peers. As oral presentations increase their level of stress, they do not find it very motivating. One of the participants supported this by pointing out that;

“Making oral presentations is very beneficial for us to be good at our jobs and expressing ourselves better. However, it is also very stressful. Before my presentation, I cannot listen to my friends' presentations. I just focus on mine and repeat what I am going to say when I stand up.”

Another interviewee uttered that:

“Before presentations, I am so stressed that I cannot breathe thoroughly, I feel as if I am going to faint.”

Another least motivating teacher behavior was teacher's emphasizing the importance of English frequently. Students' answers displayed that students do not feel very motivated when the teacher often talks about the positive sides of learning English. That behavior of teacher may lead them towards more responsibilities, and may remind them they should give more importance to learning and they should take learning English more seriously. Simply, being reminded of their responsibilities frequently by their teacher might make the students nervous and stressed. As a result of these possible reasons, teacher's often saying that English is crucial was not found very motivating by the students. Vural (2007)'s study also indicated that teacher's talking about the benefits of English was regarded as one of the least motivating teacher behavior by the students. One participant supported this finding saying that:

“I already know that English is important. So, I am here in preparatory class to learn English. However, when my teacher frequently says that it is important, I get bored, and it does not motivate me a lot to study more enthusiastically.”

Another student stressed that:

“I already know that English is important and I am a hardworking and responsible student. However, when my teacher often reminds me the benefits of English, I have the impression that s/he does not know how often I study English. I believe that how often I study is not enough for her and s/he is trying to push us, but I am doing my best. So, what s/he says does not have much effect on me.”

The sixth least motivating teacher behavior was teacher’s giving information about English and American culture in the class hour. According to the answers of the participants, it is apparent that students are not interested in the culture of the language they are learning. Maybe it is due to the fact that they do not see learning the rules of a language and the culture of it as a whole, but rather see them separately. Hence, they may see learning the culture of the target language as not very important and helpful in their learning process. It may also be because of the exams. As the questions in the exams are not about culture, they do not find it very important and motivating.

In addition to these results, the students found teacher’s stating the objectives of homework s/he gives as not a very motivating teacher behavior. It can be concluded that according to the students, the objectives of the given homework is not so important and motivating. In other words, the reason why their teacher gives that homework does not attract the students’ attention a lot and does not motivate them positively, and make them eager and enthusiastic for learning.

Another behavior which was regarded as one of the least motivating teacher behavior by the students was teacher’s stating the objectives and steps of the lesson at the beginning of the lesson. Like in the previous teacher behavior (teacher’s stating the objectives of homework s/he gives), students do not seem to be very interested in learning the objectives of the lesson. Learning the objectives of that lesson does not make them motivated and eager. This teacher behavior and the previous teacher behavior, which is teacher’s stating the objectives of homework s/he gives, were not found very motivating by the students. It can be concluded that the participant students are not very willing to hear what will happen next, and they do not want to have awareness about learning. These results do not agree with the commandment of Dörnyei and Csizer (1998). They stated in “Ten commandments” that one of the ways to

enhance student motivation is to increase the learners' goal-orientedness. However, in this study it seems that the students are not very interested in being goal-oriented.

Teacher's giving importance to homework that helps students learn and improve themselves autonomously was found to be one of the least motivating teacher behaviors. It means that students do not find the homework given by their teacher to develop their autonomy very motivating. A student commented that:

“We have already 25 hours of English every week. We are already exposed to English a lot. When my teacher gives us a lot of homework, I do not feel very motivated and happy.”

Another item in that list was teacher's encouraging students to take part actively during the lesson. The students thought that teacher's effort to encourage the students to take part in the lesson was not very motivating. They may feel that they are forced to do something; hence, they lose their motivation and willingness during the course time. On the contrary to the students who found this behavior not very motivating in this study, in Gorham and Christophel (1992)'s study, the participant learners found teacher's giving opportunity to them to participate motivating. Because of the difference between the two studies, it can be concluded that the learner groups in both studies perceived the same behavior differently.

The other least motivating teacher behaviors whose mean scores are below 4 were teacher's encouraging students to display their products created during classroom activities, assessing students' homework on time and giving feedback, giving equal importance to each and every learning experience in the class, being aware of some big events in students' lives, sharing her / his rules and expectations about her / his lecturing style frankly with the students at the beginning of the term, and finally using time efficiently. It is clear that the participants considered these teacher behaviors not very motivating. Thus, it can be concluded that the students do not give much importance to teacher's encouragement to display their products created during classroom activities. The reason may be that they do not want their friends to see their own products. The fear of being criticized by their friends might be behind this unwillingness. They may be afraid of the fact that their classmates have the opportunity to see their mistakes if they display their own products; so they are not very fond of showing them. The participants also do not give much importance to teacher's assessing students' homework on time

and giving feedback, teacher's giving equal importance to each and every learning experience in the class, teacher's being aware of some big events in students' lives, teacher's sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term, and teacher's using time efficiently.

4.3. Analysis of Research Question 3: Is there a significant difference between the female and male students in terms of teacher motivational behaviors?

This research question looks into whether there is a significant difference between the female and male students in terms of teacher motivational behaviors, in other words, it tries to find out whether the female and male students' perceptions of teacher motivational behaviors differ or not. Table 4.5 shows the total difference between two genders, and significance (2-tailed) value and mean scores of the female and male students are given in the same table.

Table 4.5: Difference between genders of the students in total

Students	Gender	N	Mean	Significance (2-tailed)
	female	174	266.44	0,001*
	male	140	257.62	

*p< 0.05

The data in Table 4.5 above reveal that there is a significant difference between the female and male students in terms of 62 teacher motivational behaviors in the whole questionnaire ($p=0,001$; $p<0.05$). It can be concluded that the female students differ from the male students significantly in their perception of the motivational behaviors of their English instructors and this shows that they consider the motivational behaviors more positively.

In a further analysis, Table 4.6 presents the items in which the female and male students demonstrated a significant difference in terms of perceiving teacher motivational behaviors.

Table 4.6: Item by item differences between genders

Items	Gender	Mean	Significance (2-tailed)
2. making a brief summary of that lesson at the end of each lesson	female	4.46	0,002*
	male	4.20	
4. encouraging students to use the language by saying “you can do this”	female	4.62	0,001*
	male	4.37	
6. sharing her / his rules and expectations about her / his lecturing style frankly with the students at the beginning of the term	female	4.08	0,022*
	male	3.86	
10. giving equal importance to each and every learning experience in the class	female	4.10	0,001*
	male	3.80	
11. encouraging students to display their products created during classroom activities	female	3.99	0,047*
	male	3.78	
12. giving examples regarding the daily usage of language and encouraging students to use these examples	female	4.57	0,010*
	male	4.38	
13. informing students about the learning strategies for better learning	female	4.41	0,039*
	male	4.25	
15. encouraging students to take part actively during the lesson	female	3.98	0,033*
	male	3.73	
16. being aware of what s/he does in the class and trusting her/his knowledge	female	4.50	0,026*
	male	4.29	
17. coming to class well-prepared and planned	female	4.46	0,028*
	male	4.26	
24. making students aware by telling the objectives of the activities,	female	4.28	0,019*
	male	4.07	
29. giving information about English and American culture in the class hour	female	3.78	0,046*
	male	3.54	
31. lecturing in an organized way	female	4.20	0,000*
	male	3.78	
35. asking questions which are appropriate for students’ levels and learning objectives	female	4.47	0,006*
	male	4.27	
44. giving importance to teacher-student and student-	female	4.60	0,016*
	male		

student interaction based on course objectives	male	4.40	
45. using time efficiently	female	4.20	0,000*
	male	3.72	
50. being aware of some big events in students' lives	female	3.87	0,031*
	male	4.11	
53. informing students that mistakes are natural during learning process	female	4.51	0,016*
	male	4.32	
54. correcting mistakes with a smiling face and by motivating students	female	4.74	0,048*
	male	4.62	
56. commenting on students' learning process by talking to them individually	female	4.51	0,029*
	male	4.34	
57. using an assessment technique through which students can evaluate their own development	female	4.45	0,008*
	male	4.23	
58. stating the objectives of homework s/he gives	female	3.81	0,038*
	male	3.60	
59. giving homework regularly	female	3.57	0,000*
	male	2.95	
60. giving importance to homework that help students learn and improve themselves autonomously	female	3.97	0,040*
	male	3.72	
61. assessing students' homework on time and giving feedback	female	4.15	0,000*
	male	3.61	
62. giving various homework related to different skills (writing, listening, language use, etc.)	female	4.15	0,002*
	male	3.81	

*p< 0,05

The results in Table 4.6 above give information about the items that are significantly different according to two genders, as the significance (2-tailed) is lower than 0,05. The data above display that 26 items were perceived significantly different by the female and male students. In all of the items, the female students found these behaviors more motivating than the male students answering the questionnaire. However, just one item (teacher's being aware of some big events in students' lives) was regarded as more motivating by the male students. These results also indicate that the female students tend to have a more positive attitude towards the teachers' motivational behaviors.

The third research question investigated the difference between the female and male students in terms of teacher motivational behaviors. The results show that there is a significant difference between the perceptions of the female and male students about teacher motivational behaviors. Female students found 62 teacher behaviors in the questionnaire more motivating than male students. In other words, the female students are more positively affected by the behaviors of their teacher. However, the male students do not see these behaviors as motivating as the female students. When the items were analyzed individually, only one item was regarded as more motivating by the male students when compared to the female students.

Even though the female students found 61 items more motivating than the male students, teacher's being aware of some big events in students' lives was perceived as more motivating by the male students. The male students thought that teacher's interest in their lives was more motivating when compared to the female students.

4. 4. Analysis of Research Question 4: What are the most and least motivating constructs according to the students?

This research question investigates the most and least motivating constructs according to the students.

Table 4.7: Constructs according to the students

Construct	M
Teacher's Personal Features	4.57
Teacher's Error Correction and Evaluation Techniques	4.44
Teacher's Rapport with Students	4.39
Teacher's Lecturing Style	4.15
Teacher's Giving and Evaluating Homework	3.76

M: Mean

As it is seen in Table 4.7, there are five constructs in the questionnaire, and the construct, teacher's personal features has the highest mean score (4.57). Thus, this

construct is the most motivating construct according to the students taking part in the questionnaire. The second most motivating construct is teacher's error correction and evaluation techniques (4.44). Teacher's rapport with students (4.39) was found to be the third most motivating construct by the students. Furthermore, the next most motivating construct was teacher's lecturing style (4.15). Lastly, the construct on teacher's giving and evaluating homework has the lowest mean score (3.76). It can be noted that this construct was found to be the least motivating construct by the students. While the first four constructs are over 4, the last construct is below 4. This is the only construct which has a mean score below 4. All in all, while the students found teacher's personal features the most motivating construct, teacher's giving and evaluating homework was found to be the least motivating construct by the students. It can be concluded that students give more importance to teacher's personal features. This result may show that being a motivating teacher is more related to the personal features of that teacher, because students get more motivated by the teacher behaviors related to teacher's personal features. The reason may be that when a teacher has positive personal features, these features lessen the negative feelings of the students towards both the teacher and the subject. Thus, when the positive features of a teacher are transmitted to students, students feel more comfortable and enthusiastic.

On the other hand, teacher's homework style is not given much importance by the students. To put it differently, the students do not find homework-related issues and how teacher deals with homework so motivating. Teacher's behaviors related to homework does not draw the attention of the students. In other words, how the teacher gives homework, how often the teacher gives homework, or what kind of homework is given by the teacher do not make much sense to the students. The students do not consider these teacher behaviors related to homework as motivating as teacher behaviors related to teacher's personal features.

4.4.1. Analysis of Research Question 4a: What are the most and least motivating teacher behaviors according to the students with respect to each construct?

This research question looks into the most and least motivating teacher behaviors with respect to each construct in the questionnaire according to the students.

Table 4.8: The most motivating teacher behaviors according to the students with respect to “Teacher’s Lecturing Style” (items whose mean scores are 4 and over 4)

Teacher Behavior	M	SD	%
23. taking some breaks when students are mentally exhausted	4.72	.52	97.8
22. making use of certain topics (music, TV, etc.) that draw students’ attention	4.63	.56	96.8
4. encouraging students to use the language by saying “you can do this”	4.51	.64	92.4
12. giving examples regarding the daily usage of language and encouraging students to use these examples	4.49	.63	92.4
26. benefitting from technology such as DVD, internet, projector	4.46	.72	90.2
1. doing warm-up activities at the beginning of the lesson	4.44	.69	92.7
34. making use of activities for teaching vocabulary	4.41	.62	93.0
16. being aware of what s/he does in the class and trusting her/his knowledge	4.40	.79	88.5
21. making use of activities such as games, songs and participating in these activities	4.39	.82	86.7
35. asking questions which are appropriate for students’ levels and learning objectives	4.38	.64	93.0
33. giving importance to activities that are for better pronunciation	4.37	.72	90.7
17. coming to class well-prepared and planned	4.37	.79	88.5
9. making use of real objects and pictures while lecturing and teaching vocabulary	4.36	.71	88.5
14. trying hard for students to have positive attitudes towards learning language	4.35	.72	88.5
2. making a brief summary of that lesson at the end of each lesson	4.35	.73	89.9
13. informing students about the learning strategies for better learning	4.34	.71	87.9
19. including current affairs into her / his lecture	4.26	.82	81.8
28. giving students rewards such as English stories, cinema ticket, theatre ticket, etc.	4.25	.86	79.6
27. having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film	4.23	.93	83.5

7. giving more time to students to use language by making use of pair and group work activities during class time	4.22	.82	87.9
36. teaching idioms related to daily life	4.20	.86	80.3
32. giving importance to activities that are for effective use of language	4.20	.80	86.3
24. making students aware by telling the objectives of the activities	4.19	.76	85.9
5. using the board in an organized and legible way	4.12	.84	75.5
3. praising students and telling them “well-done” when they are successful	4.10	.93	73.9
31. lecturing in an organized way	4.01	.84	81.2

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as more motivating

Table 4.8 displays the most motivating teacher behaviors according to the students with respect to “Teacher’s Lecturing Style”. As there are 36 items in this construct, the items were divided into two parts as more motivating and less motivating teacher behaviors instead of listing them from the highest to the lowest mean score. The items whose mean scores are 4 and over 4 were regarded as more motivating teacher behaviors in Teacher’s Lecturing Style construct. According to the data, 26 teacher behaviors out of 36 were considered as more motivating. The most motivating teacher behavior is taking some breaks when students are mentally exhausted (M: 4.72). The other teacher behaviors whose mean scores are 4 and over 4 are making use of certain topics (music, TV, etc.) that draw students’ attention (M: 4.63), encouraging students to use the language by saying “you can do this” (M: 4.51), giving examples regarding the daily usage of language and encouraging students to use these examples (M: 4.49), benefitting from technology such as DVD, internet, projector (M: 4.46), doing warm-up activities at the beginning of the lesson (M: 4.44), making use of activities for teaching vocabulary (M: 4.41), being aware of what s/he does in the class and trusting her/his knowledge (M: 4.40), making use of activities such as games, songs and participating in these activities (M: 4.39), asking questions which are appropriate for students’ levels and learning objectives (M: 4.38), giving importance to activities that are for better pronunciation (M: 4.37), coming to class well-prepared and planned (M: 4.37), making use of real objects and pictures while lecturing and teaching vocabulary (M: 4.36), teacher’s trying hard for students to have positive attitudes towards learning language (M: 4.35), making a brief summary of that lesson at the end of each lesson (M: 4.35),

informing students about the learning strategies for better learning (M: 4.34), including current affairs into her / his lecture (M: 4.26), giving students rewards such as English stories, cinema ticket, theatre ticket, etc. (M: 4.25), having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film (M: 4.23), giving more time to students to use language by making use of pair and group work activities during class time (M: 4.22), teaching idioms related to daily life (M: 4.20), giving importance to activities that are for effective use of language (M: 4.20), making students aware by telling the objectives of the activities (M: 4.19), using the board in an organized and legible way (M: 4.12), praising students and telling them “well-done” when they are successful (M: 4.10), and lecturing in an organized way (M: 4.01).

Table 4.9: The least motivating teacher behaviors according to the students with respect to “Teacher’s Lecturing Style” (items whose mean scores are below 4)

Teacher Behavior	M	SD	%
20. always lecturing in English	3.02	1.29	45.6
8. giving importance to seating for effective language teaching	3.22	.89	30.9
25. encouraging students to make oral presentations in English about various topics (depending on the topic studied)	3.57	1.04	59.5
18. emphasizing the importance of English frequently	3.61	1.07	54.5
29. giving information about English and American culture in the class hour	3.67	1.06	55.4
30. stating the objectives and steps of the lesson at the beginning of the lesson	3.85	.82	67.2
15. encouraging students to take part actively during the lesson	3.87	1.00	71.4
11. encouraging students to display their products created during classroom activities	3.90	.91	68.1
10. giving equal importance to each and every learning experience in the class	3.97	.84	73.5
6. sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term	3.98	.83	72.6

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as less motivating

The data above show the least motivating teacher behaviors according to the students with respect to “Teacher’s Lecturing Style”. The items whose mean scores are

below 4 were considered as less motivating teacher behaviors in Teacher's Lecturing Style construct. 10 teacher behaviors out of 36 were regarded as less motivating. The least motivating teacher behavior which has the lowest mean score among all is teacher's always lecturing in English (M: 3.02). The second least motivating teacher behavior is giving importance to seating for effective language teaching (M: 3.22). The other items are encouraging students to make oral presentations in English about various topics (depending on the topic studied) (M: 3.57), emphasizing the importance of English frequently (M: 3.61), giving information about English and American culture in the class hour (M: 3.67), stating the objectives and steps of the lesson at the beginning of the lesson (M: 3.85), encouraging students to take part actively during the lesson (M: 3.87), encouraging students to display their products created during classroom activities (M: 3.90), giving equal importance to each and every learning experience in the class (M: 3.97), and sharing her / his rules and expectations about her / his lecturing style frankly with the students at the beginning of the term (M: 3.98).

Table 4.10: Teacher motivational behaviors according to the students with respect to "Teacher's Personal Features"

Teacher Behavior	M	SD	%
37. putting a smile on her / his face in the classroom	4.82	.42	98.7
43. having a sense of humor	4.71	.56	96.5
41. being energetic	4.71	.54	96.5
42. being open to new ideas	4.65	.60	94.2
38. using her / his mimes while teaching	4.61	.58	94.6
40. being affectionate towards her / his profession and having students feel it	4.56	.67	92.1
39. making use of her / his body language while teaching	4.54	.65	90.8
44. giving importance to teacher-student and student-student interaction based on course objectives	4.51	.71	92.7
45. using time efficiently	3.99	.96	76.1

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as motivating

Table 4.10 indicates the teacher motivational behaviors according to the students with respect to "Teacher's Personal Features". As there are nine items in total, no division has been made as more or less motivating teacher behaviors. Thus, the items

have been listed from the highest to the lowest mean score. The most motivating teacher behavior is teacher's putting a smile on her / his face in the classroom (M: 4.82). The second most motivating teacher behavior is having a sense of humor (M: 4.71). The third most motivating one is being energetic (M: 4.71). The following one is being open to new ideas (M: 4.65). The other motivational behaviors are using her / his mimes while teaching (M: 4.61), being affectionate towards her / his profession and having students feel it (M: 4.56), making use of her / his body language while teaching (M: 4.54), giving importance to teacher-student and student-student interaction based on course objectives (M: 4.51). The least motivating teacher behavior is using time efficiently (M: 3.99).

Table 4.11: Teacher motivational behaviors according to the students with respect to "Teacher's Rapport with Students"

Teacher Behavior	M	SD	%
46. creating a relaxing atmosphere in which students can easily exchange ideas	4.71	.53	96.1
48. displaying friendly behaviors where appropriate	4.66	.57	95.3
47. knowing her / his students well	4.58	.61	93.3
49. sharing students' problems by talking to them	4.45	.74	87.0
51. calling students by their first names instead of "you"	4.33	.90	79.0
52. sharing personal information with students	4.04	.86	67.2
50. being aware of some big events in students' lives	3.98	.96	65.3

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as motivating

The results above show the teacher motivational behaviors according to the students with respect to "Teacher's Rapport with Students". As there are seven items in total, the items were not categorized as more or less motivating. Hence, the items have been listed from the highest to the lowest mean score. According to the data, the most motivating teacher behavior in this construct is teacher's creating a relaxing atmosphere in which students can easily exchange ideas (M: 4.71). The second most motivating teacher behavior is displaying friendly behaviors where appropriate (M: 4.66). The next one is knowing her / his students well (M: 4.58). The fourth most motivating one is sharing students' problems by talking to them M: 4.45). The following one is calling

students by their first names instead of “you” (M: 4.33). Sharing personal information with students (M: 4.04). The least motivating teacher behavior is being aware of some big events in students’ lives (M: 3.98).

Table 4.12: Teacher motivational behaviors according to the students with respect to “Teacher’s Error Correction and Evaluation Techniques

Teacher Behavior	M	SD	%
54. correcting mistakes with a smiling face and by motivating students	4.68	.52	97.2
56. commenting on students’ learning process by talking to them individually	4.43	.67	90.8
53. informing students that mistakes are natural during learning process	4.43	.69	90.8
57. using an assessment technique through which students can evaluate their own development	4.35	.71	87.9
55. correcting students’ mistakes by talking to them individually	4.29	.76	86.6

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as motivating

Table 4.12 indicates the teacher motivational behaviors according to the students with respect to “Teacher’s Error Correction and Evaluation Techniques”. As there are five items in this construct, no classification has been made. Instead of classification as more or less motivating, the items have been listed from the highest to the lowest mean score. As the data show, the most motivating teacher behavior in this construct is teacher’s correcting mistakes with a smiling face and by motivating students (M: 4.68). The second most motivating one is commenting on students’ learning process by talking to them (M: 4.43). The third most motivating teacher behavior is informing students that mistakes are natural during learning process (M: 4.43). The next one is using an assessment technique through which students can evaluate their own development (M: 4.35). The least motivating teacher behavior is correcting students’ mistakes by talking to them individually (M: 4.29).

Table 4.13: Teacher motivational behaviors according to the students with respect to “Teacher’s Giving and Evaluating Homework”

Teacher Behavior	M	SD	%
62. giving various homework related to different skills (writing, listening, language use, etc.)	4.00	.93	77.3
61. assessing students’ homework on time and giving feedback	3.91	1.02	73.9
60. giving importance to homework that help students learn and improve themselves autonomously	3.86	1.01	72.6
58. stating the objectives of homework s/he gives	3.72	.86	68.1
59. giving homework regularly	3.29	1.17	52.5

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as motivating

Table 4.13 shows the teacher motivational behaviors according to the students with respect to “Teacher’s Giving and Evaluating Homework”. There are five items in this construct, so no division has been made as more or less motivating teacher behaviors. The items have been listed from the highest to the lowest mean score. According to the data, the most motivating teacher behavior is teacher’s giving various homework related to different skills (writing, listening, language use, etc.) (M: 4.00). The second most motivating one is assessing students’ homework on time and giving feedback (M: 3.91). The third most motivating teacher motivational behavior is giving importance to homework that help students learn and improve themselves autonomously (M: 3.86). The next behavior is stating the objectives of homework s/he gives (M: 3.72). The least motivating teacher behavior in this construct is giving homework regularly (M: 3.29).

4. 5. Analysis of Research Question 5: What are the most motivating teacher behaviors in English classes according to the teachers?

The fifth research question seeks to find an answer to the most motivating teacher behaviors according to the teachers taking part in the study.

Table 4.14: The most motivating teacher behaviors according to the teachers (items having mean score over 4.5)

Teacher Behavior	M	SD	%
3. praising students and telling them “well-done” when they are successful	4.74	.44	100
4. encouraging students to use the language by saying “you can do this”	4.70	.46	100
37. putting a smile on her / his face in the classroom	4.70	.46	100
39. making use of her / his body language while teaching	4.66	.48	100
53. informing students that mistakes are natural during learning process	4.62	.49	100
54. correcting mistakes with a smiling face and by motivating students	4.62	.49	100
38. using her / his mimes while teaching	4.62	.49	100
13. informing students about the learning strategies for better learning	4.59	.50	100
14. trying hard for students to have positive attitudes towards learning language	4.59	.50	100
51. calling students by their first names instead of “you”	4.59	.50	100
43. having a sense of humor	4.59	.50	100
1. doing warm-up activities at the beginning of the lesson	4.55	.50	100
21. making use of activities such as games, songs and participating in these activities	4.55	.75	92.6
44. giving importance to teacher-student and student-student interaction based on course objectives	4.55	.57	96.3
46. creating a relaxing atmosphere in which students can easily exchange ideas	4.55	.57	96.3
48. displaying friendly behaviors where appropriate	4.55	.57	96.3
47. knowing her / his students well	4.51	.50	100

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as “motivating” and “really motivating”

When teachers’ answers to the items in the questionnaire were taken into consideration, the list in Table 4.14 was formed. The items whose means scores are over 4.5 were listed as the most motivating teacher behaviors. These most motivating teacher behaviors were teacher’s praising students and telling them “well-done” when

they are successful (M: 4.74), encouraging students to use the language by saying “you can do this” (M: 4.70), putting a smile on her / his face in the classroom (M: 4.70), making use of her / his body language while teaching (M: 4.66), informing students that mistakes are natural during learning process (M: 4.62), correcting mistakes with a smiling face and by motivating students (M: 4.62), using her / his mimes while teaching (M: 4.62), informing students about the learning strategies for better learning (M: 4.59), trying hard for students to have positive attitudes towards learning language (M: 4.59), calling students by their first names instead of “you” (M: 4.59), having a sense of humor (M: 4.59), doing warm-up activities at the beginning of the lesson (M: 4.55), making use of activities such as games, songs and participating in these activities (M: 4.55), giving importance to teacher-student and student-student interaction based on course objectives (M: 4.55), creating a relaxing atmosphere in which students can easily exchange ideas (M: 4.55), displaying friendly behaviors where appropriate (M: 4.55), and knowing her / his students well (M: 4.51).

Table 4.15: The most motivating teacher behaviors according to teacher interviews

-
1. giving positive feedback such as smile, verbal praises
 2. putting a smile on her / his face in the classroom
 3. having a sense of humor
 4. making use of activities such as games, songs
 5. showing that s/he cares about students
 6. taking a break when students get bored or tired
 7. benefitting from technology such as DVD, internet, projector
 8. giving students rewards such as English stories, cinema ticket,
 9. making use of certain topics (music, TV, etc.) that draw students’ attention
 10. being consistent and keeping her / his promise
-

The interviews carried out with 3 female and 3 male teachers indicated that the results of the interviews support the findings of the questionnaire. Most of the teachers uttered that giving positive feedback such as smile, verbal praises and “you can do this” is very motivating. Some of them found putting a smile on her / his face in the classroom very motivating. Some teachers stated that having a sense of humor had a very positive influence on students. Making use of activities such as games, songs and participating in these activities was also regarded as one of the most motivating teacher behaviors. Along with these findings, there are some other answers of the teachers. They found showing that s/he cares about students, taking a break when students get bored or tired by talking about current affairs or sharing personal information with students, benefitting from technology such as DVD, internet, projector, giving students rewards such as English stories, cinema ticket, theatre ticket, etc., making use of certain topics (music, TV, etc.) that draw students’ attention, and being consistent and keeping her / his promise very motivating. Being consistent and keeping her / his promise was found to be very motivating by the teachers. This teacher behavior was not included in the questionnaire.

This research question aimed to find out the most motivating teacher behaviors through the teachers’ eyes. According to the results, the most motivating teacher behavior was found to be teacher’s praising students and telling them “well-done” when they are successful. This means that teachers value good comments and positive feedback in order to support students in their learning process. They might think that praising the students verbally may motivate them, and make them feel more eager and interested in learning. Praising may also lead them to becoming more self-initiative students. Teachers may also have experienced that when they make a good comment about a student and praise the student’s success, they may feel the joy of the student. Thus, they know the importance and value of motivating a student by verbal behaviors. Velez and Cano (2008) stated that there are many ways of expressing motivational behaviors verbally. One of these ways is praising students for their efforts. In addition to that, in Teven and Hanson (2004)’s study, teacher’s using encouraging comments such as “good job”, “that’s a good point” was found highly motivating by the participants.

The teachers chose teacher’s encouraging students to use the language by saying “you can do this” as the second most motivating behavior. This behavior is also related

to the verbal behaviors of the teachers, and similarly the teachers thought that supporting and motivating students by verbal motivators such as “you can do this” increases student motivation. The teachers may have thought that first they should believe in their students, and then the students should believe in themselves that they can achieve and be successful. By doing so, teachers may believe that they help the students raise the awareness that they have this potential and capacity to overcome the difficulties in language learning process. This teacher behavior, teacher’s encouraging students to use the language by saying “you can do this” and the previous teacher behavior, which is teacher’s praising students and telling them “well-done” when they are successful, were proved to be very motivating by the teachers. The results of Romaizom (2002)’s study supported the results of this study. Romaizom (2002)’s study indicated that students get more motivated by teachers who display positive teaching behaviors as compared to negative teaching behaviors. Thus, teachers who encourage students by showing positive teaching behaviors by saying “you can do this” or praising motivate students more (cited in Mahmud and Yaacob, 2007). For these two very motivating teacher behaviors in language classes, one teacher stated that:

“After they answer my questions or take part in the class, they directly look into my eyes. I understand that they expect some kind of feedback from me. When I smile or say something very positive, they also smile. After my positive feedback, they feel that they are encouraged and they become more willing to answer my questions or to utter a sentence fearlessly next time.”

Another interviewee uttered that:

“They are like children. Even if they are university students, they always expect positive things from me. They always try to draw conclusions about themselves from my behaviors and sentences.”

Teacher’s putting a smile on her / his face in the classroom was also found to be very motivating by the teachers. This very motivating behavior was also found to be very motivating by the students. The reason might be that the teachers know the fact that a smile is the best bridge between the students and teacher. Hsu (2010) stated that students love the teacher who smiles more compared to the teacher who does not smile. She also expressed that a teacher with a smiling face is an effective motivator for the students. To support this finding, a teacher pointed out that:

“Teacher’s smiling face lessens the anxiety levels of students in the learning process and help students feel more relaxed in the classroom atmosphere and focus on the lesson more attentively.”

Another teacher said that:

“Learning process is sometimes tiring and challenging. Due to this reason, students are already stressed. Since I am aware of this fact, I try to be positive and put a smile on my face just to help students lessen their fears and have positive attitudes towards me and learning process. I believe that when students feel relaxed, learning takes place.”

Another very motivating teacher behavior according to the teachers was teacher’s making use of her / his body language while teaching. The teachers thought that making use of body language was very motivating. They may have thought that by using their body language, they may convey the message they want to give better and in a more effective way. Another reason might be that when they use their body language, the body movements draw the attention of the students and help them in certain circumstances where they have difficulty in understanding the teacher. Thus, the teachers may believe that accompanying their lecturing with certain body movements enhance student motivation. This finding shows parallelism with Velez and Cano (2008)’s study who stated that teacher’s body movement is a non-verbal immediacy behavior and immediacy behaviors enhance student motivation.

The fifth most motivating teacher behavior was teacher’s informing students that mistakes are natural during the learning process. The teachers thought that reminding the students that mistakes are natural and encouraging them by saying this were very motivating. The teachers may have believed that by saying this they support the students and help them be more courageous in the learning process. Hence, when they motivate their students by this verbal motivator, their students become more decisive, ambitious, brave and motivated, because they understand that each and every person learning a language makes mistakes, so mistakes are natural and those students do not lose their confidence easily. This result is supported by Dörnyei and Csizer (1998)’s study in which the participant students answered 51 motivational strategies. The strategy which states that mistakes are natural was found to be motivating by the participants.

The next very motivating teacher behavior was teacher's correcting mistakes with a smiling face and by motivating students. As seen in the results, teachers, like the students, thought that their attitudes toward students' mistakes are very motivating. By doing this, teachers also agreed that they should approach the students with a positive manner and try hard not to embarrass the students. Besides, they may have thought that the way they deal with the students' mistakes affect the students; so, to motivate the students and to have a positive impact on them, the teachers should encourage the students. This finding agrees with the suggestion of Davis (1993) who stated that teachers should give frequent and positive feedback that supports students' beliefs that they can do well.

Teacher's using her / his mimes while teaching was also considered as a very motivating behavior. The reason may be that when they use their mimes, they do not become monotonous and their mimes affect their lecturing positively. When they use their mimes, students may understand what they talk about better and clearly because the mimes create images in students' minds. Hsu (2010)'s study revealed that when teachers use their facial expressions, it affects student motivation in a positive way. Besides, Mehrabian (1980) stated that teacher's positive facial expressions are among motivational behaviors.

Another very motivating teacher behavior was teacher's informing students about the learning strategies for better learning. As an educator, each and every teacher is aware of the fact that they cope with human beings. Students may sometimes need their teachers when they get confused about the target language, and unfortunately students mostly depend on their teacher. However, teachers cannot be available all the time. Due to these reasons, if a teacher teaches her / his students learning strategies which will help them for better and more effective learning inside and outside the school building, these students will be more autonomous. What teachers do is like the famous saying; they do not give their students fish, instead they help them catch fish. This result shows parallelism with Johnson and Johnson (1999) who stated that there are certain elements that shape and enhance student motivation. One of these elements is making students aware of how to learn. Hence, to help students learn how to learn, they should be aware of learning strategies.

Teacher's trying hard for students to have positive attitudes towards learning language was found very motivating by the teachers. The teachers must be aware of the fact for learning to take place; firstly students should feel positive about the target language. When they have positive feelings, their affective filter gets lower, and consequently learning takes place. Roger (1995) supported this finding by writing in his article that increasing students' liking for the subject matter is a nonverbal immediate behavior. As immediate behaviors create positive feelings in students, teacher's helping students have positive attitudes toward subject matter and learning was found motivating in this study.

Teacher's calling students by their first names instead of "you" was found another most motivating teacher behavior. The teachers think that remembering students' names and calling them by their names is very motivating. It may be because of the fact that when the teachers call their students by their names, it shows that they give value to the students. The other reason might be that calling students as "you" do not give the student the feeling of importance as an individual. According to Mehrabian (1971), verbal immediacy behaviors include addressing people by their names. Since immediacy behaviors create closeness among people, calling students by their names instead of you create sincerity and accordingly motivate them. On this issue, one teacher stated that;

"When I meet the students for the first time, I try to memorize their names as quickly as possible. On the next day, when I call them by their names, their eyes shine and they become very happy."

The other very motivating teacher behaviors were teacher's having a sense of humor, teacher's doing warm-up activities at the beginning of the lesson, teacher's making use of activities such as games, songs and participating in these activities, teacher's giving importance to teacher-student and student-student interaction based on course objectives, teacher's creating a relaxing atmosphere in which students can easily exchange ideas, teacher's displaying friendly behaviors where appropriate, and teacher's knowing her / his students well. Chesebro and McCroskey (2001) found that the use of humor is one of the highly effective teacher behaviors. Dörnyei (2001a) points out that making learning enjoyable increases student motivation. Integrating songs and games make a lesson more enjoyable. One participant stated that:

“When I tell a joke in the classroom, students get happy. They see that they learn and they have fun at the same time. They think that learning English does not have to be so challenging and tiring. Telling a joke also improves the interaction between me and my students. They feel themselves so close to me like a friend. In this friendly and stress-free environment, they feel more willing and motivated.”

Another teacher commented that:

“Because I want to know my students well, I ask my students how they are, or whether they have problems or not. When they see that I am caring, they feel themselves very valuable because their teacher sees them as individuals and very important. As a result, they feel responsible to participate in the class or they are just interested in pleasing their teacher while taking part in the class. These caring behaviors of teachers motivate students a lot.”

4.6. Analysis of Research Question 6: What are the least motivating teacher behaviors in English classes according to the teachers?

This research question examines the least motivating teacher behaviors in English classes according to the answers of the teachers taking part in the questionnaire.

Table 4.16: The least motivating teacher behaviors according to the teachers (items having mean score below 4)

Teacher Behavior	M	SD	%
20. always lecturing in English	3.37	1.21	59.2
52. sharing personal information with students	3.55	.84	48.1
29. giving information about English and American culture in the class hour	3.66	.73	51.8
25. encouraging students to make oral presentations in English about various topics (depending on the topic studied)	3.70	1.03	70.4
27. having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film	3.77	.89	55.5
59. giving homework regularly	3.85	1.02	62.9
33. giving importance to activities that are for better pronunciation	3.88	.75	66.6
18. emphasizing the importance of English frequently	3.92	.99	70.3
58. stating the objectives of homework s/he gives	3.92	.99	70.3
2. making a brief summary of that lesson at the end of each lesson	3.92	.67	74.1

M: Mean, SD: Standard Deviation, %: Percentage of the students perceiving the item as less motivating

According to the mean scores, the items whose mean scores are below 4 were listed as the least motivating teacher behaviors in the eyes of the teachers. These least motivating teacher behaviors were teacher's always lecturing in English (M: 3.37), sharing personal information with students (M: 3.55), giving information about English and American culture in the class hour (M: 3.66), encouraging students to make oral presentations in English about various topics (depending on the topic studied) (M: 3.70), having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film (M: 3.77), giving homework regularly (M: 3.85), giving importance to activities that are for better pronunciation (M: 3.88), emphasizing the importance of English frequently (M: 3.92), stating the objectives of homework s/he gives (M: 3.92), and making a brief summary of that lesson at the end of each lesson (M: 3.92).

Table 4.17: The least motivating teacher behaviors according to teacher interviews

-
1. always lecturing in English
 2. giving homework regularly
 3. giving information about English or American culture
 4. making use of activities that are not appropriate for students' levels and interests
 5. always making use of games and songs
 6. lecturing all the time in order to cover the topics of that week
-

The findings of the interviews carried out with the teachers display that certain teacher behaviors are common in both questionnaires and interviews. The majority of the teachers stated that always lecturing in English was not a very motivating teacher behavior. Some teachers uttered that they found giving homework regularly not very motivating. A few teachers considered giving information about English or American culture not very motivating. Furthermore, there are some other answers of the teachers. These less motivating teacher behaviors were making use of activities that are not

appropriate for students' levels and interests, always making use of games and songs, and lecturing all the time in order to cover the topics of that week.

The sixth research question investigated the least motivating teacher behaviors from the teachers' perspectives. Teacher's always lecturing in English was considered as the least motivating teacher behavior by the teachers. It means that using the target language all the time was seen as not very motivating by the participant teachers, and they thought that incorporating mother tongue into their lecture was necessary to motivate their students. They may have thought that to help the students understand what they say better they should not use the target language all the time. They are conscious that when they use a hundred percent English while lecturing, students may get bored or nervous, so these negative feelings may block their positive attitudes towards English. In Vural (2007)'s study, the participant teachers chose speaking English during class time as one of the least motivating teacher behavior. On this issue, one participant teacher stated that:

“When I start to speak in English, the facial expressions of my students begin to change negatively. They get anxious and continuously show the expression that they cannot understand. As it is clear that their anxiety level is too high, they cannot concentrate on what I'm saying and naturally their motivation level starts to decrease.”

Second least motivating teacher behavior was teacher's sharing personal information with students. It is clear that the teachers do not think that giving personal information about themselves to the students motivates them and does not make them more eager for learning. Palmer (1998) suggested that by sharing personal information with the students, teachers build relationships with students and it will also provide them with real-world examples that will make information more tangible and easier to understand. Gorham (1988) looked into verbal immediacy in instructional communication context. Teacher's sharing personal information with students was regarded as one of verbal immediacy behaviors; however, it is clear that the teachers in this study did not think in the same way.

Like the students, the teachers also found teacher's giving information about English and American culture in the class hour not very motivating. Perhaps, in their classes, the teachers observe that when they start giving information about the cultural background of America or England, students lose their interests and do not listen to the

teacher attentively. As a result of this probable experience, the teachers might have thought that this behavior does not draw the attention of the students and trigger student motivation. This result conflicts with a study of Dörnyei and Csizer (1998). In their article “Ten commandments”, they suggest ten motivational strategies to the teachers, and one of these strategies is familiarizing learners with the target language culture. One teacher stressed that:

“When I start giving a little information about American or English culture, I expect my students to focus on what I am saying more. Instead, they get easily lost, because they do not understand the connection between the language and culture. They think I am giving unnecessary information, so they do not get very motivated.”

Another least motivating teacher behavior was teacher’s encouraging students to make oral presentations in English about various topics (depending on the topic studied). The participant students also found this behavior not very motivating. The teachers may sometimes come across with the objections and negative attitudes of their students when they are asked to make an oral presentation. The students are mostly not in favor of making oral presentations, because they are afraid of making mistakes in front of their peers. Besides, making oral presentation requires certain preparation, a good intonation, and using the pitch and tone of voice appropriately. Since a lot of various variables are included in oral presentation, students are usually reluctant to do this. According to the experiences of the teachers, they may have observed that their students get very nervous during oral presentations.

The fifth least motivating teacher behavior was teacher’s having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film. They may have believed that watching English movies with English subtitles can be done as an out-of-school activity. In addition to that, some students may consider watching film as an entertainment, and do not comprehend the educative objectives of the activity. Because of these possible reasons, teachers found this behavior not very motivating. One teacher said that:

“Personally, the students consider watching films as an entertainment, not as a part of teaching and learning process. They just want to sit down and watch the film, sometimes even in their mother tongue. When I tell them to write a summary and comment on this film, their enthusiasm fades away. The reason is that they want to watch a movie just for fun.”

Teacher's giving homework regularly was found not very motivating by the teachers. Students always tend to react to the homework given by the teacher regardless of how much it is and what sort of homework it is. Most of the students do not like the idea of homework. As time passes, students begin to give up doing homework. Based on the experiences of these teachers, they may have chosen this behavior as not very motivating. One teacher stated that:

“When I give my students homework, they get sulky. I sometimes say that preparing and checking homework also takes time, so I'm making sacrifices for them. Despite my sentences, they do their homework very unwillingly. Hence, I think that homework is not very motivating especially when students have that lesson every day.”

The next least motivating behavior was teacher's giving importance to activities that are for better pronunciation. The teachers did not find pronunciation activities motivating. They might have thought that grammar, reading, writing and speaking activities are more important than pronunciation. Additionally, some teachers believe that pronunciation is necessary in advanced level and after students are competent in four skills. Hence, participant teachers may also have that kind of belief and found this behavior not very motivating. Last assumption may be that in Preparatory School at AKU, there is not a speaking exam and speaking and pronunciation skills of the students are not tested, thus the teachers might have found this behavior one of the least motivating because of student's lack of motivation to give importance to pronunciation skills.

Another teacher behavior that is not very motivating was found to be teacher's emphasizing the importance of English frequently. It means that the teachers are aware of the fact that reminding students the benefits of English does not motivate them and even may lead them to stress. The teachers thought that students find this behavior not very motivating. However, this result does not agree with the finding of Top (2009)'s study. The participant students in Top (2009)'s study found this teacher behavior motivating.

Teacher's stating the objectives of homework s/he gives was regarded as one of the least motivating teacher behavior by the teachers. It can be said that the teachers are aware of the fact that why they give assignments to their students and the educative reason behind that specific homework do not draw the attention of their students. The

majority of the teachers agreed that stating the objectives of homework they give does not increase student motivation a lot. Although Dörnyei (2001a) suggested setting specific learner goals to increase student motivation, the participant teachers found this behavior not very motivating.

The last least motivating teacher behavior was teacher's making a brief summary of that lesson at the end of each lesson. Even if some teachers in language classrooms tend to make a brief summary of every lesson they taught, the participant teachers in this study demonstrated that such brief summaries of the lessons do not have a motivating effect for the students. One teacher stressed that:

“When I was a student, I wanted my teachers to make a brief summary of that lesson, because I found these summaries very helpful. However, my students are not as eager as me. They think that I already know this, so there is no need to go through these subjects.”

4.7. Analysis of Research question 7: Is there a significant difference between the female and male teachers in terms of teacher motivational behaviors?

This research question investigates if the perceptions of the female and male teachers about teacher motivational behaviors differ or not.

Table 4.18: Differences between genders of the teachers in total

	Gender	N	Mean	Significance (2-tailed)
Students	female	14	267.00	0,628*
	male	13	262.61	

*p< 0,05

As seen in Table 4.18, there is not a statistically significant difference between two genders in terms of their perceptions of teacher motivational behaviors ($p=0.628$; $p>0.05$). Hence, it can be said that the perceptions of the female and male teachers about teacher motivational behaviors are similar. It can be concluded that gender factor does not play an effective role in the perceptions of the teachers. They seem to be evaluating these behaviors according to their educator roles, instead of gender roles.

4.8. Analysis of Research Question 8: What are the most and least motivating constructs according to the teachers?

This research question attempts to find an answer to the question of what the most and least motivating constructs are according to the teachers.

Table 4.19: The constructs according to the teachers

Construct	M
Teacher's Personal Features	4.48
Teacher's Error Correction and Evaluation Techniques	4.44
Teacher's Rapport with Students	4.31
Teacher's Lecturing Style	4.22
Teacher's Giving and Evaluating Homework	4.02

M: Mean

The results of the questionnaire indicate that the teachers found teacher's personal features as the most motivating construct. This construct has the highest mean score (4.48). It is clear that the second most motivating construct for the teachers is teacher's error correction and evaluation techniques (4.44). Teacher's rapport with students (4.31) was found to be the next motivating construct by the teachers. The next motivating construct is teacher's lecturing style (4.22). Teacher's giving and evaluating homework has the lowest mean score (4.02). As it has the lowest mean score out of five, it is apparent that this construct was found to be the least motivating construct by the teachers taking part in the study. Besides, it is apparent that all the mean scores of the constructs are over 4. Shortly, the teachers found teacher's personal features as the most motivating construct, whereas they found teacher's giving and evaluating homework as the least motivating construct.

The results of the eighth research question indicated that the teachers, like the students, found teacher's personal features the most motivating, and teacher's giving and evaluating homework the least motivating, which means that the teachers and the students perceived the constructs of the questionnaire similarly. The teachers thought that the most important behaviors to increase student motivation are the behaviors related to teacher's personal features. Teacher's characteristics affect the students most

positively, and both the students and teachers are aware of this reality. On the contrary, teacher's style of giving and evaluating homework was perceived as the least motivating construct by the participant teachers. They believed that how they give homework, the sort of homework they assign, giving feedback to homework do not motivate students as much as their personal features. Although the mean scores of the first four constructs are close to each other in the eyes of the students and teachers, there is a huge difference between the mean scores of the students (M: 3.76) and the teachers (M: 4.02) with respect to teacher's giving and evaluating homework. Furthermore, all the mean scores of the constructs are over 4 except for students' perception of teacher's giving and evaluating homework. This is the only construct whose mean score is below 4. Thus, it can be concluded that the students perceived the last construct less motivating than the teachers.

4.8.1. Analysis of Research Question 8a: What are the most and least motivating teacher behaviors according to the teachers with respect to each construct?

This research question investigates the most and least motivating teacher behaviors with respect to each construct in the questionnaire according to the teachers.

Table 4.20: The most motivating teacher behaviors according to the teachers with respect to "Teacher's Lecturing Style" (items whose mean scores are 4 and over 4)

Teacher Behavior	M	SD	%
3. praising students and telling them "well-done" when they are successful	4.74	.44	100
4. encouraging students to use the language by saying "you can do this"	4.70	.46	100
13. informing students about the learning strategies for better learning	4.59	.50	100
14. trying hard for students to have positive attitudes towards learning language	4.59	.50	100
1. doing warm-up activities at the beginning of the lesson	4.55	.50	100
21. making use of activities such as games, songs and participating in these activities	4.55	.75	92.6

16. being aware of what s/he does in the class and trusting her/his knowledge	4.48	.64	92.6
17. coming to class well-prepared and planned	4.48	.57	96.3
12. giving examples regarding the daily usage of language and encouraging students to use these examples	4.44	.50	100
23. taking some breaks when students are mentally exhausted	4.44	.50	100
22. making use of certain topics (music, TV, etc.) that draw students' attention	4.40	.74	92.6
9. making use of real objects and pictures while lecturing and teaching vocabulary	4.37	.68	88.8
11. encouraging students to display their products created during classroom activities	4.33	.73	85.1
28. giving students rewards such as English stories, cinema ticket, theatre ticket, etc.	4.33	.62	92.6
35. asking questions which are appropriate for students' levels and learning objectives	4.33	.67	88.8
19. including current affairs into her / his lecture	4.29	.60	92.6
32. giving importance to activities that are for effective use of language	4.29	.60	92.6
7. giving more time to students to use language by making use of pair and group work activities during class time	4.25	.59	92.6
36. teaching idioms related to daily life	4.25	.65	88.9
6. sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term	4.18	.55	92.6
24. making students aware by telling the objectives of the activities	4.18	.48	96.3
30. stating the objectives and steps of the lesson at the beginning of the lesson	4.18	.73	81.4
34. making use of activities for teaching vocabulary	4.18	.48	96.3
26. benefitting from technology such as DVD, internet, projector	4.14	.53	92.6
31. lecturing in an organized way	4.14	.76	85.2
15. encouraging students to take part actively during the lesson	4.11	.80	88.9
5. using the board in an organized and legible way	4.03	.64	81.5
8. giving importance to seating for effective language teaching	4.03	.75	81.5
10. giving equal importance to each and every learning experience in the class	4.00	.78	70.3

M: Mean, SD: Standard Deviation, %: Percentage of the teachers perceiving the item as more motivating

Table 4.20 shows the most motivating teacher behaviors according to the teachers with respect to “Teacher’s Lecturing Style”. As there are 36 items in this construct, the items were divided into two parts as more motivating and less motivating teacher behaviors instead of listing them from the highest to the lowest mean score. The items whose mean scores are 4 and over 4 were regarded as more motivating teacher behaviors in Teacher’s Lecturing Style construct. According to the data presented in Table 4.20, 28 teacher behaviors out of 36 were considered as more motivating. The participant teachers thought that the most motivating teacher behaviors were teacher’s praising students and telling them “well-done” when they are successful (M: 4.74), encouraging students to use the language by saying “you can do this” (M: 4.70), informing students about the learning strategies for better learning (M: 4.59), trying hard for students to have positive attitudes towards learning language (M: 4.59), doing warm-up activities at the beginning of the lesson (M: 4.55), making use of activities such as games, songs and participating in these activities (M: 4.55), being aware of what s/he does in the class and trusting her/his knowledge (M: 4.48), coming to class well-prepared and planned (M: 4.48), giving examples regarding the daily usage of language and encouraging students to use these examples (M: 4.44), taking some breaks when students are mentally exhausted (M: 4.44), making use of certain topics (music, TV, etc.) that draw students’ attention (M: 4.40), making use of real objects and pictures while lecturing and teaching vocabulary (M: 4.37), encouraging students to display their products created during classroom activities (M: 4.33), giving students rewards such as English stories, cinema ticket, theatre ticket, etc. (M: 4.33), asking questions which are appropriate for students’ levels and learning objectives (4.33), including current affairs into her / his lecture (M: 4.29), giving importance to activities that are for effective use of language (M: 4.29), giving more time to students to use language by making use of pair and group work activities during class time (M: 4.25), teaching idioms related to daily life (M: 4.25), sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term (M: 4.18), making students aware by telling the objectives of the activities (M: 4.18), stating the objectives and steps of the lesson at the beginning of the lesson (M: 4.18), teacher’s making use of activities for teaching vocabulary (M: 4.18), benefitting from technology such as DVD, internet, projector (M: 4.14), lecturing in an organized way (M: 4.14), encouraging students to take part actively during the lesson (M: 4.11), using the board in an organized and legible way (M: 4.03), giving importance to seating for effective language teaching (M:

4.03), and giving equal importance to each and every learning experience in the class (M: 4.00).

Table 4.21: The least motivating teacher behaviors according to the teachers with respect to “Teacher’s Lecturing Style” (items whose mean scores are below 4)

Teacher Behavior	M	SD	%
20. always lecturing in English	3.37	1.21	59.2
29. giving information about English and American culture in the class hour	3.66	.73	51.8
25. encouraging students to make oral presentations in English about various topics (depending on the topic studied)	3.70	1.03	70.4
27. having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film	3.77	.89	55.5
33. giving importance to activities that are for better pronunciation	3.88	.75	66.6
2. making a brief summary of that lesson at the end of each lesson	3.92	.67	74.1
18. emphasizing the importance of English frequently	3.92	.99	70.3

M: Mean, SD: Standard Deviation, %: Percentage of the teachers perceiving the item as less motivating

The data above display the least motivating teacher behaviors according to the teachers with respect to “Teacher’s Lecturing Style”. The items whose mean scores are below 4 were considered as less motivating teacher behaviors in Teacher’s Lecturing Style construct. 7 teacher behaviors out of 36 were regarded as less motivating. The least motivating teacher behavior which has the lowest mean score among all is teacher’s always lecturing in English (M: 3.37). The other least motivating teacher behaviors are giving information about English and American culture in the class hour (M: 3.66), encouraging students to make oral presentations in English about various topics (depending on the topic studied) (M: 3.70), having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film (M: 3.77), giving importance to activities that are for better pronunciation (M: 3.88), making a brief summary of that lesson at the end of each lesson (M: 3.92), and emphasizing the importance of English frequently (M: 3.92).

Table 4.22: Teacher motivational behaviors according to the teachers with respect to “Teacher’s Personal Features”

Teacher Behavior	M	SD	%
37. putting a smile on her / his face in the classroom	4.70	.46	100
39. making use of her / his body language while teaching	4.66	.48	100
38. using her / his mimes while teaching	4.62	.49	100
43. having a sense of humor	4.59	.50	100
44. giving importance to teacher-student and student-student interaction based on course objectives	4.55	.57	96.3
41. being energetic	4.48	.57	96.3
42. being open to new ideas	4.40	.57	96.3
40. being affectionate towards her / his profession and having students feel it	4.25	.76	81.4
45. using time efficiently	4.03	.75	74.0

M: Mean, SD: Standard Deviation, %: Percentage of the teachers perceiving the item as motivating

Table 4.22 shows the teacher motivational behaviors according to the teachers with respect to “Teacher’s Personal Features”. As there are nine items in total, no division has been made as more or less motivating teacher behaviors. Thus, the items have been listed from the highest to the lowest mean score. The most motivating teacher behavior is teacher’s putting a smile on her / his face in the classroom (M: 4.70), making use of her / his body language while teaching (M: 4.66), using her / his mimes while teaching (M: 4.62), having a sense of humor (M: 4.59), giving importance to teacher-student and student-student interaction based on course objectives (M: 4.55), being energetic (M: 4.48), being open to new ideas (M: 4.40), being affectionate towards her / his profession and having students feel it (M: 4.25). Using time efficiently (M: 4.03) is the least motivating teacher behavior in this construct.

Table 4.23: Teacher motivational behaviors according to the teachers with respect to “Teacher’s Rapport with Students”

Teacher Behavior	M	SD	%
51. calling students by their first names instead of “you”	4.59	.50	100
46. creating a relaxing atmosphere in which students can easily exchange ideas	4.55	.57	96.3
48. displaying friendly behaviors where appropriate	4.55	.57	96.3
47. knowing her / his students well	4.51	.50	100
49. sharing students’ problems by talking to them	4.37	.79	88.9
50. being aware of some big events in students’ lives	4.07	.78	81.5
52. sharing personal information with students	3.55	.84	48.1

M: Mean, SD: Standard Deviation, %: Percentage of the teachers perceiving the item as motivating

The table above indicates the teacher motivational behaviors according to the teachers with respect to “Teacher’s Rapport with Students”. As there are seven items in total, the items were not categorized as more or less motivating. Thus, the items have been listed from the highest to the lowest mean score. According to the results above, the most motivating teacher behavior in this construct is teacher’s calling students by their first names instead of “you” (M: 4.59), the other teacher behaviors are creating a relaxing atmosphere in which students can easily exchange ideas (M: 4.55), displaying friendly behaviors where appropriate (M: 4.55), knowing her / his students well (M: 4.51), sharing students’ problems by talking to them (M: 4.37), being aware of some big events in students’ lives (M: 4.07). The least motivating teacher behavior in this construct is sharing personal information with students (M: 3.55). The mean scores of all the items in this construct are over 4 apart from the item 52 (sharing personal information with students) whose mean score is below 4.

Table 4.24: Teacher motivational behaviors according to the teachers with respect to “Teacher’s Error Correction and Evaluation Techniques”

Teacher Behavior	M	SD	%
53. informing students that mistakes are natural during learning process	4.62	.49	100
54. correcting mistakes with a smiling face and by motivating students	4.62	.49	100
56. commenting on students’ learning process by talking to them individually	4.44	.57	96.28
55. correcting students’ mistakes by talking to them individually	4.29	.77	81.4
57. using an assessment technique through which students can evaluate their own development	4.22	.57	92.6

M: Mean, SD: Standard Deviation, %: Percentage of the teachers perceiving the item as motivating

Table 4.24 shows the teacher motivational behaviors according to the teachers with respect to “Teacher’s Error Correction and Evaluation Techniques”. As there are five items in this construct, no classification has been made. Instead of classification as more or less motivating, the items have been listed from the highest to the lowest mean score. As the data show, the most motivating teacher behavior in this construct is teacher’s informing students that mistakes are natural during learning process (M: 4.62). The other teacher behaviors are correcting mistakes with a smiling face and by motivating students (M: 4.62), commenting on students’ learning process by talking to them individually (M: 4.44), correcting students’ mistakes by talking to them individually (M: 4.29). Using an assessment technique through which students can evaluate their own development (M: 4.22) is the least motivating teacher behavior in this construct. The mean scores of all the items in this construct are over 4.

Table 4.25: Teacher motivational behaviors according to the teachers with respect to “Teacher’s Giving and Evaluating Homework”

Teacher Behavior	M	SD	%
61. assessing students’ homework on time and giving feedback	4.29	.77	88.8
60. giving importance to homework that help students learn and improve themselves autonomously	4.07	.95	74.0
62. giving various homework related to different skills (writing, listening, language use, etc.)	4.00	.73	74.0
58. stating the objectives of homework s/he gives	3.92	.99	70.3
59. giving homework regularly	3.85	1.02	62.9

M: Mean, SD: Standard Deviation, %: Percentage of the teachers perceiving the item as motivating

Table 4.25 gives information about the teacher motivational behaviors according to the teachers with respect to “Teacher’s Giving and Evaluating Homework”. There are five items in this construct, so no division has been made as more or less motivating teacher behaviors. The items have been listed from the highest to the lowest mean score. According to the data, the most motivating teacher behavior is teacher’s assessing students’ homework on time and giving feedback (M: 4.29). The other teacher behaviors are giving importance to homework that help students learn and improve themselves autonomously (M: 4.07), giving various homework related to different skills (writing, listening, language use, etc.) (M: 4.00), stating the objectives of homework s/he gives (M: 3.92). The least motivating teacher behavior is giving homework regularly (M: 3.85).

4.9. Analysis of Research Question 9: Is there a significant difference between the students and the teachers in terms of their perceptions of teacher motivational behaviors?

This research question aims to investigate the differences between the teachers and students in terms of their perceptions of teacher motivational behaviors. Table 4.22 presents the statistical difference in total.

Table 4.26: Differences between the teachers and students in terms of their perceptions of TMB

TMB		N	Mean	Significance (2-tailed)
	students	314	262.50	0,607*
teachers	27	264.88		

*p<0.05

As Table 4.26 indicates, there is not a statistically significant difference between the teachers and students in terms of their perceptions of teacher motivational behaviors ($p=0.607$; $p>0.05$).

In a further analysis, independent sample t-test was conducted for each item to see whether there is a significant difference between the teachers and students in terms of each item. The results demonstrated that although there is not a significant difference in the whole scale, there seem to be significant differences at the level of certain items in each construct between the students and teachers. Table 4.27 presents item-by-item analysis for the differences.

Table 4.27: Item-by-item differences between the teachers and students

Item	Students vs. Teachers	Mean	Significance (2-tailed)
2. making a brief summary of that lesson at the end of each lesson	student teacher	4.35 3.92	0,004**
3. praising students and telling them “well-done” when they are successful	student teacher	4.10 4.74	0,000*
8. giving importance to seating for effective language teaching	student teacher	3.22 4.03	0,000*
11. encouraging students to display their products created during classroom activities	student teacher	3.90 4.33	0,007*
14. trying hard for students to have positive attitudes towards learning language	student teacher	4.35 4.59	0,028*
23. taking some breaks when students are mentally exhausted	student teacher	4.72 4.44	0,010**

26. benefitting from technology such as DVD, internet, projector	student teacher	4.46 4.14	0,007**
27. having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film	student teacher	4.23 3.77	0,016**
30. stating the objectives and steps of the lesson at the beginning of the lesson	student teacher	3.85 4.18	0,037*
33. giving importance to activities that are for better pronunciation	student teacher	4.37 3.88	0,003**
34. making use of activities for teaching vocabulary	student teacher	4.41 4.18	0,030**
42. being open to new ideas	student teacher	4.65 4.40	0,041**
51. calling students by their first names instead of “you”	student teacher	4.33 4.59	0,024*
52. sharing personal information with students	student teacher	4.04 3.55	0,007**
59. giving homework regularly	student teacher	3.29 3.85	0,012*
61. assessing students’ homework on time and giving feedback	student teacher	3.91 4.29	0,023*

*p<0.05 (teachers); **p<0.05 (students)

As it is seen in Table 4.27, there is a significant difference between the students and the teachers in terms of their perceptions regarding certain items. When the mean scores were analyzed, it is clear that the students found the items 2 (making a brief summary of that lesson at the end of each lesson), 23 (taking some breaks when students are mentally exhausted), 26 (benefitting from technology such as DVD, internet, projector), 27 (having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film), 33 (giving importance to activities that are for better pronunciation), 34 (making use of activities for teaching vocabulary), 42 (being open to new ideas), and 52 (sharing personal information with students) more motivating than the teachers.

On the contrary, the teachers found the items 3 (praising students and telling them “well-done” when they are successful), 8 (giving importance to seating for effective language teaching), 11 (encouraging students to display their products created during classroom activities), 14 (trying hard for students to have positive attitudes towards learning language), 30 (stating the objectives and steps of the lesson at the beginning of the lesson), 51 (calling students by their first names instead of “you”), 59 (giving homework regularly), and 61 (assessing students’ homework on time and giving feedback) more motivating than the students.

The ninth research question investigated the difference between the students and teachers in terms of teacher motivational behaviors. The results of the analysis revealed that there is not a significant difference between the teachers and students in terms of their perceptions of 62 teacher motivational behaviors. The results proved that teachers found these behaviors more motivating than the students. Despite this slight difference, it can be said that the students and teachers had similar perceptions about teacher motivational behaviors.

Although overall analysis indicates that there is not a significant difference between the students and teachers, when each item was analyzed individually, there occurred certain differences. The students found certain teacher behaviors more motivating than the teachers. These behaviors are;

- a) teacher’s making a brief summary of that lesson at the end of each lesson,
- b) taking some breaks when students are mentally exhausted,
- c) benefitting from technology such as DVD, internet, projector,
- d) having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film,
- e) giving importance to activities that are for better pronunciation,
- f) making use of activities for teaching vocabulary,
- g) being open to new ideas, and
- h) sharing personal information with students.

That means that these behaviors were not perceived as motivating as by the teachers compared to the students. The students get more motivated when the teachers summarize the subject, make use of technology, bring movies to the classroom, give importance to students' willingness or boredom, do pronunciation and vocabulary activities, share some personal information with the students, and give values to students' new ideas.

On the other hand, the teachers found certain motivational behaviors more motivating than the students. These certain behaviors are;

- a) teacher's praising students and telling them "well-done" when they are successful,
- b) giving importance to seating for effective language teaching,
- c) encouraging students to display their products created during class time,
- d) trying hard for students to have positive attitudes towards learning language,
- e) stating the objectives and steps of the lesson at the beginning of the lesson,
- f) calling students by their first names instead of "you",
- g) giving homework regularly, and
- h) assessing students' homework on time and giving feedback.

It is obvious that teachers are more interested in the issues related to homework, making students aware by expressing the objectives of the next step of the lesson, and helping students have self-confidence and positive feelings.

4.10. Analysis of Research Question 10: What are the similarities and differences between the teachers and students in terms of their perceptions of the most and least motivating teacher behaviors?

This research question attempts to show the similarities and differences between the students and teachers in terms of their perceptions of teacher motivational behaviors. The table below clearly indicates the most motivating teacher behaviors whose mean

scores are 4,5 and over 4,5 for the students and the teachers, and also the mean scores of these items.

Table 4.28: Comparison of the most motivating teacher behaviors

The most motivating behaviors according to the students	M	The most motivating behaviors according to the teachers	M
37. putting a smile on her / his face in the classroom	4.82	3. praising students and telling them “well-done” when they are successful	4.74
23. taking some breaks when students are mentally exhausted	4.72	4. encouraging students to use the language by saying “you can do this”	4.70
43. having a sense of humor	4.71	37. putting a smile on her / his face in the classroom	4.70
41. being energetic	4.71	39. making use of her / his body language while teaching	4.66
46. creating a relaxing atmosphere in which students can easily exchange ideas	4.71	53. informing students that mistakes are natural during learning process	4.62
54. correcting mistakes with a smiling face and by motivating students	4.68	54. correcting mistakes with a smiling face and by motivating students	4.62
48. displaying friendly behaviors where appropriate	4.66	38. using her / his mimes while teaching	4.62
42. being open to new ideas	4.65	13. informing students about the learning strategies for better learning	4.59
22. making use of certain topics (music, TV, etc.) that draw students’ attention	4.63	14. trying hard for students to have positive attitudes towards learning language	4.59
38. using her / his mimes while teaching	4.61	51. calling students by their first names instead of “you”	4.59
47. knowing her / his students well	4.58	43. having a sense of humor	4.59
40. being affectionate towards her / his profession and having students feel it	4.56	1. doing warm-up activities at the beginning of the lesson	4.55

39. making use of her / his body language while teaching	4.54	21. making use of activities such as games, songs and participating in these activities	4.55
44. giving importance to teacher-student and student-student interaction based on course objectives	4.51	44. giving importance to teacher-student and student-student interaction based on course objectives	4.55
4. encouraging students to use the language by saying “you can do this”	4.51	46. creating a relaxing atmosphere in which students can easily exchange ideas	4.55
		48. displaying friendly behaviors where appropriate	4.55
		47. knowing her / his students well	4.51

Table 4.28 indicates the most motivating teacher behaviors according to the students and teachers. This table sheds light on the similarities and differences of all these behaviors. 10 of these items were considered as very motivating behaviors by both the students and the teachers; hence the items 37 (putting a smile on her / his face in the classroom), 43 (having a sense of humor), 46 (creating a relaxing atmosphere in which students can easily exchange ideas), 54 (correcting mistakes with a smiling face and by motivating students), 48 (displaying friendly behaviors where appropriate), 38 (using her / his mimes while teaching), 47 (knowing her / his students well), 39 (making use of her / his body language while teaching), 44 (giving importance to teacher-student and student-student interaction based on course objectives), and 4 (encouraging students to use the language by saying “you can do this”) are the common motivating teacher behaviors. According to the mean scores shown in the table, except for these 10 teacher motivational behaviors, there are some other teacher behaviors that were considered as very motivating by both the teachers and students. It is clear that these items were considered not very similarly by both groups as these are not the common behaviors.

Other teacher behaviors which were regarded as very motivating by the students are 23 (taking some breaks when students are mentally exhausted), 41 (being energetic), 42 (being open to new ideas), 22 (making use of certain topics (music, TV, etc.) that draw students’ attention), and 40 (being affectionate towards her / his profession and having students feel it). Furthermore, the most motivating teacher behaviors which are

present in only teachers' list are item 3 (praising students and telling them "well-done" when they are successful), 53 (informing students that mistakes are natural during learning process), 13 (informing students about the learning strategies for better learning), 14 (trying hard for students to have positive attitudes towards learning language), 51 (calling students by their first names instead of "you"), 1 (doing warm-up activities at the beginning of the lesson), and 21 (making use of activities such as games, songs and participating in these activities). It is clear that there are more teacher behaviors in teachers' list than students' list. In teachers' list, there are 17 teacher motivational behaviors whose mean scores are over 4. In students' lists, there are 15 teacher motivational behaviors whose mean scores are over 4.

Table 4.29: Comparison of the least motivating teacher behaviors

The least motivating behaviors according to students	M	The least motivating behaviors according to teachers	M
20. always lecturing in English	3.02	20. always lecturing in English	3.37
8. giving importance to seating for effective language teaching	3.22	52. sharing personal information with students	3.55
59. giving homework regularly	3.29	29. giving information about English and American culture in the class hour	3.66
25. encouraging students to make oral presentations in English about various topics (depending on the topic studied)	3.57	25. encouraging students to make oral presentations in English about various topics (depending on the topic studied)	3.70
18. emphasizing the importance of English frequently	3.61	27. having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film	3.77
29. giving information about English and American culture in the class hour	3.67	59. giving homework regularly	3.85
58. stating the objectives of homework	3.72	33. giving importance to activities	3.88

s/he gives		that are for better pronunciation	
30. stating the objectives and steps of the lesson at the beginning of the lesson	3.85	18. emphasizing the importance of English frequently	3.92
60. giving importance to homework that help students learn and improve themselves autonomously	3.86	58. stating the objectives of homework s/he gives	3.92
15. encouraging students to take part actively during the lesson	3.87	2. making a brief summary of that lesson at the end of each lesson	3.92
11. encouraging students to display their products created during classroom activities	3.90		
61. assessing students' homework on time and giving feedback	3.91		
10. giving equal importance to each and every learning experience in the class	3.97		
50. being aware of some big events in students' lives	3.98		
6. sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term	3.98		
45. using time efficiently	3.99		

The results given in Table 4.29 show the least motivating teacher behaviors according to the students and teachers, and the mean scores of these behaviors. It is apparent in the table above that six teacher behaviors were similarly perceived as not very motivating behaviors by both the students and teachers. These common behaviors are item 20 (teacher's always lecturing in English), 59 (giving homework regularly), 25 (encouraging students to make oral presentations in English about various topics (depending on the topic studied)), 18 (emphasizing the importance of English), 29 (giving information about English and American culture in the class hour), and 58

(stating the objectives of homework s/he gives). Although there are six common behaviors in both lists, the rest of the teacher behaviors that were considered as the least motivating teacher behaviors were different according to the perceptions of the students and teachers.

In the students' lists, items 8 (giving importance to seating for effective language teaching), 30 (stating the objectives and steps of the lesson at the beginning of the lesson), 60 (giving importance to homework that help students learn and improve themselves autonomously), 15 (encouraging students to take part actively during the lesson), 11 (encouraging students to display their products created during classroom activities), 61 (assessing students' homework on time and giving feedback), 10 (giving equal importance to each and every learning experience in the class), 50 (being aware of some big events in students' lives), 6 (sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term), and 45 (using time efficiently) are other least motivating teacher behaviors.

However, in teachers' lists, the items that are not common in both lists are 52 (sharing personal information with students), 27 (having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film), 33 (giving importance to activities that are for better pronunciation), and 2 (making a brief summary of that lesson at the end of each lesson). There are more teacher behaviors in students' lists than teachers' list. There are 16 items whose mean scores are below 4 in students' list. In teachers' list, there are 10 items whose mean scores are below 4. So, it can be concluded that students perceived these teacher behaviors less motivating than the teachers.

The results demonstrated that there are certain similarities and differences between the teachers and students in terms of their perceptions of teacher behaviors. According to the answers of the teachers and the students, the most (mean scores are 4,5 and over 4,5) and least motivating teacher behaviors (mean scores are below 4) according to the students and teachers were identified. The students' most motivating list includes 15 teacher behaviors; however the teachers' list includes 17 behaviors. Thus, it is apparent that the teachers found these teacher behaviors more motivating. The most motivating behaviors according to the students and teachers reveal that there

are nine common behaviors in both lists. Both groups thought the following behaviors as very motivating teacher behaviors:

- a) teacher's smiling,
- b) correcting mistakes with a smiling face and by motivating students,
- c) using her / his mimes while teaching,
- d) having a sense of humor,
- e) creating a relaxing atmosphere in which students can easily exchange ideas,
- f) displaying friendly behaviors where appropriate,
- g) knowing her / his students well,
- h) making use of her / his body language while teaching, and
- i) encouraging students to use the language by saying "you can do this".

There are some differences in both lists. The students thought that teacher's taking some breaks when students are mentally exhausted, being energetic, being open to new ideas, making use of certain topics (music, TV, etc.) that draw students' attention, being affectionate towards her / his profession and having students feel it, and giving importance to teacher-student and student-student interaction based on course objectives very motivating teacher behaviors.

On the other hand, the teachers thought that:

- a) teacher's praising students and telling them "well-done" when they are successful,
- b) informing students that mistakes are natural during learning process,
- c) informing students about the learning strategies for better learning,
- d) trying hard for students to have positive attitudes towards learning language,
- e) calling students by their first names instead of "you",
- f) doing warm-up activities at the beginning of the lesson,

- g) making use of activities such as games, songs and participating in these activities, and
- h) giving importance to teacher-student and student-student interaction based on course objectives very motivating teacher behaviors.

The students regarded the behaviors that make the lesson more enjoyable such as taking breaks, sense of humor, relaxing atmosphere, teacher's friendly behaviors, and making use of enjoyable topics as very motivating teacher behaviors. However, the teachers were more interested in students' identity, encouraging them, lessening their stress levels by uttering motivating words, and helping them be more self-confident and self-initiative. The results show that students give importance to enjoyable and attractive classes, and they want to have some joy during the class to be motivated. On the other hand, teachers think that all verbal and nonverbal behaviors that clearly motivate students increase student motivation. The teachers tend to believe that encouraging students verbally or nonverbally is the key motivator for the students.

As for the similarities and differences between the teachers and students in terms of their perceptions about the least motivational behaviors, it can be said that there are less similarities (6 common behaviors) between both groups when compared to the most motivating behaviors lists (9 common behaviors). Hence, it can be said that the students perceived these teacher behaviors less motivating than the teachers, as their list contains more teacher behaviors whose mean scores are below 4. There are six common behaviors perceived as not very motivating by both the students and the teachers. These behaviors are:

- a) teacher's always lecturing in English,
- b) giving homework regularly,
- c) encouraging students to make oral presentations in English about various topics (depending on the topic studied),
- d) emphasizing the importance of English,
- e) giving information about English and American culture in the class hour, and
- f) stating the objectives of homework s/he gives.

Both groups thought that these behaviors are not very motivating behaviors, and the results indicated that all the participants are aware of the little motivating effects of these behaviors because they put them under the least motivating lists.

The rest of the least motivating behaviors were different in both lists. The students found that:

- a) giving importance to seating for effective language teaching,
- b) stating the objectives and steps of the lesson at the beginning of the lesson,
- c) giving importance to homework that helps students learn and improve themselves autonomously,
- d) encouraging students to take part actively in the lesson,
- e) encouraging students to display their products created during classroom activities,
- f) assessing students' homework on time and giving feedback,
- g) giving equal importance to each and every learning experience in the class,
- h) being aware of some big events in students' lives,
- i) sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term, and
- j) using time efficiently not very motivating teacher behaviors.

These behaviors were not in the teachers' list, so it means that the teachers perceived these behaviors more motivating than the students. The teachers' list covered four different behaviors:

- a) teacher's sharing personal information with students,
- b) having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film,
- c) giving importance to activities that are for better pronunciation, and
- d) making a brief summary of that lesson at the end of each lesson.

The teachers believed that giving some information about themselves, having students watch movies, allocating pronunciation activities and making a brief summary of each lesson do not have a very positive effect on student motivation. They also thought that these behaviors do not increase student motivation, and these behaviors do not motivate the students a lot. However, these four behaviors were not in the students' lists. It means that the students saw these behaviors more motivating than the teachers.

CHAPTER FIVE

CONCLUSION

This chapter presents a general conclusion regarding the overall of the study. It also indicates certain suggestions for teachers based on the results of this study.

5.1. Conclusion of the Research Questions

This study looked into the perceptions of the students and teachers about 62 teacher motivational behaviors. The same questionnaire was administered to both the students and teachers. The participants were 314 the students and 27 teachers at Afyon Kocatepe University English Preparatory Program. The obtained data were analyzed through descriptive and inferential statistics.

The results of the analysis revealed that teacher behaviors have a great influence on student motivation. The results show parallelism with the results of other studies. Former (2001; cited in Hsu, 2010) explained that the behaviors of the teacher are the most essential factor in student motivation, and thus it should be given the primary emphasis. Besides, Nasr, Booth and Gillett (1996; cited in Hsu, 2010) showed that teachers are considered as a key factor in making learning effective. Christophel (1990) also carried out a study whose results indicated that teacher's immediacy behaviors had a positive effect on student motivation. The students who participated in this study found teacher's putting a smile on her / his face in the classroom, taking some breaks when students are mentally exhausted, having a sense of humor, being energetic, and creating a relaxing atmosphere in which students can easily exchange ideas very motivating. The participant students also thought that teacher's correcting mistakes with a smiling face and by motivating students, displaying friendly behaviors where appropriate, being open to new ideas, making use of certain topics (music, TV, etc.) that draw students' attention, and using her / his mimes while teaching, knowing her / his students well, being affectionate towards her / his profession and having students feel it, making use of her / his body language while teaching, giving importance to teacher-

student and student-student interaction based on course objectives, and encouraging students to use the language by saying “you can do this” were very motivating teacher behaviors.

On the other hand, certain teacher behaviors out of 62 were considered as not very motivating by the students. These behaviors were teacher’s always lecturing in English, giving importance to seating for effective language teaching, giving homework regularly, encouraging students to make oral presentations in English about various topics (depending on the topic studied), and emphasizing the importance of English frequently. The students also found teacher’s giving information about English and American culture in the class hour, stating the objectives of homework s/he gives, stating the objectives and steps of the lesson at the beginning of the lesson, giving importance to homework that help students learn and improve themselves autonomously, encouraging students to take part actively during the lesson, encouraging students to display their products created during classroom activities, assessing students’ homework on time and giving feedback, giving equal importance to each and every learning experience in the class, being aware of some big events in students’ lives, sharing her / his rules and expectations about her / his lecturing style frankly with the students at the beginning of the term, and using time efficiently not very motivating teacher behaviors.

The data indicated that the participant teachers found teacher’s praising students and telling them “well-done” when they are successful, encouraging students to use the language by saying “you can do this”, putting a smile on her / his face in the classroom, making use of her / his body language while teaching, and informing students that mistakes are natural during learning process very motivating. They also considered teacher’s correcting mistakes with a smiling face and by motivating students, using her / his mimes while teaching, informing students about the learning strategies for better learning, trying hard for students to have positive attitudes towards learning language, and calling students by their first names instead of “you”, having a sense of humor, doing warm-up activities at the beginning of the lesson, making use of activities such as games, songs and participating in these activities, giving importance to teacher-student and student-student interaction based on course objectives, creating a relaxing atmosphere in which students can easily exchange ideas, and displaying friendly behaviors where appropriate very motivating teacher behaviors.

On the contrary, the participant teachers thought that teacher's always lecturing in English, sharing personal information with students, giving information about English and American culture in the class hour, encouraging students to make oral presentations in English about various topics (depending on the topic studied), and having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film were the least motivating teacher behaviors. The teachers also found teacher's giving homework regularly, giving importance to activities that are for better pronunciation, emphasizing the importance of English frequently, stating the objectives of homework s/he gives, and making a brief summary of that lesson at the end of each lesson not very motivating behaviors.

According to the findings of the both the students' and the teachers' questionnaires, the most motivating construct was found to be teacher's personal features by both the students and teachers. The least motivating construct was also considered to be teacher's giving and evaluating homework by both the students and teachers. Hence, the results showed no difference according to the students and teachers in terms of the constructs in the questionnaire.

The data revealed that there is a significant difference between the female and male students, so the female students found 62 teacher motivational behaviors more motivating than the male students in this study. When it comes to the participant teachers, the results indicated that there is not a statistically significant difference between two genders in terms of the perception of teacher motivational behaviors. Thus, the findings displayed that the perceptions of the female and male teachers about teacher motivational behaviors are similar, and they perceived 62 teacher motivational behaviors similarly.

In addition to these findings, the results showed that teachers found 62 teacher behaviors more motivating than the students. However, it is apparent that there is not a statistically significant difference between the teachers and students in terms of their perceptions of teacher motivational behaviors.

Furthermore, the results of the interviews carried out with 19 students and 6 teachers supported the results of the questionnaire. The answers of both the students and teachers show parallelism with the obtained data from the interviews.

5.2. Suggestions and Implications

This study focused on the certain remarkable effects of teacher motivational behaviors on student motivation. The results and findings of this study are significant for teachers and the field. With the help of this study, teachers can have the opportunity to have an idea about very motivating teacher behaviors according to the students, and see the differences and similarities between the perceptions of the students and teachers. Table 5.1 presents some suggestions by referring to the findings of this study as a whole. These behaviors should be taken into consideration by teachers and also administrators to have more motivating students in the classroom, and accordingly to have more fruitful lessons.

Table 5.1: Suggestions for teachers to motivate students in language classrooms

-
1. put a smile on your face in the classroom
 2. take some breaks when students are tired or bored
 3. have a sense of humor
 4. be energetic
 5. create a relaxing atmosphere in which students can easily exchange ideas very motivating
 6. correct mistakes with a smiling face and by motivating
 7. display friendly behaviors where appropriate
 8. be open to new ideas
 9. make use of certain topics (music, TV, etc.) that draw students' attention
 10. use your mimes and your body language while teaching
 11. know your students well
 12. be affectionate towards your job
 13. give importance to teacher-student and student-student interaction based on course objectives
 14. give positive feedback such as smiling and verbal praises
 15. inform your students that mistakes are natural during learning process
-

16. inform your students about the learning strategies for better learning
 17. try hard for students to have positive attitudes towards learning language
 18. call students by their first names instead of “you”
 19. do warm-up activities at the beginning of the lesson
 20. make use of activities such as games, songs and participating in these activities
-

These teacher behaviors above are the most motivating teacher behaviors in the eyes of the students in School of Foreign Languages at Afyon Kocatepe University. With these most motivating teacher behaviors, all the teachers and administrators have the chance to learn students' perceptions about more motivating and less motivating teacher behaviors, and understand them.

5.3. Suggestions for Further Research

This study is limited to the perceptions of the students and teachers in School of Foreign Languages at Afyon Kocatepe University. Hence, similar studies can be carried out in different settings such as primary schools or different universities. Moreover, more students and teachers can be included in the questionnaire and interview in similar studies. Finally, the constructs of the questionnaire can be studied in detail after improving the items in each construct.

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APPENDICES

APPENDIX 1

MOTİVE EDİCİ ÖĞRETMEN DAVRANIŞLARINI DEĞERLENDİRME ANKETİ					
Sevgili öğrenciler,					
Bu anket Pamukkale Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programı'nda yürütülen bir tez çalışmasına veri toplamak için hazırlanmıştır. Amaç, siz değerli öğrencilerin, öğretmenlerin öğrencileri yabancı dil öğretiminde motive etmek için yaptığı davranışları nasıl algıladığı hakkında veri toplamaktır.					
Anketteki maddeler için doğru ya da yanlış cevap yoktur. Ayrıca, verdiğiniz cevaplar ve kişisel bilgileriniz gizli tutulacaktır. Bu yüzden lütfen bütün maddelere içtenlikle cevap veriniz ve <u>hiçbir soruyu boş bırakmayınız</u> . Her bir maddeyi aşağıdaki ifadelere göre değerlendiriniz.					
Beni çok motive eder "5"		Beni motive eder "4"		Etkisi yoktur "3"	
Motivasyonumu azaltır "2"		Motivasyonumu yok eder "1"			
Değerli katkılarınız için teşekkürler.					
Cinsiyet: Bayan () Erkek ()					
Yaşınız: 17 () 18 () 19 () 20 () 21 () 22 ()					
Öğretmenin Ders İşleyiş Tarzı					
Öğretmenin;	Beni çok motive eder	Beni motive eder	Etkisi yoktur	Motivasyonumu azaltır	Motivasyonumu yok eder
1. derse başlarken, öğrencileri derse ısındırma amaçlı etkinliklere yer vermesi	5	4	3	2	1
2. her ders sonunda o dersin kısa bir özetini yapması	5	4	3	2	1
3. öğrencileri başarılarından dolayı övmesi, aferin demesi	5	4	3	2	1
4. öğrencileri "yapabilirsin" diyerek dili kullanmaya teşvik etmesi	5	4	3	2	1
5. tahtayı düzenli kullanması ve tahtaya okunaklı bir şekilde yazması	5	4	3	2	1
6. ders işleyişi ile ilişkili kurallarını ve beklentilerini dönem	5	4	3	2	1

başında öğrencilerle açık bir şekilde paylaşması					
7. derste ikili ve grup çalışmalarına / etkinliklere yer vererek öğrencilere dili kullanmak için daha fazla zaman vermesi	5	4	3	2	1
8. etkin bir dil öğretimi için oturma düzenine önem vermesi	5	4	3	2	1
9. gerek ders anlatırken gerekse sözcük öğretirken gerçek nesnelere, resimlerden yararlanması	5	4	3	2	1
10. sınıf içinde gerçekleşen her öğrenme deneyimini eşit düzeyde önemli görmesi	5	4	3	2	1
11. sınıf içi etkinliklerde üretilen ürünleri sınıf ortamında sergilemeye teşvik etmesi	5	4	3	2	1
12. dilin günlük yaşamdaki pratik kullanımına yönelik örnekler vererek öğrencilerini bunları kullanması için teşvik etmesi	5	4	3	2	1
13. dili daha iyi öğrenmeye yönelik öğrenme stratejileri konusunda bilgilendirmesi	5	4	3	2	1
14. öğrencilerin dil öğrenmeye yönelik olumlu tutumlar geliştirmesi için gayret göstermesi	5	4	3	2	1
15. ders sırasında öğrencilerin yoğun bir şekilde derse katılımını sağlamaya çalışması	5	4	3	2	1
16. derste ne yaptığını biliyor olması ve bilgisine güvenmesi	5	4	3	2	1
17. derse planlı ve donanımlı gelmesi	5	4	3	2	1
18. İngilizcenin önemini sık sık vurgulaması	5	4	3	2	1
19. dersinde güncel hayatla ilgili bilgilere yer vermesi	5	4	3	2	1
20. ders esnasında sürekli İngilizce konuşması	5	4	3	2	1
21. oyun, şarkı gibi etkinliklerden yararlanması ve bunlara kendisinin de katılması	5	4	3	2	1
22. öğrencinin ilgisini çeken konulara (müzik, TV, sinema vs.) dersinde yer vermesi	5	4	3	2	1
23. öğrenciler zihnen yorulduğunda mola vermesi	5	4	3	2	1
24. öğrencilere etkinliklerin amacını anlatıp onları bilinçlendirmesi	5	4	3	2	1
25. öğrencilerin çeşitli konularda (işlenen konuya bağlı olarak) İngilizce sözlü sunular yapmalarını sağlaması	5	4	3	2	1
26. sınıfta ders işlerken teknolojiden (DVD, internet, yansıtıcı) faydalanması	5	4	3	2	1
27. İngilizce film izletmesi, izlenen filmler hakkında özet yazdırması ve film hakkında sözel yorumlar yapmalarını istemesi	5	4	3	2	1
28. öğrencilere ödüller vermesi (İngilizce hikaye kitabı, tiyatro bileti, sinema bileti vs.)	5	4	3	2	1

29. derslerinde İngiliz ve Amerikan kültürü hakkında bilgi vermesi	5	4	3	2	1
30. ders başında dersin amacını ve aşamalarını belirtmesi	5	4	3	2	1
31. dersi belli bir düzen içerisinde işlemesi	5	4	3	2	1
32. dili etkin bir biçimde kullandırmaya yönelik etkinliklere ağırlık vermesi	5	4	3	2	1
33. telaffuz gelişimine yönelik etkinliklere önem vermesi	5	4	3	2	1
34. sözcük öğretimine yönelik çalışmalar yaptırması	5	4	3	2	1
35. sorduğu soruların öğrenme amaçları ve öğrencilerin düzeylerine uygun olması	5	4	3	2	1
36. günlük yaşamla ilgili deyimler öğretmeye çalışması	5	4	3	2	1
Öğretmenin Bireysel Özellikleri					
Öğretmenin;					
37. sınıf içinde gülyüzlü olması	5	4	3	2	1
38. konuyu anlatırken yüz mimiklerini kullanması	5	4	3	2	1
39. konuyu anlatırken vücut dilinden yararlanması	5	4	3	2	1
40. mesleğini sevdiğini öğrencilere hissettirmesi	5	4	3	2	1
41. enerjik olması	5	4	3	2	1
42. yeni fikirlere açık olması	5	4	3	2	1
43. mizah anlayışına sahip olması	5	4	3	2	1
44. ders amaçlarına uygun öğretmen-öğrenci, öğrenci-öğrenci arasındaki etkileşime önem vermesi	5	4	3	2	1
45. zamanı etkin bir şekilde kullanması	5	4	3	2	1
Öğretmenin Öğrencilere Yaklaşımı					
Öğretmenin;					
46. öğrencilerin fikirlerini rahatça paylaşabileceği bir sınıf ortamı sağlaması	5	4	3	2	1
47. öğrencilerini iyi tanması	5	4	3	2	1
48. öğrencilere yeri geldiğinde arkadaşça davranması	5	4	3	2	1
49. öğrencilerle sohbet ederek onların sıkıntılarını paylaşması	5	4	3	2	1

50. öğrencilerin hayatlarındaki önemli gelişmelerden haberdar olması	5	4	3	2	1
51. öğrencilere “sen” yerine ismiyle hitap etmesi	5	4	3	2	1
52. öğrencilerle kendisi hakkında bilgiler paylaşması	5	4	3	2	1
Öğretmenin Değerlendirme Yöntemleri ve Hatalara Karşı Yaklaşımı					
Öğretmenin;					
53. öğrencilere hataların öğrenme sürecinde normal olduğunu söylemesi	5	4	3	2	1
54. hataları gülümseyerek, öğrenciyi rencide etmeden düzeltmesi	5	4	3	2	1
55. öğrencilerin yaptıkları hataları birebir görüşerek düzeltmeye çalışması	5	4	3	2	1
56. öğrencilerin genel gidişatlarını birebir görüşerek değerlendirip önerilerde bulunması	5	4	3	2	1
57. öğrencilerin kendi gelişimlerini değerlendirip görecekları bir değerlendirme yöntemi kullanması	5	4	3	2	1
Öğretmenin Ödev Vermesi ve Değerlendirmesi					
Öğretmenin,					
58.verdiği ödevlerin amacını belirtmesi	5	4	3	2	1
59. düzenli olarak ödev vermesi	5	4	3	2	1
60.öğrencinin İngilizceyi kendi kendine öğrenmesini ve geliştirmesini sağlayacak ödev çalışmalarına önem vermesi	5	4	3	2	1
61. öğrencilerin ödevlerini zamanında değerlendirmesi ve geri dönüt vermesi	5	4	3	2	1
62. farklı becerilere (yazma, okuma, dilbilgisi, vb.) yönelik ödevler vermesi	5	4	3	2	1

APPENDIX 2

TEACHER MOTIVATIONAL BEHAVIORS QUESTIONNAIRE						
Dear students,						
This questionnaire was developed to gather data for a thesis being carried out at English Language Teaching Department at Pamukkale University. The purpose is to gather data about how you, as students, perceive teacher behaviors done to motivate students in the classroom during English learning process.						
There is no true or false answer for the items in the questionnaire. In addition to that, your answers and personal information will be confidential . So, please answer all the items sincerely, and <u>do not skip the items</u> . Please evaluate each and every item in the light of the statements below.						
Motivates me a lot “5”		Motivates me “4”		Makes no effect “3”		
Decreases my motivation “2”			Diminishes my motivation “1”			
Thank you for your valuable contribution.						
Gender	Female ()		Male ()			
Age:	17 ()	18 ()	19 ()	20 ()	21 ()	22 ()
Teacher’s Lecturing Style						
Teacher’s;	Motivates me a lot	Motivates me	Makes no effect	Decreases my motivation	Diminishes my motivation	
1. doing warm-up activities at the beginning of the lesson	5	4	3	2	1	
2. making a brief summary of that lesson at the end of each lesson	5	4	3	2	1	
3. praising students and telling them “well-done” when they are successful	5	4	3	2	1	
4. encouraging students to use the language by saying “you can do this”	5	4	3	2	1	
5. using the board in an organized and legible way	5	4	3	2	1	
6. sharing her / his rules and expectations about her /his lecturing style frankly with the students at the beginning of the term	5	4	3	2	1	

7. giving more time to students to use language by making use of pair and group work activities during class time	5	4	3	2	1
8. giving importance to seating for effective language teaching	5	4	3	2	1
9. making use of real objects and pictures while lecturing and teaching vocabulary	5	4	3	2	1
10. giving equal importance to each and every learning experience in the class	5	4	3	2	1
11. encouraging students to display their products created during classroom activities	5	4	3	2	1
12. giving examples regarding the daily usage of language and encouraging students to use these examples	5	4	3	2	1
13. informing students about the learning strategies for better learning	5	4	3	2	1
14. trying hard for students to have positive attitudes towards learning language	5	4	3	2	1
15. encouraging students to take part actively during the lesson	5	4	3	2	1
16. being aware of what s/he does in the class and trusting her/his knowledge	5	4	3	2	1
17. coming to class well-prepared and planned	5	4	3	2	1
18. emphasizing the importance of English frequently	5	4	3	2	1
19. including current affairs into her / his lecture	5	4	3	2	1
20. always lecturing in English	5	4	3	2	1
21. making use of activities such as games, songs and participating in these activities	5	4	3	2	1
22. making use of certain topics (music, TV, etc.) that draw students' attention	5	4	3	2	1
23. taking some breaks when students are mentally exhausted	5	4	3	2	1
24. making students aware by telling the objectives of the activities	5	4	3	2	1
25. encouraging students to make oral presentations in English about various topics (depending on the topic studied)	5	4	3	2	1
26. benefitting from technology such as DVD, internet, projector	5	4	3	2	1
27. having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film	5	4	3	2	1
28. giving students rewards such as English stories, cinema ticket, theatre ticket, etc.	5	4	3	2	1
29. giving information about English and American culture in	5	4	3	2	1

the class hour					
30. stating the objectives and steps of the lesson at the beginning of the lesson	5	4	3	2	1
31. lecturing in an organized way	5	4	3	2	1
32. giving importance to activities that are for effective use of language	5	4	3	2	1
33. giving importance to activities that are for better pronunciation	5	4	3	2	1
34. making use of activities for teaching vocabulary	5	4	3	2	1
35. asking questions which are appropriate for students' levels and learning objectives	5	4	3	2	1
36. teaching idioms related to daily life	5	4	3	2	1
Teacher's Personal Features					
Teacher's;					
37. putting a smile on her / his face in the classroom	5	4	3	2	1
38. using her / his mimes while teaching	5	4	3	2	1
39. making use of her / his body language while teaching	5	4	3	2	1
40. being affectionate towards her / his profession and having students feel it	5	4	3	2	1
41. being energetic	5	4	3	2	1
42. being open to new ideas	5	4	3	2	1
43. having a sense of humor	5	4	3	2	1
44. giving importance to teacher-student and student-student interaction based on course objectives	5	4	3	2	1
45. using time efficiently	5	4	3	2	1
Teacher's Rapport With Students					
Teacher's;					
46. creating a relaxing atmosphere in which students can easily exchange ideas	5	4	3	2	1
47. knowing her / his students well	5	4	3	2	1
48. displaying friendly behaviors where appropriate	5	4	3	2	1
49. sharing students' problems by talking to them	5	4	3	2	1

50. being aware of some big events in students' lives	5	4	3	2	1
51. calling students by their first names instead of "you"	5	4	3	2	1
52. sharing personal information with students	5	4	3	2	1
Teacher's Error Correction and Evaluation Techniques					
Teacher's;					
53. informing students that mistakes are natural during learning process	5	4	3	2	1
54. correcting mistakes with a smiling face and by motivating students	5	4	3	2	1
55. correcting students' mistakes by talking to them individually	5	4	3	2	1
56. commenting on students' learning process by talking to them individually	5	4	3	2	1
57. using an assessment technique through which students can evaluate their own development	5	4	3	2	1
Teacher's Giving and Evaluating Homework					
Teacher's;					
58. stating the objectives of homework s/he gives	5	4	3	2	1
59. giving homework regularly	5	4	3	2	1
60. giving importance to homework that help students learn and improve themselves autonomously	5	4	3	2	1
61. assessing students' homework on time and giving feedback	5	4	3	2	1
62. giving various homework related to different skills (writing, listening, language use, etc.)	5	4	3	2	1

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