

**A TEACHER INQUIRY INTO THE EFFECTS OF
TEACHER'S MOTIVATIONAL ACTIVITIES ON LANGUAGE
LEARNERS' CLASSROOM MOTIVATION**

**ÖĞRETMENİN MOTİVASYONEL AKTİVİTELERİNİN
YABANCI DİL ÖĞRENCİLERİNİN SINIF
MOTİVASYONUNA ETKİSİNİN İNCELENMESİ**

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ACCEPTANCE AND APPROVAL

This is to certify that we have read this thesis, entitled "A Teacher Inquiry into the Effects of Teacher's Motivational Activities on Language Learners' Classroom Motivation", and that in our opinion it is fully adequate, in scope and quality, as a thesis for the Degree of Master in the Program of English Language Teaching.

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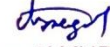
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- All cited studies have been fully referenced,
- I did not do any distortion in the data set,
- And any part of this thesis has not been presented as any other thesis study at this or any other university.



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ÖĞRETMENİN MOTİVASYONEL AKTİVİTELERİNİN YABANCI DİL ÖĞRENCİLERİNİN SINIF MOTİVASYONUNA ETKİSİNİN İNCELENMESİ

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ÖZ

Bu tez çalışması İngilizce dersinde kullanılan motivasyon aktivitelerinin, öğrencilerin motivasyon seviyelerine ve motivasyonel davranışlarına etkisini incelemiştir. Hadfield ve Dörnyei'nin (2013) kitabındaki motivasyonel aktiviteler öğretmen tarafından uygulanmış ve öğrenciler Motivational Orientation of Language Teaching Scale (Guilloteaux & Dörnyei, 2008) kullanılarak gözlemlenmiştir. Deney ve kontrol gruplarından ön ve son test verileri McIntosh ve Noels (2004) tarafından uyarlanmış olan Language Learning Orientations ölçeği ve Al-Shehri'nin (2009) Motivated Behavior and Effort Enstrümanı kullanılarak toplanmıştır. Sonuç olarak deney ve kontrol grupları arasında önemli bir fark bulunmamıştır, ve deney grubu öğrencilerinin daha yüksek dışsal motivasyona sahip olduğu bulunmuştur. Motivasyonel aktivitelerin etkisini tespit etmek amacıyla son test aşamasında yapılan yazılı sınavlarda ise, deney ve kontrol grupları arasında önemli bir fark bulunmuştur. Sonuç olarak yabancı dil sınıfındaki motivasyonel aktiviteler bu çalışmadaki katılımcı öğrenciler üstünde önemli bir fark yaratmazken, aktivitelere çalışma sırasındaki çabanın başarı durumuna etkisi söz konusu olabilir.

Anahtar sözcükler: Dil Öğrenme Motivasyonu, Motivasyonel Davranış, Motivasyonel Öğretim Yöntemleri

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A TEACHER INQUIRY INTO THE EFFECTS OF TEACHER'S MOTIVATIONAL ACTIVITIES ON LANGUAGE LEARNERS' CLASSROOM MOTIVATION

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ABSTRACT

The present thesis study investigated the effect of motivational activities on the students' motivation levels and motivated behavior in English language class. Motivational activities from Hadfield and Dörnyei's (2013) book were implemented by the teacher while observing the students using Motivational Orientation of Language Teaching Scale (Guilloteaux & Dörnyei, 2008). Pre and post-tests data from experimental and control groups were collected using Turkish versions of an adapted Language Learning Orientations Scale (McIntosh & Noels, 2004), and Motivated Behavior and Effort Instrument (Al-Shehri, 2009). The results suggest that there was an insignificant difference between experimental and control groups in their post-test motivational levels and post-test motivated behaviors, and that the experimental group students had higher extrinsic motivation values. In the achievement tests that were conducted at the post-test step to identify the effects of motivational activities on the students, significant differences between experimental and control groups were found. It can be concluded that while motivational language classroom activities do not have a significant impact on the target group participants, the effort spent during performing such activities may have an impact on their achievement.

Keywords: Foreign Language Learning Motivation, Motivated Behavior, Motivational Teaching, Motivational Classroom Activities

Advisor: Prof. Dr. İsmail Hakkı ERTEN, Hacettepe University, Department of Foreign Language Education, Division of English Language Education

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ABBREVIATIONS INDEX

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

LLOS: Language Learning Orientations Scale

MOLT: Motivation Orientation of Language Teaching

1. INTRODUCTION

The aim of the present study is to investigate high school students' motivation levels and motivated behavior in English as a foreign language class in Turkey. The study will be conducted in an experimental design with pre-test and post-test stages. Students' pre and post activity achievement levels will also be looked into, and some students will be interviewed as well. To understand the purpose behind this study will be explained in this part through background studies, rationale of the study will be given, and research questions and significance of the study will also be presented to give a better insight into the intention of the study.

1.1. Background of the Study

In foreign language education, motivation levels can be best analyzed in looking into the factors involved in the language classroom. Motivation research mainly goes through an investigation of students' attitudes and perceptions about the target language which affect their motivation level, and effectiveness of teaching practices. Throughout the years of language motivation research, apart from studies focusing on students' language learning motivation with questionnaires addressed directly to the students, some studies have been conducted with the help of teachers looking into student motivation (Clement et al., 1994; Bernaus & Gardner, 2008; Moskovsky et al., 2012; Guilloteaux & Dörnyei, 2008; Cheng & Dörnyei, 2007). Although there are research studies about teachers' effectiveness in motivational classroom strategies, research about motivation conducted by teachers themselves seems to be unfamiliar in motivation literature.

Before moving on to issues about classroom strategies while conducting motivational research, it is important to look into whether our students are intrinsically or extrinsically motivated. Noels et al. (2000) explain this based on self determination theory which unfolds as knowledge, accomplishment, stimulation in intrinsic motivation and external regulation, introjected regulation and identified regulation in extrinsic motivation and amotivation factors. In their study with English speaking learners of French language, Noels et al. (2000) found that all three types of intrinsic motivation had high correlations with identified regulation, less with introjected regulation, and nonsignificantly with external regulation and

negatively with amotivation scale. They state that in order for the student to fully engage in the language learning process intrinsically, it is important to teach them what benefits language learning has. Focusing on the importance of language learning requires effort of both the students and the teachers.

One of the efficient ways for teachers can look into the dynamic of classroom motivation is using observation techniques. When teachers want to identify how much their students are engaged in classroom activities, classroom observation comes in as a handy method to adopt. In order to see the effectiveness of observation in motivation, Guilloteaux and Dörnyei (2008) conducted a research using an observation scheme called 'Motivation Orientation of Language Teaching' (MOLT). In this study, this scheme allowed the observers to see "features of the learners' motivated behavior and the teacher's motivational teaching practice." (p.62). Though the teachers in this study were not the direct observers, the scheme helped researchers to see a real time activity of the teachers, and students' reaction and participation in the classroom.

In another study, aside from student questionnaires, Clement, Dörnyei and Noels (1994) asked teachers to evaluate their students' engagement in the class and their homework by using 7-point scales to understand the motivational classroom dynamism better. Burns (2010) describes observation as using "open-eyed' and 'open-minded' tools to collect information about what is happening." (p.8), and as an important step in action research.

It is known that the students come to the language classroom intrinsically or extrinsically motivated, but what the teachers can do to improve these motivation levels is based on their motivational classroom strategies. They can enrich their classes by using activities and practices that may increase student motivation and grab attention of the students in the course of learning. Hadfield and Dörnyei (2013) address some issues in motivating students in language classroom, and present some motivational activities that may enrich students' self systems and visions in motivation. Motivating the students and evoking their interest are indicated as essential steps in making the students aware of their present and ideal selves. After implementation of some methods, it is important to know how their behavior changes through measuring motivated behavior (Al-Shehri, 2009) to connect their cognitive skills with their actions.

By addressing inner motives and bringing out positive expectations, language learners are anticipated to work towards their ideal motivational selves through classroom activities. With the help of these practices, teachers can work on target language elements while helping students to get motivated. Hadfield and Dörnyei (2013) emphasize the importance of action research while doing such activities. They state that teachers can put adequate effort while conducting action research by focusing on immediate student reactions, feedback and they can interview the students or make surveys to get a perception about their feelings and thoughts. Therefore, while doing classroom research, using activities, observing and interviewing the students are helpful methods especially in understanding students' language motivation.

1.2. Statement of the Problem

This study aims to investigate the language motivation levels and motivated behavior and efforts of EFL learners while looking into classroom activities to increase motivation levels through action research. It also aims to identify the difference between the groups who are exposed to motivational activities and those who are not.

The study will explore the students' disposition towards EFL. Then, it will make use of motivational activities in the language classroom which address to the students' language selves and visions. Through the use of motivational classroom activities, it will aim to show what type, if any, kind of change occurs in students' language motivation levels by testing their motivation levels and in their motivated learning behavior and efforts. Then, it will look into the difference in their achievement scores to see whether there is an impact of the activities. The difference of motivation in experiment and control groups will be checked at the end.

1.3. Rationale of the Study

Language motivation levels of the learners have been being researched for a long time in language teaching literature. What the teachers can do to affect motivation in a positive manner, what type, when and how the classroom activities can be used is also often discussed (Bernaus & Gardner, 2008; Cheng & Dörnyei, 2007; Moskovsky et al., 2012; Dörnyei, 2007). However, research by the teachers

themselves needs to be increased. As long as teachers are actively involved in shaping motivational classroom activities and direct them to the students, more attention can be drawn on how language classes bring out positive results in student motivation. Instead of just looking into why students are intrinsically or extrinsically motivated for language learning, taking some real steps through classroom practices will help gaps in research on this issue.

1.4. Research Questions

Following research questions will be aimed to be answered through this study:

1. How motivated are EFL students towards their target language based on intrinsic, extrinsic and amotivation levels?
2. What is the impact of using motivational EFL classroom activities on EFL learners' motivation?
3. How do motivational language classroom activities affect motivated behavior of EFL students?
4. How does the use of motivational classroom activities affect EFL students' language achievement level?
5. How are teacher's motivational practice and learners' behavior dynamics during motivational activities?

1.5. Significance of the Study

This study can be considered significant especially for language teaching purposes. By including students' motivation levels before some activities that address students' L2 selves and visions, and later focusing on such activities and looking into behavior changes, it will provide a firsthand perspective on language classroom research. As there is a gap in action research on motivation, this study will give some perspectives on how teacher as a researcher can shape motivational activities considering visions, needs, selves and readiness of the learners.

Through tangible steps in lesson planning, applying motivational practices and observing the changes in the students, this study also will shed some lights for teachers, researchers and curriculum planners. How much the students are motivated towards their foreign language and how persistent they are in their

thoughts will not only be explained for theoretical, but also for implementation purposes. Analyses and discussions on whether presented motivational activities are effective and to what extent these activities draw interest of the students from various levels will be valuable for teachers who seek new kinds of approaches and solutions to increase motivation levels in language learning.

1.6. Limitations of the Study

There were some drawbacks in this study that could affect the results. Firstly, the biggest drawback was that the language used during most of these activities was Turkish. As the target population group had really lower English language level (A1), and was struggling to keep simple English words and structures in mind, to address different dimensions of motivation could be provided by conducting some activities in the students' native language. However, setting goals and working on vision for L2 while using L1 might not have carried the students into the identity organization and awareness in L2. Another factor was that motivational activities were conducted only in 8 weeks, in one hour of English class. Limited time causes limited amount of exposure, thus not really affecting the students' L2 selves. As the students in target population mostly came from more deprived areas in an industrial city, they are less fortunate in reaching a variety of documents, videos, authentic material or even reading texts or audio files in their L2. Spending some time with L2 in the classroom and not having a chance to contact with it outside the classroom bring more hopelessness and do not help intrinsic motivation.

The implementation of the activities and work on this study were done by the teacher herself. Teacher as the researcher may not always work well especially when the teacher is implementing both the scales and the activities. Students might have marked more desired aspects while filling in the items. Thinking that it would be the teacher who revises the forms, students may have presented themselves in a more ideal L2 self rather than revising their present L2 selves.

1.7. Definitions of the Terms

This study involves explanations and discussions based on types of motivation and factors related with motivation, so it would be helpful to clarify some terms in this part.

The actual self: “Your representation of the attributes that someone (yourself or another) believes you actually possess” (Higgins, 1987, p.320).

The ideal self: “Your representation of the attributes that someone (yourself or another) would like you, ideally, to possess” (Higgins, 1987, p.320).

The ought self: “Your representation of the attributes that someone (yourself or another) believes you should or ought to possess” (Higgins, 1987, p.321).

Motivation: In Corsini Encyclopedia of Psychology, motivation is defined as a situation which is stimulating and regulative for human beings and animals (Ferguson, 2010).

Intrinsic motivation: “deals with behaviour performed for its own sake in order to experience pleasure and satisfaction, such as the joys of doing a particular activity or satisfying one’s curiosity.” (Dörnyei & Ushioda, 2011, p.23).

Extrinsic motivation: “involves performing a behaviour as a means to some separable end, such as receiving an extrinsic reward (e.g. good grades) or avoiding punishment.” (Dörnyei & Ushioda, 2011, p.23).

Amotivation: “refers to the lack of any kind of motivation, whether intrinsic or extrinsic.” (Dörnyei & Ushioda, 2011, p.23).

Integrative motivation: Engagement in the target language to feel intimate with the target language community (Gardner, 2001).

Instrumental motivation: Engaging in the study of the target language for the sake of extrinsic purposes like education or career (Gardner, 2001).

2. LITERATURE REVIEW

2.1. Introduction

Language learning classrooms have probably become one of the most active educational settings over the years. The reason might be that language shapes a life experience rather than just a school subject. Therefore, many research studies have been conducted to understand what affects language learning and what the process is like until one becomes a proficient language user. To grasp the elements in understanding the process, psychological factors like motivation, anxiety, and identity has been under the focus with the changing styles of language teaching. Many times language learning motivation was analyzed through the research with the students while looking at the issues of attitudes, selves and identity (e.g., Gardner & MacIntyre, 1991; Dörnyei, 2000; Clement et al., 1994; Kormos & Csizer, 2008; Noels et al., 2000; Ely, 1986; Tremblay & Gardner, 1995). Some studies also looked into factors like setting and teachers (e.g., Dörnyei, 1990; Gardner et al., 1992; Gardner, 2001; Dörnyei, 2007; Bernaus & Gardner, 2008; Cheng & Dörnyei, 2007). Although various factors are included in motivation research, the main point is on efforts of how the learners' motivational levels can be kept in a positive direction in language classrooms.

In order to understand how motivation exists within the students, one should look at what the motivation is, how it is shaped and affects individuals internally and externally, how it interacts with some factors like teaching strategies and classroom activities and finally, what can be done to motivate the students.

2.2. The Concept of Motivation

In Corsini Encyclopedia of Psychology, motivation is defined as a situation which is stimulating and regulative for human beings and animals (Ferguson, 2010). As a board definition, it can be said that motivation is a dynamic unit shaping personal actions through regulations in cognitive, behavioral and environmental factors. It is a concept that deals with the way people behave and the extent of their behavior (Dörnyei & Ushioda, 2011). It is stated that the motivation is about “choice of a particular action, persistence with it and effort expended on it.” (p.4). Therefore, it considers the reason, the length and the determination behind people's actions. It triggers the learning of L2 and maintain the power continue tiring and extensive

course of learning (Dörnyei, 2005). Dörnyei (1998) indicates that motivation for second language learning covers a complicated background as language learning is an academic subject, an intrinsic entity, and also sociocultural process. He considers language learning as “the development of some sort of identity” (p.118). If motivation does not exist, strong internal and external features like skills and effective instruction will not be enough for success (Dörnyei, 2005).

Early research on learning a foreign language points out that a person needs to have a desire or discipline towards target language (Gardner & Lambert, 1959). Gardner (1985) states that motivated people are in the attempt of working towards their goals, spend some time and work for these goals. As Gardner (1985) explains, “motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favourable attitudes toward the activity in question” (p.50). These are all connected and when an individual succeed achieving one, next becomes easier to follow.

Motivation is an important element of language classrooms for student attainment, but it especially becomes vital when the instruction is learner centered. In learner centered, non-traditional classrooms, teachers design activities and tasks that require a continuous participation and reasoning from the students. Before going through in how tasks are designed, how the students mentally prepare themselves for tasks can be explored. Dörnyei and Ushioda (2011) state that motivation changes over the course of long tasks; it is influenced by personal and environmental factors. As the motivation changes, it goes through “initial planning and goal setting, intention formation, task generation, action implementation, action control and outcome evaluation.” (Dörnyei & Ushioda, 2011, p.6). Tasks used in the classroom can be factors that evoke student interest or make them feel involved or uninterested. Dörnyei (2003) emphasizes that the type of tasks and their implementation in the classrooms have a significant impact on how student motivation is formed. Thus, Dörnyei (2003) puts forward an idea about how task motivation is shaped within the individual, what he calls as “task processing system” which includes “task execution, appraisal, and action control.” (p.15). Task execution is involvement of the students into a task which is supported either by the teacher or the students. Appraisal is the learners’ evaluation of what they take in externally and examine through their present and expected results. Action

control is how learners monitor themselves for improving and preserving their learning. Task processing system reflects a dynamic process in which learners interact with the tasks and consider what they go through, and evaluate their course of learning. As the motivation does not display a monotonous mechanism, Dörnyei (2003) focuses on a process oriented approach to review motivational factors. He identifies three steps for this process oriented approach, which are preactional stage, actional stage and postactional stage. Preactional stage is about how learners choose their aims and create their motivation. In the actional stage, motivation level has to be kept steady throughout the behavior. In the postactional stage, learners assess their motivational process. This process covers a system that involves initiating motivation, progressing and later appraising it. Dörnyei (2002) explains that in actional stages “motivation is not seen as a static attribute but rather as a dynamic factor that displays continuous fluctuation, going through certain ebbs and flows.” (p. 140). He especially points these actional stages out in motivation for tasks when the students firstly set their expectations, initiate their performance and keep working on it.

Regarding the individual factors, Dörnyei and Ushioda (2011) argue that although motivation is considered as an internal element, internal factors like cognition and perception are affected by external elements. External factors in motivation are related to environmental and contextual factors. (Dörnyei & Ushioda, 2011). These factors are classified as “features of instructional context such as task and materials design, evaluation practices, grouping structures, and social and cultural influences like teachers, peer group, school, family, culture and society.” (Dörnyei & Ushioda, 2011, p.26). In the learning setting, the classroom becomes the sole environment for the students. According to Dörnyei (2001), classroom is the place where the children experience academic and social life.

2.3. Early Studies on Motivation

As the present study aims to investigate language motivation within a social, psychological perspective, early studies on social and psychological motivation will be presented in this part. Some of the early motivational studies indicate that motivation which is related with an increasing level in intrinsic values (Gardner & Lambert, 1959; Zuckerman et al., 1978; Brown, 1973). Such assertions on motivation and foreign language learning were mostly centered upon social

psychological aspects. Gardner (1983) indicates that language learning has socio-psychological bonds which consist of “groups, language, communication, and potential behaviour change” (p.220). Beliefs in cultural setting of such communities play part in language learning and display their effect in integrativeness and attitudes (Gardner, 1983). In order for a motivated person to realize his or her goals, effort, desire and affect need to be present at the learning process. Gardner (1983) also indicates that integrative values and motivated behavior are likely to provide continuity in language learning. As language learning occurred in communities either in classrooms or in societies in which a second language is commonly used, personal and sociological factors could not be overlooked. Gardner and Lambert (1959) state that early research has been centered on the notion that language tendencies bring out better language skills. They put forward the idea that language learning comes with possession of some behavior related to that of target language culture. In their study with high school students learning French, integrative motivation turned out to be more determining factor in learning a language.

Language learning in its social-psychological aspect may not always stem from integrative values. Brown (1973) emphasizes instrumental motivation gets bonded with internalization of language learning after the learner spends some time with the target language. If a learner has instrumental orientations towards their target language, it is possible that their orientation can be integrated into the values of their L2 throughout the learning process, making it likely that this person can have integrative motivation despite initial instrumental purposes. Lukmani (1972) highlights integrative and instrumental motivation for language learning in her study with Indian students learning English, stating the purpose carries more importance in language learning. When students have concerns about the use of foreign language in employment and academic areas, they are said to be instrumentally motivated as in the study. Whereas, in the study of Clement et al. (1977), while emphasizing the similar factors, integrative motivation was found to have more effect in English study of francophone students, especially for the ones at the higher grades. The time one spends with their target language and the effect of previous experiences with the target language seem to play important role in improving the integrative orientations. In his study, Dörnyei (1990) investigated

the attitudes and motivation of young adults attending voluntary English classes. He stated that participants' motivation in his study mostly depended on integrative rather than instrumental motivation. Drives that aim professional development and in case of little exposure to foreign language, attitudes, feelings or thoughts may play a part in shaping the motivation. Dörnyei (1990) also identified need for achievement, attributions about past failures, and bad learning experiences as noteworthy contributors of language learning motivation.

2.4. Motivation and Self

Higgins (1987) identify three types of self as actual self, ideal self and ought self. Actual self is described as “your representation of the attributes that someone (yourself or another) believes you actually possess”, ideal self is described as “your representation of the attributes that someone (yourself or another) would like you, ideally, to possess”; and the ought self is described as “your representation of the attributes that someone (yourself or another) believes you should or ought to possess” (pp. 320-321). Depending on how they regard other people's influence on them, learners adopt one or more self type that constructs their motivational state and show a difference from each other which is also advocated by self discrepancy theory. Higgins (1987, p.321) indicates “self-discrepancy theory postulates that we are motivated to reach a condition where our self-concept matches our personally relevant self guides.” It can be inferred that we have some expectations from ourselves or other people about what we can do or cannot do, so we base our motivational framework on these ideas.

Dörnyei (2001) relates motivation levels to the learners' self skills. Self-efficacy, self-esteem and self-confidence are stated as the healthy steps in orienting oneself towards motivation. Weaker self skills create a difficulty for risk while reaching personal goals. It is indicated that especially students at the primary and secondary school levels are prone to such personality problems (Dörnyei, 2001).

Expectancy of success and the value someone relates to that success is included in expectancy – value framework. This theory is about people's determination and the degree of their expectancy. Dörnyei and Ushioda (2011) indicate that expectancy of success involves attribution theory, self-efficacy theory, self-worth theory. Attribution theory is about how people regard their past, self-efficacy theory

is about assessing own performance and skills, and self-worth theory deals with how one keeps balance of self-esteem (Dörnyei & Ushioda, 2011). When failures are attributed to the inefficiency in skills, and regarded as one of the limitations beyond the person's control, it becomes an obstructive factor against achievement (Dörnyei, 2007). Low achievement levels can be seen as trying not hard enough, and if the situation is otherwise, Dörnyei (2007) indicates that a lack of study skills can play a part in low achievement. How people constitute their expectancies in achievement is mostly construed by their perceptions about inner abilities and adequacies. Personal qualities come forward while figuring future achievements and outcomes. When it comes to value aspect, Dörnyei and Ushioda (2011) identify values as attainment value, intrinsic value, extrinsic utility value and cost based on Wigfield and Eccles's work (2000). Attainment and intrinsic values come from the values about tasks we attain from our inner selves. Extrinsic utility value is about the importance of a task upon one's aims and cost is what is used up or taken away from the person throughout this process. All these expectations and attributions individuals make through intrinsic or extrinsic motives result in the formations or existence of different selves in the classroom.

Apart from actual, ideal and ought selves, there are more self types that are proposed to explain factors affecting motivation. These are public self and private self (Baumeister, 1986), possible self (Markus & Nurius, 1986), and quadripolar model of identity that composes self types that emerge in classroom as put forward by Taylor (2013).

Baumeister (1986, p. v) explained public self as "the self that is manifested in the presence of others, that is formed when other people attribute traits and qualities to the individual, and that is communicated to other people in the process of self-presentation.", while he explains private self as "the way the person understands himself or herself and the way the person really is – even if other people fail to recognize it." Motivation is affected by internal or external forces, and either way it goes through personal thoughts and it is reflected through how one perceives within own self. Therefore, this reflection may take place through a private or a public self. According to Baumeister (1986) within private self, a person thinks about their own benefit, while within public self, purposes of actions get out of the

way and the person thinks about the expectations or beliefs of the others only to perform them for the benefit of other people.

Behavior or certain attitudes towards a situation goes through motivation in the self. Public and private selves play important roles in reflecting the behavior affected by such selves. Baumeister (1986) states that public behavior is likely to have bigger influence on people as they dedicate themselves to their actions and pursue goals, because they know how they will be regarded by others as a consequence of their behavior. Meanwhile, private behavior only depends on the person himself or herself as there is no one around to judge them. Therefore, people may tend to abandon their goals as they are the only ones to really care about what the results will be like when accomplished (Baumeister, 1986).

Though private and public self represent distinct types of personal aspects, sometimes there may not be just one type of self within an individual. Selves may exist blended, as people might possess worries about both who they are and how others think of them. Markus and Nurius (1986) put forward another perception into the concepts of self by identifying possible self. They state that "Possible selves represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation." (Markus & Nurius, 1986, p.954). It is not just concerned about how the self is at a given moment, but it rather cares about the self from the past to the future. Possible selves involve the experiences of people go through and any kind of influence they may get from their environment that will shape their future personality. Markus and Nurius (1986) indicate that self consists of both positive and negative aspects such as the hoped-for selves, the feared selves, the not-me selves, the ideal selves, the ought selves.

Taylor (2013) comes up with an explanation for these possible self types. She identifies a quadripolar model of identity which includes ideal (possible / internal), imposed (possible / external), private (actual / internal) and public (actual / external) selves. Apart from actual, ideal, private and public selves which were also defined by Higgins (1987) and Baumeister (1986), Taylor (2013, p.45) defines the term imposed self as "representations of other people's hopes, desires and expectations of what an individual should achieve, the number of such

representations depending on the number of social relational contexts in which the individual functions.”

Taylor (2013) proposes new types of self system that are based on ideal and imposed selves. These are submissive, duplicitous, rebellious and harmonious selves. In submissive self system, an individual is likely to accept goals that others expected them to achieve and start personalizing these goals. Duplicitous self is the one in which the individual tries to work to close the gap between private and ideal selves as well as the gap between public and imposed selves. According to Taylor (2013) individuals will eventually submit themselves into one type of self. Rebellious self is denying whichever self that is enforced on a person and overtly trying to have or showing to possess ideal self. Taylor (2013) indicates that this self type is common among the teenagers who reject what is regarded as acceptable by their friends or teachers and aim to direct their own paths. Harmonious self is the ultimate congruence between an ideal and imposed self. This type of people know what they are doing and what others expect or like to see them to be doing (Taylor, 2013).

2.5. Types of Motivation

2.5.1. Extrinsic and Intrinsic Motivation

The concept of motivation is discussed to have two main parts as intrinsic motivation and extrinsic motivation. Intrinsic motivation is how you become delightful by fulfilling goals through intentional actions, while extrinsic motivation deals with outer factors such as rewards or punishments (Dörnyei & Ushioda, 2011). Intrinsic motivation is attributed to the practices that one takes pleasure doing (Noels et al., 2000). Ryan and Deci (2000) emphasize that intrinsic motivation improves creative skills and learning. As the intrinsic motivation becomes an integral factor of students' language learning, from an affective perspective, Wen (1997) focuses on the initial confusion of the learners may stem from not being ready for the language learning. Wen (1997) indicates that the students who have just started to learn the language have more intrinsic motivation for success than the students who are in the intermediate levels. In the study, it was found that the students at the intermediate level were more motivated with their expected learning strategies towards achieving success. These expected learning strategies also correlated with instrumentality factor. Therefore,

Wen (1997) interprets that intermediate level students are instrumentally motivated. It is emphasized that when students continue attending a language course for a while, their motivation is shaped by their expectations and learning strategies. They foresee what kind of results they can get, and then their motivation which can be intrinsic when they signed up for the course can turn into instrumental type. Ryan and Deci (2000) indicate that intrinsic motivation comes from a deep interest, from an instinct of investigating and mastering, and later when the individual becomes occupied with what they are assigned to do, they increasingly develop intrinsic motivation. In their study with the students in French immersion course, Noels et al. (1999) found that intrinsic motivation brings out better language learning results and optimistic psychological states for the students, because it is their own decision to start learning a language, spend and keep some energy, and set their learning pace.

Extrinsic motivation is stated as “a construct that pertains whenever an activity is done in order to attain some separable outcome.” (Ryan & Deci, 2000, p.60). It is explained that whenever a student completes an assignment due to a fear of punishment from parents, the external motivation stems from outer factors. However, the student who does the assigned task just because it would be helpful in the future will have an instrumental type of motivation that values personal feelings. A type of external motivation described by Ryan and Deci (2000) is external regulation which is set to realize external requests. Another type is introjected regulation, which is what people do to escape guilty feelings. Other types of motivation are regulation through identification and integrated regulation. While the former deals with behaviors that have big self impacts, the latter is about adapting regulations and personalizing them. Even when a behavior is internalized, it can still be externally motivated because of the weight of instrumental advantages.

The term “amotivation” is defined as a condition in which there is no link between individuals’ activities and their results, and when they do not have power over the results (Noels et al., 2000). Dörnyei and Ushioda (2011) also explains the term amotivation as “lack of motivation whether intrinsic or extrinsic” (p.23).

2.5.2. Integrative and Instrumental Motivation

In addition to intrinsic and extrinsic motivation, other motivation types are integrative and instrumental motivation. Integrative motivation comes from intrinsic factors. It explains the willingness to participate in and communicate with the target language groups and identifying oneself as an active member of those groups (Dörnyei, 2001). Gardner (2001) explains integrativeness as a real engagement in the target language to feel intimate with the target language community. According to Gardner (2001), “integrativeness would be reflected in an integrative orientation toward learning the second language, a favorable attitude toward the language community, and an openness to other groups in general.” (p.8). Integrativeness is a sociocultural part of language use in which language identity becomes dominant as a motivation to learn a language. In the sociocultural model of language learning, the learner needs to spend some energy to learn the language, have some aims for success, and take pleasure in learning (Gardner, 2001). Gardner (2001) states that “truly motivated individual displays effort, desire and affect.” (p.8). Such people have optimistic thoughts about language learning. That integrativeness is crucial for the sociocultural part of language motivation is also indicated by Noels et al. (2000). They state elements important for learners as travel, friendship, knowledge and the instrumental orientations. In their study, it is found that instrumental orientation is related to external regulation to a high level, while intrinsic motivation and self determination factors are correlated with travel, friendship and knowledge factors. It is argued that when the intrinsic factors are elevated, students feel more relaxed (Noels et al., 2000). When language learning supports students’ selves, learning process becomes more joyful.

Instrumental motivation can be related to external forces like learning an L2 for the benefits of a better job (Dörnyei, 2001). Burgucu (2011) in her thesis study, found that university students were more likely to be instrumentally oriented to learn a foreign language as it would benefit them in their majors and also in their future careers. Csizer and Dörnyei (2005) look instrumental motivation from an idea of self through an integrative position as in their study, integrativeness correlated positively with instrumentality. Csizer and Dörnyei (2005) identify instrumentality in two ways; they associate it with the ideal self and the ought self. While the first

one is about learners' personal factors in integrativeness, the second one is about more external factors that the learners cannot identify with themselves such as assignments or penalties.

2.6. Self-Determination Theory

One of the prominent theories putting internal aspects in motivation and motivated behavior forward is Self-Determination Theory (SDT). As the present study benefits from Language Learning Orientations Scale that was developed through the perspective of SDT, it is important to mention the perspective of this theory. It argues that inner characteristics and needs are in the core of different goals (Deci & Ryan, 2000). It also proposes that individuals first fulfill their needs psychologically and later they go after their goals. "In SDT, needs specify innate psychological nutrients that are essential for ongoing psychological growth, integrity, and well-being." (Deci & Ryan, 2000, p.229). SDT identifies three needs; these are competence, relatedness and autonomy (Deci & Ryan, 2000). When the organisms' demands are met, it may turn up more autonomous results or actions.

As Ryan and Deci (2000) propose self determined people are driven by internal motives. When the goals are internalized, there will not be troubles in possessing a certain act or self-driven actions (Deci & Ryan, 2000). It is also emphasized that personalized goals bring out more belonging to target communities, and any externally present entries must be given some personal values to attain.

Within the perspective of SDT, different research studies have been conducted. Vansteenkiste et al. (2008) put forward a different idea about the existence of internal and external motives as they indicate that a person may possess different types of motivation for the same objective. A person may be internally motivated for a goal while external factors may force them towards attaining the goals in a manner they want. According to SDT, when a person is intrinsically motivated, they can feel the courage to pursue harder tasks, as it increases the enjoyment people get from the competence. Zuckerman et al. (1978) also state that self determination and autonomy action bring better intrinsic goal behaviors.

In his study, Pae (2008) found a strong relationship between intrinsic motivation and self-confidence of the students learning a second language in a Korean university. Pae (2008) argues that learning must be more interactive and student-

centered to foster intrinsic orientations in learning. McIntosh and Noels (2004) propose that beside personal factors, setting of learning is important for self-determination. Taking the SDT as a basis for their study, Noels et al. (2000) support the importance of intrinsic motivation by stating that process of language learning must be adapted through internal values, otherwise it may seem for the students that language learning is just a requirement for gaining some skills. Being autonomous is also stated to increase better decision taking and intrinsic orientations, and a strict teacher in language learning environment can make students feel less confident (Noels, 2001). Rigby and his colleagues (1992) argue that as long as externally oriented factors are integrated and personalized, they can be autonomous.

2.7. Motivation in Action Research

Throughout the process of understanding language motivation, studies mostly have focused on how the concepts like intrinsic, extrinsic, integrative or instrumental exist among the students and research was usually conducted by questionnaires, assessing just the motivational levels. However, within the dynamic nature of motivation, it is important to observe the changes in the students and give emphasis to the use of different teaching and learning techniques to support motivation in the classroom. In this aspect, research on motivation in the classroom needs to be conducted by educators themselves, while it has been generally done by the researchers in collaboration with teachers (Taylor, 2013; Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2011; Ruesch et al., 2012, Werner Thayne, 2013). In her research in Romanian setting, Taylor (2013) looked into different L2 selves by interviewing the students and implementing some questionnaires, and later put forward self system types. She emphasized that wide distinction between what the learners would like to become and what they actually are makes it difficult to integrate themselves into their target language and obstructs the way of a flourishing motivation. When there is an overlap between ideal, present and possible selves, a better L2 learner identity can be created. In this sense, the factor of teachers' aspects and effort into nourishing students' motivation and creating an atmosphere that engages strategies which support the existence of different L2 identities becomes essential. In another study investigating the classroom environment, Papi and

Abdollahzadeh (2011) found that students had insignificantly correlated motivated behavior and motivational states. They interpreted this occurring due to the difference between students' indication of what they truly do in the class and their considerations about their L2 skills or goals. They also found a strong relation between teachers' motivational practices and students' motivational behavior. Sugita Mcewon and Takeuchi (2012) researched the use of motivational strategies in different class groups. In this study, teachers rated their use of motivational strategies, how often they used it and whether the strategies worked or not. Motivational strategies displayed different results depending on the level of students' motivation. While most of the strategies were found out to be significant, some were insignificant, so it was indicated that the characteristics of classroom environment and students' motivation levels could be among the factors affecting strategy values. In a similar study of Ruesch et al. (2012), strategies were assessed by teachers and students and they were asked whether they found them motivating or not. Most positive responses taken were associated with teachers' behavior and strategies to support motivational atmosphere. Tasks were also stated to be important in generating a motivating lesson. Werner Thayne (2013) also investigated teachers' motivational strategies and student motivation through MOLT scheme (Guilloteaux & Dörnyei, 2008), and identified a strong relationship between teachers' practices and motivated learner behavior.

When language motivation is investigated under action research by the teacher themselves, needs can be adapted better and more effective strategies can be developed. Thus, teacher research becomes more valuable in terms of understanding classroom environment and learner characteristics. Contributions into action research on L2 motivation which have been made by the instructor researchers are quite few (Sampson, 2016). In his action research on motivation, Sampson (2016) looked into different selves in the classroom he was teaching in Japan. Activities he conducted addressed to future L2 self, retrospective self, setting up some goals, and then realizing them. Sampson (2016) indicates that students were active during the implementation of tasks which motivated them for learning English. Phases of communication developed between the students were found out to have been supportive and informative. With the increased use of language and various tasks to close the gap between ideal selves and actual selves, students became more motivated and engaged in the English class.

Investigation of classroom motivation and identifying motivational characteristics of the learners through action research are valuable yet tiring processes. Opinions and practices by the teachers are helpful for understanding classroom dynamics and improving better techniques, but there are some difficulties teachers face while trying to do action research. Rainey (2000) conducted a research with teachers from various countries. While not many teachers have knowledge of action research, teachers who had an idea of what action research is indicated that they had inadequate education and time to conduct action research in their classes. The ones who conducted action research also stated that only some of them bring out a research paper out of their action research findings. Sowa (2009) similarly states that teachers have a difficulty in terms of time during their action research as they wanted to share enough amount of time to observe the effects on their students. Participant teachers in her research also emphasized that they felt the need on more training about action research. Nevertheless it has still been pointed out that action research provides higher confidence for the teachers, a diversity in teaching techniques. Crookes (1993) expresses that there needs to be more support to teacher in doing action research as it is relevant for a development of both teaching and learning. According to Crookes (1993), research needs to integrate perspective of teachers and their implementations in the classroom setting. Nasrollahi et al. (2012) also point out the importance of action research by explaining that it will allow for further growth of teachers and have them take better decisions for their teaching.

2.8. Motivating Students in the Language Classroom

According to Dörnyei (2001) motivating includes “trying to persuade a person directly to exerting indirect influence on him/her by arranging the conditions or circumstances in a way that the person is likely to choose the particular course of action.” (p.24). In the classroom context, it becomes teachers’ task to create motivational setting. However, as Dörnyei (2001) emphasizes, the curriculum is not designed to address motivational needs of the students. Brophy (2004) highlights this issue by indicating that even if the schools are founded for the students, school subjects do not promote interest for all the students. Therefore, although teachers may bring materials into the classroom to meet developmental needs, for the students these materials may still turn out to be some tasks to be

done to reach some achievement level. Consequently what is regarded as intrinsic motivation inevitably ceases to exist. Brophy (2004) points out the difference between intrinsic motivation and motivating the students to learn. He indicates that “students’ motivation to learn includes encouraging them to use thoughtful information-processing and skill-building strategies when they are learning.” (p.15), and argues that though the students may not be intrinsically motivated, some cognitive interest on improving academic skills might awaken student motivation. He also indicates that intrinsically motivation might just stem from an interest to find out something that is not related to academic or cognitive benefit. Therefore, in classroom setting, sometimes activities are regarded tasks to be finished, and aims for a steady improvement are left behind. Meanwhile, in opposite situations, Brophy (2004) states that when students are motivated, they can engage in an activity even if they do not find it exciting enough.

Dörnyei (1994) defines three motivational factors for L2 classroom. These are language level, learner level, and the learning situation level motivational constructs. Language level motivational construct is about the functions of language with its society and culture. It is related to people’s perception of integrative and instrumental purposes of learning. Learner level of language motivation is related to the characteristics of learners, their self and how they are affected by psychological components affecting the language learning. Learning situation level of motivation deals with language classroom and learning atmosphere. Its components are course-specific motivational components, teacher-specific motivational components, and group-specific motivational components. These components deal with what is included in the course syllabus, teachers’ responsibilities and effectiveness on how they present their classes and give feedback to their students, and how groups are formed and how roles are assigned (Dörnyei, 1994).

When one enters language classroom, all the factors about the language to be learned, learners’ psychology, and classroom environment start affecting each other making a path to a motivation that sometimes preserved and sometimes left aside by the learners themselves. Therefore, some regulations might be applied to regulate the learning situation and feelings towards learning. Dörnyei (1994) highlights such regulations by stating that, in terms of language level, there needs

to be socio and cross cultural emphasis on language learning and on increasing instrumental motivation. Meanwhile as for learner level, building up self efficacy, confidence, perception, and supporting the students' well being are offered as some crucial steps. Although the teacher may encourage the students develop self skills, the students may not have an idea about how they can improve and keep the interest and motivation themselves. Ushioda (2014) addresses this issue as "lack of metacognitive know-how." (p.45). Even if the learners want, they may still struggle in deciding on the methods to improve learning. Ushioda (2014) indicates the necessity of goals about future and revision of languages learned in the past. An experience with an event may have positive or negative consequences for a learner. A bad result may discourage a learner from going further in studies, whereas a similar result may make them work more and challenge their weaknesses (Ushioda, 2014). It is stated that when going through tasks, learners need to display a strong disposition to engage in language tasks even though the academic complexity increases. Learners, then, have to improve a metacognitive ability to overcome these learning challenges. Ushioda (2014) emphasizes that providing autonomy helps maintaining motivation and metacognitive skills. Therefore, learners need to go over and control their own learning process, so that they can enhance their motivation. To provide solid self regulating strategies or preserving the motivation level that is transferred by the teachers, learners need to be in charge of their progress and get out of their comfort zone to spend effort.

2.9. Motivational Teaching Strategies

As the motivation is a changing construct, unless it exists in the students at a strong intrinsic level, it would be hard for the teachers to bring it out or keep it on such a position that would be just enough for an active classroom involvement to perform effective teaching and learning practices. To help motivation levels emerge, there need to be some motivational strategies that can be used in the classrooms. Dörnyei (2001) indicates that motivational strategies are imposed upon the learners intentionally to get steady and successful results. In order to obtain this, teachers need to pay attention to "internal structure of their classes, trouble-shooting guide, key motivational concepts, and main types of teacher behavior." (Dörnyei, 2001,p.28). While establishing motivation factors in the classroom, the main points to consider are "creating the basic motivational

conditions, generating initial motivation, maintaining and protecting motivation, encouraging positive retrospective self-evaluation.” (Dörnyei, 2001,p.30).

In order to create a harmonious classroom environment for increasing motivation, there must be a good contact with teacher and the students (Dörnyei, 2001). Providing such connections, it is stated that teachers need to be passionate in teaching, establish strong connections with the students and their parents. When the teachers have the passion for teaching, they become a model for their students. Then, they provide assistance, supply extra materials etc. Dörnyei (2001) argues that as teachers increase their motivation levels, they automatically increase their students' motivations. Showing an interest in the students, embracing their differences and shortcomings, getting to know the students on personal level, setting up and strengthening the bonds between groups in the classroom create the elements required for motivational classroom aspects. Dörnyei (2001) also highlights some factors for the teachers to increase students' intrinsic and instrumental motivation. Drawing attention to the essence of the activities, integrating culture teaching into lessons, providing tolerant perspective about language and its culture are stated to provoke intrinsic motivation of the students (Dörnyei, 2001). Making the students aware of the purpose of learning a foreign language and reminding its importance may help developing instrumental motivation.

After the students become aware that they can get motivated, it is important to preserve the motivation levels so that the students complete and see the result of their efforts. By abandoning the routine, encouraging students to participate and adding diversity to the activities, teachers may direct their attention to how motivation shapes in the classroom (Dörnyei, 2001). Teachers should make the activities related to personal goals and the goals reachable, allow the students to grasp the purpose and balance the types and difficultness of the tasks.

To create a positive classroom atmosphere, there need to be attraction and acceptance between the group members (Dörnyei, 2007). According to Dörnyei (2007, p.640) attraction is about “an initial instinctive appeal” which is about having common tastes in physical features, abilities or hobbies, while acceptance is about embracing differences in character and personality. When people in the groups acknowledge such features, a strong connection is developed which is known as

group cohesiveness. Strong group values bring about more dedication, cooperation and productivity skills (Dörnyei, 2007). Groups generate some rules that are reflected by its leaders and members. When the norms get acknowledged, they form the rules and members who disobey them become outcasts. Dörnyei (2007) highlights the importance of the roles as he indicates that when each member in a group is assigned with a role, she or he turn into a productive part of the group.

Motivational strategies are defined as “instructional interventions applied by the teacher to elicit and stimulate student motivation and self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation” (Guilloteaux & Dörnyei, 2008, p.57). In their study, Guilloteaux and Dörnyei (2008) found that teachers’ motivational strategies have significant effect on students’ motivation level. The increasing status of student participation also contributes to teachers’ efficacy in motivational practices. Bernaus and Gardner (2008) point out that classes that involved the use of traditional and innovative strategies created positive attitudes toward the learning situation in a study with secondary school students. In the same study, it is argued that there is a weak relationship between attitudes toward the learning situation and motivation, and a little negative relationship between attitudes and achievement. This is interpreted as although some learners like the types of activities used in the classroom, they may not be interested in or motivated to learn the language, and as a result, this end up in lower achievement. Therefore, how strategies are considered by the students become more crucial. In order to provide this, students need to have an idea about the type of activities so that they can perceive which ones are traditional or innovative, and which type they can enjoy the most. As Cheng and Dörnyei (2007) indicate, teachers regard being a role model to the students as an important step in student motivation. Teachers also acknowledged student effort in language learning and feel in charge of a positive classroom environment. On the other hand, teachers seem to be confused about or find it hard to raise students’ goal oriented behavior, and get the students acquainted with the second language values. As the study takes place in Taiwan, it is argued that large numbers of students in the class and having not enough class time for diversity in activities may create difficultness for focusing on the students’ needs and evaluating their

development over time. Cheng and Dörnyei (2007) also emphasize that values about teacher behavior, focusing on students' confidence, positive classroom atmosphere and task presentation are commonly regarded as important teaching strategies. However, based on cultural differences and opinions about traditional activities, it has been highlighted that the implementation of strategies displays some differences among cultures (Cheng & Dörnyei, 2007).

When the teachers want to increase the quality of classroom environment, it is emphasized that they need to develop course materials interesting and encouraging enough for a good level of participation, make the class level and age appropriate, help the groups set up rules and enrich the cooperation, and also for themselves, teachers need to act as a role model, facilitator and present empathy, good feedback and allow autonomy (Dörnyei, 1994). As the motivation is a dynamic construct, keeping a balanced level of motivation in language learners becomes a challenging task for the language teacher. Ushioda (2011) puts an emphasis on teachers' involvement with the learners to consider them as individuals in the classroom. She states that learners should be given opportunities of conveying their own messages through the means of the language they learn which allows them to establish an interaction and participation. Dörnyei and Csizer (1998) emphasize the role of the teachers and their use of strategies and methods to evoke student motivation. They go through a series of teaching strategies what they name as 'ten commandments for motivating language learners'. Being similar to Dörnyei's (1994) language, learner, and the learning situation level motivational constructs, they set up some macrostrategies by asking English language teachers. These strategies are mostly shaped by perspectives on being a good example as a teacher and establishing good classroom environment and communication with the students, and increasing autonomy and cultural awareness. While participant language teachers are mostly aware of their own and classroom design effectiveness, according to Dörnyei and Csizer (1998) they fall behind on realizing the importance of class groups. To realize their weaknesses or effectiveness in a certain area, language teachers need to revise their self skills and reflect on their techniques (Kubanyiova, 2014). To access an effective way to integrate motivational teaching practices into their classes, language teachers need to go through their previous practices and beliefs about

these practices. Emphasizing these necessary regulations, Kubanyiova (2014) states that teachers can be assisted to become aware of their own, to put efforts in effective modification, and to picture their personal views on teaching. Similarly, a study in Turkish setting, Tanrıverdi (2011) states that the students who perceive teacher's behavior more positively get more motivated in the language classrooms.

Dörnyei (2001) also emphasizes that teachers need to maintain positive classroom dynamic. In order to provide this, they can make the learners believe in their own abilities, establish positive group norms in the classroom and assist learners in having useful study skills. While endorsing team work and strong bonds between the learners, it is necessary to keep away from attitudes that threaten social connections. Dörnyei (2001) also argues that setting the place for autonomous work is as important as group work. With the help of autonomy, learners become aware of their self study techniques and own abilities. When the learners become aware of what they can achieve at their best potential, they achieve success easily and keep a positive motivation level.

In order to create a motivational classroom setting, having an interesting lesson, centering on personal and group aims, and including important subjects in class syllabus are pointed out by Brophy (2004) as valuable strategies. Introducing yourself and your lesson materials by being familiar with your students and establishing a good relationship and positive classroom atmosphere are essential steps in effective teaching strategies. Providing help when the students are in need, directing your students to lead their own learning, addressing them through positive body language, spending effort for the students' ambitions and duties instead of obligations are mentioned as ways to increase interest in the classroom.

As long as the teachers want to build up motivational classroom dynamic, they need to revise their lesson materials (Brophy, 2004). Adding a purpose for students to get motivation to learn can be provided by improving content and addressing learner needs. Teachers need to emphasize importance of productivity and critical thinking, adjust the materials according to level, consider accessibility, and keep the interesting points to reach a successful classroom material design. Having a socially balanced classroom setting with authentic activities would make the students feel involved in learning process that they can feel more motivated.

In order for the teachers and learners to engage in motivational classroom dynamic, it is emphasized that there should be learner strategic engagement and classroom dialogue (Coyle, 2014). Coyle (2014) defines strategic engagement as “raising awareness of learner strategies and developing self-regulation to enable learners to cope with the less motivating aspects of sustained language learning.” (p.57). When the learners want to focus on their learning, they need to have personal skills for working on their improvement. They need to realize what their weaknesses are, then try to set a control on their own progress (Coyle, 2014). As for dialogues, supporting autonomous learning, allowing the learners to speak up for themselves, personalizing the learning process will create a basis for enhancing the learner involvement in the healthy communication and participation, which is also argued by Coyle (2014). Teachers’ active willingness to change learner attention towards the lesson, and what learners get from them as self regulation techniques becomes effective in keeping up a high level of motivation. As intrinsic or extrinsic it can be, we can see that the motivation does not just depend on one factor in learning. Whatever the teachers and the learners can put across in the way of achieving a certain level in the language field, techniques and efforts spent by both parties need to interact with each other to turn out as maximum benefit.

Chambers (1999) points out some factors influencing motivating learners such as learners’ attitudes, school related issues, teachers’ methods, learning environment and classroom interactions. Through his research with language learners, he indicates that opinions that teachers articulated to their learners and their pace in giving the lessons affect student perception towards the class and the language they are learning. According to Chambers (1999), teachers need to pay attention to the meaning and fun elements in learning activities and provide equalities. Through an authentic perspective, it becomes teachers’ responsibility to turn learning into an experience. Though the teacher may put an excessive effort, some obstacles can get in the way of teacher. Learners’ struggles about comprehending listening tasks, level inappropriate materials, or lack of interest in group or pair work also create some difficulties for the teachers when they try to set up motivational classroom environment (Chambers, 1999).

Apart from teachers' strategies and effectiveness in teaching and learning, students' own perspective is a crucial factor in language learning. Chambers (1999) highlights this as attitudes in learning. How learners feel glad in language learning, and whether they aim to use it change the motivation levels. Among some positive elements for language learning are specified in Chambers's (1999) research is that when the learners have an experience of learning another language before, they are found to be more ready for the learning process. Those who are more motivated to learn the language are also more aware of benefits of interaction in the target language. Chambers (1999) also indicated that younger learners are more willing to learn their target language, because they do not have negative judgment towards learning or the language, they can easily be engaged in playful activities of learning, while in teenage years, language learning loses its hot trends among these students. Therefore, the teacher is a source of motivation and effect for the students, especially for younger students.

In the course of learning, some students keep a low profile in being motivated and successful; they do not easily get enthusiastic about different teaching or learning methods. This situation might be problematic for teachers especially when they try to maintain a group work habit in the classroom. When some trials of non-traditional teaching or learning methods, or positive peer relations do not work with these students, it becomes teachers' job again to find ways to encourage these students to be more actively motivated. To practice these ways, Brophy (2004) suggests some methods for teachers, and advises that these types of students can be handled with extra effort such as putting an easier target for them at the beginning and working towards it until they reach some success. At this point, teachers need to supply some personal help, and apply different techniques in teaching to suit learners' interest. They need to give some thoughts to how these rather difficult students learn at the beginning so that they do not get lost in train of teaching and learning process over time. It is underlined that it is essential to set easier goals for weak learners and aiming to realize them first (Brophy, 2004). At the same time, the students who have no hope in completing some tasks and reaching a successful point stop trying to go further and abandon any possible efforts. Thereby, looking for the root of the cause, advising the students to address their curable problems in reaching success, teaching them about valuable

learning methods and focusing on self skills are shown as some helpful strategies to raise weaker students' motivation level. At this point, it is important not to overwhelm students with the work that is far from what they can accomplish by putting enough amount of effort by themselves. Teachers are recommended to approach these students sensitively, establish a positive rapport, point out positive factors to lead better results while eliminating problematic factors.

To follow teachers' guidance and benefit from their advices, students need to internalize what they learn in the process of trying harder. Brophy (2004) emphasizes 'appreciation' as noticing the significance of learning process. Students might have to balance motivational and thinking skills. To help the students, Brophy (2004) indicates that teachers need to be a model, scaffold the students, and coach them. As long as they can engage their students in sociocultural setting of learning, they can be successful in motivating. Modeling own motivation to learn, communicating desirable expectations and attributions, minimizing performance anxiety, while being enthusiastic, being intense to draw enough attention to the target subject are shown as useful strategies that teachers can make use of in the classroom.

When teachers encounter with learner difficulties stemming from previous learning experiences, they may change students' perspectives on already established and accepted facts, push them to evaluate their learning process and help them to personalize learning (Brophy, 2004). With the students who almost give up totally, concentrating on what they find appealing, besides their individual interests, they should be taught to consider possible reflection of their future achievements in their society and look at what is going on in the classroom more positively. What is even more important is indicated as teaching them to be determined to pursue any kind of effort to be more engaged in learning.

As it is important that the students have useful learning strategies for the language classroom, Chamot and Kupper (1989) offer such kind of learning strategies which they have brought out from their study with Spanish language learners and their teachers. Some metacognitive strategies are "thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned" (p.248), some cognitive strategies include "interacting with the material to be learned, manipulating the material mentally and physically, or

applying a specific technique to a learning task” (p.249). Social and affective strategies are “interacting with another person to assist learning, or using effective to assist a learning task” (p.249). Chamot and Kupper (1989) also state that lesson goals and aims affect how the students use these strategies, and how much a student is successful helps determine the amount of benefit they can get from using these strategies. Then, they point out that the teachers should consider the construct of their classroom which would allow flexibility in their students’ strategy usage. In order to achieve this, teachers need to bear their students’ needs, personal use of strategies in mind, and provide assistance and abundant chance to use them.

While using some activities that we believe to be motivational in the language classroom, Dörnyei (2002) states that language class, course, school and target language become important determinants in motivation level. Involvement and participation in tasks are important in that Dörnyei (2002) indicates that unless the learners show some effort in a positive language outcome and get engaged in a task, communicative purposes in learning an L2 will be affected in a negative way. He also underlines that some motivational strategies used by the teachers may be undermined and become in vain when some students estranged to language classrooms do not take such actions seriously. In this case, again, it becomes important to create a welcoming, positive atmosphere where each student would feel comfortable to embrace their language learning process and try to overcome and learn from the struggles. Establishing goals, identifying tasks, encouraging both individual and group work and providing help for the students are emphasized as essential steps in positive language classroom environment (Hadfield & Dörnyei, 2013). In Hadfield and Dörnyei’s (2013) book for motivating, some strategies were stated in order to initiate an L2 vision for ideal L2 self. First step for ideal L2 is *creating the vision*. Then, there comes *strengthening the vision* which aims fostering the language identity psychologically and pragmatically. *Substantiating the vision* comes next; learners at this stage start setting some goals that will keep them closer to their dreams or anticipations. In *operationalizing the vision* part, learners focus on certain techniques that would help them conduct their goals. The following component, keeping the vision alive aims at retaining the motivational levels at a desired state while trying to make less motivated students

catch up. Finally, counterbalancing the vision focuses more on the ought self that it tries to enforce the idea of responsibilities and consequences of incomplete work. The aim of the motivational study plans is not to create motivation just in one class within a few days' work. Rather, breaking the ideas or plans into smaller parts and working towards short and later, long term goals is seen as more advantageous.

The main steps in motivational classroom and teaching go through a positive relationship between teacher and the students, balancing classroom activities to create strong cognitive and affective dimensions, and being a guide for the students while teaching them these skills. Motivation is a dynamic construct that can change through different factors like individual aspects, learning environments, learning and teaching styles and practices. It is important to know how learners' motivational aspects change, and revise teaching methods applied in the classroom regarding these factors.

2.10. Summary

Literature review emphasizes that motivation is a dynamic unit affecting the individuals through social, cognitive and psychological factors. Within a socio-psychological perspective, motivation comes from intrinsic and extrinsic drives with integrative or instrumental purposes. While integrative allows the individuals become involved in language and its culture, instrumental orientations come from the reasons that people pursue language learning such as careers or education. As the language learners experience such motivational impacts, they also possess different types of selves such as actual, ideal, ought, public, private, possible, imposed, submissive, duplicitous, rebellious and harmonious selves. In language classrooms, in order for learners to work on their long term goals, ideal self is more desired. To reach the ideal self and to keep it steady, there should not be a wide distinction between present and future representations of the actual self. How language learning self and motivation is composed have influences on motivated behavior as well.

Much of the action research on motivation has been conducted by researchers in collaborations with the teachers while the ones conducted by the teachers remain few in number, as literature shows. Research on motivation puts the most emphasis on teachers' strategies and task organizations. Creating a harmonious

atmosphere, guiding the students, helping them to set achievable goals are stated as the points to consider to organize a motivated classroom while keeping the characteristics of the students and classroom setting in mind. A good way to know this comes from the teachers' perspective, so this study is organized within teacher based action research framework which would be helpful to understand different classroom dynamics.

3. METHODOLOGY

3.1. Introduction

This section will focus on how the method was developed by giving insight through theoretical framework explaining mostly action research and instruments involved in it. Then, how the setting and participants were chosen, the aspects of instruments will be explained, and later how the data was collected and analyzed will be presented.

3.2. Theoretical Framework

This study will make use of action research methods such as classroom observation, interviews, and students' motivation levels will be researched through questionnaires. At the beginning and end of motivational activities, students' achievement levels will also be looked into by the results of achievement tests. The effectiveness of motivational strategies on students' motivational, behavioral and achievement levels will be checked through experiment and control groups. In that sense, this action research study will benefit from both qualitative and quantitative methods.

According to Fraenkel and Wallen (2009, p.589), "action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice." It can be conducted by teachers by themselves, or with the help and collaboration of the researchers. It helps teachers to find solutions to problems related to learning, students' attitudes or feelings, materials, planning etc. In order to find solutions, researchers or teachers need to detect problems, collect some information, evaluate them and build some plans that can be effective in solving those problems (Fraenkel & Wallen, 2009).

As this research will also compare variables among experiment and control groups, it can be helpful to mention experimental design. "Experimental research is one of the most powerful research methodologies that researchers can use." (Fraenkel & Wallen, 2009, p.261). It is about making treatment and no treatment between experiment and control groups. "Observations are then made to determine what difference appears or what change or modification occurs in the experimental as contrasted with the control group." (Best & Kahn, 2006, p.166).

Some techniques useful for action research are stated by Burns (2010) as observations, teacher notes, recordings, transcripts, photos, interviews, surveys, journals, and class materials. A method that would be especially helpful for action research in motivation would be using behavior checklist to observe changes in student behavior. These checklists can be a way to help teachers devise some strategies based on the students' behaviors, interests, learning styles etc (Burns, 2010). Burns (2010) also indicates that checklists are particularly beneficial when used after recordings either video or audio form as constant observation and taking notes by the teacher during class time may not be possible. A help from colleagues as observers are indicated helpful as well (Burns, 2010). Video recordings can also let the teachers to see how the students act, what kind of reactions they give during the class. After observations, interviews are good type of qualitative data to find out how the target population think or feel about conducted methods. Burns (2010) highlights that when teachers conduct interviews, they should state why they conduct it to their students, be thoughtful, and show gratefulness and give positive comments. Therefore the downsides of being both a researcher and a teacher while getting responses from the students can be eliminated.

An action research can be well supported with findings through questionnaire surveys. Dörnyei (2007, p.101) indicates that "survey studies aim at describing the characteristics of a population by examining a sample of that group." Questionnaires assess three types of questions which are factual, behavioral and attitudinal (Dörnyei, 2007). When used in action research, they help saving time and creating anonymity for a good research (Dörnyei, 2007).

Using questionnaires, interviews, observations, notes, recordings bring out both quantitative and qualitative research design. This type of research is indicated as mixed-methods research (Fraenkel & Wallen, 2009). Using a quantitative design, then a qualitative one, and merging them to analyze findings is stated as explanatory design (Fraenkel & Wallen, 2009). Using such designs provides looking into research variables with efficient amount of effort. They are particularly helpful in action research as it involves a dynamism that comes from teacher and the students.

3.3. Participants and Setting

Present study took place in Zuhal Dörtçelik Şenipek Vocational and Technical Anatolian High School in Bursa, Turkey. This high school has departments of electrics, engine and computer technology which are taught from 10 to 12 grades. In the 9th grade, the students take common courses before they select their departments. Only foreign language taught in the school is English. The target population consisted of 69 ninth grade students whose age mean was 15 (out of 69 students, only one did not indicate the age).

While the experimental group involved 46 participants, the control group had 23 participants. In one of the experimental group classrooms which will be referred as Class A, there were 22 participants. In the other experimental class which will be referred as Class B, there were 24 students. In both of these classrooms, there were only 8 female students; 4 girls in Class A and 4 girls in Class B. The control group which is only made up of a single classroom (N=23), only 5 of them were female students. The reason why the number of female students was low was due to the fact that female students in Turkey do not generally prefer studying in technical vocational high schools with industrial departments. Setting school was an industrial technical vocational high school with electricity, information technology and motored vehicles departments. In Turkey, every year students graduating from primary schools take national examination for high school entrance. Based on the results of this national examination, technical and vocational high schools are ranked as the ones that have the lowest entrance scores. Students who get very low scores or who fail completely at the test prefer studying in these schools or they are sent by their parents. Students who actually seek getting a skill in terms of vocational education can be said to be low in number. Therefore, students in the participant group in the present study can be stated to consist of lower achievers. Therefore, it can be said that the participant students' level of English and their level of interest were expected to be very low. The participants all came from the state elementary schools and started the educational year at a beginner (A1.1) level of English. Therefore, they had roughly similar English language education which will last around four years before high school.

In the 9th grade, the students take six class hours of English which was then taught by the researcher. The instruction of English followed the curriculum plan of Turkish Ministry of Education. The students were aimed to reach at around level A2.1 by the time they finish 9th grade.

3.4. Instrumentation

In the present study, data was collected by two different questionnaires for experiment and control groups and observation schemes measuring both the experiment group and the teacher. Some classroom activities that aimed to increase motivation level of the learners were conducted during the classes as well. These activities were also recorded by cameras. After some lessons, some learners were interviewed. Main variables were students' intrinsic, extrinsic, amotivation levels and their motivated behavior. Achievement level was also a variable, and it was identified by the exams during the term for both experiment and control groups.

3.4.1. Language Learning Orientations Scale (LLOS)

Students' motivation towards English language, and their intrinsic, extrinsic and amotivation levels were measured by Language Learning Orientations Scale which was developed by Noels et al. (2000). As the scales were applied at a high school with the learners from A1.1 to A2.1 levels, an adapted Turkish version of the scale was applied. Through Noels et al.'s (2000) original scale, Language Learning Orientations Scale was adapted and enhanced by McIntosh and Noels (2004) by adding some items to its subscales based on self determination theory. The scale then was translated into Turkish by Şad and Gürbüzürk (2009). This scale has 24 items and subscales of amotivation (items 22, 23, 24), extrinsic motivation which has three variables as external (items 18, 19, 20, 21), introjected (items 15, 16, 17) and identified regulation (items 12, 13, 14), and intrinsic motivation which also has three variables as knowledge (items 1, 2, 3, 4), accomplishment (items 5, 6, 7, 8), and stimulation (items 9, 10, 11). In their study, Noels et al. (2000) conducted reliability analyses of the variables separately and found out that Cronbach's alpha scores for the subscales as follows; for amotivation $\alpha=.82$, for external regulation $\alpha=.75$, for introjected regulation $\alpha=.67$,

for identified regulation $\alpha=.84$, for intrinsic motivation knowledge $\alpha=.85$, for accomplishment $\alpha=.88$, and for stimulation $\alpha=.85$.

After factor analysis of the translated scale, Turkish version of 5 point Likert scale consisting 24 items was found to have Cronbach's alpha reliability scores for each subscale as intrinsic motivation – knowledge $\alpha=.76$, intrinsic motivation – accomplishment $\alpha=.77$, intrinsic motivation – stimulation $\alpha=.71$, identified regulation $\alpha=.64$, introjected regulation $\alpha=.61$, external regulation $\alpha=.63$, amotivation $\alpha=.64$.

3.4.2. Motivated Behavior and Effort Instrument

To measure the learners' change in motivated behavior, Motivated Behavior and Effort Instrument developed by Al-Shehri (2009) with cooperation of Dörnyei was used. This questionnaire was conducted before the use of motivational strategies at the beginning of the process, and then it was conducted after the implementation of these activities to both experiment and control groups to see the change at the end of the process. This instrument consists of 18 items, and has Cronbach's alpha reliability score of $\alpha=.89$. The instrument is originally is a subscale of a 41-item questionnaire to measure motivation, ideal L2 self, visual learning style and imagination. Turkish translation of this questionnaire from Demir's (2016) masters' thesis was used for this study.

3.4.3. Motivational Orientation of Language Teaching Observation Scheme (MOLT)

To investigate the changes in the students' behavior and the teacher's motivational strategies, Motivational Orientation of Language Teaching Orientations Scheme (MOLT) which was developed by Guilloteaux and Dörnyei (2008) was used in the present study. Guilloteaux and Dörnyei (2008) state that MOLT is "used to assess the quality of the teacher's motivational teaching practice as well as the level of the students' motivated behavior." (p.57). Cronbach's alpha reliability score for this instrument was stated as $\alpha=.70$ (Guilloteaux & Dörnyei, 2008). Learners' Behavior construct of MOLT includes alertness, participation and volunteering, and the scheme is separated in points as high, low and very low depending on the number of students suiting that construct. Teacher's motivational

practice part of the scale involves teacher discourse, participation structure, encouraging positive retrospective self-evaluation and activity design.

3.4.4. Motivational Classroom Activities

For the classroom activities to raise students' motivational levels and evoke some interest, motivational activities that were presented in Hadfield and Dörnyei's (2013) book were used. The activities were adapted according to the participant students' level and understanding. Some activities that were planned to be used during teaching are activities 4: Portraits, 5: L2 Greetings, 6: My Future L2 Self, 10: Reality Check 2, 21: Overcoming Obstacles to let the students get to know their selves through L2 so that they could build a positive connection with their selves and imagine what they could do with their ideal learning. Then, activities 43: Taskmap, 46: Study Plan, 47: Work Style, 61: Study Contracts, 62: Rate Yourself were among the ones that were used. The purpose of these activities was initiating some tangible steps toward making effective changes towards learning and succeeding in L2. Then, activities 72: Goods and Services: In A Restaurant, 73: Social: At a Party, 74: Work: Job Interview, 92: Where Can I Get A Cup of Coffee?, 98: Festivals, were planned to be used during the class to realize some learning goals in L2. Hadfield and Dörnyei (2013) indicate that these activities help the students bring out their emotional and intellectual parts in language learning. Built upon their L2 selves, these activities might create an authentic learning environment to make the students feel the target language culture as realistically as possible (Hadfield & Dörnyei, 2013). These activities were implemented during the course of the lesson, choosing the ones appropriate to the curriculum subjects.

3.4.5. Interviews

Interviews were conducted to get the students' opinions on the effectiveness of motivational activities and the impact of teacher's motivational strategies. Their feelings about English language and language learning were investigated as well. A guided / semi-structured interview type was conducted by the teacher as the researcher. Burns (2010) emphasizes that in this type of interview "you are likely to find out about some things in more depth and so will get richer information." (p.75). Interview questions were planned beforehand, and sometimes further explanations were requested when the students made different comments. There were 11 semi-structured and guided questions in the interview (see Appendix 5).

13 students participated in the interview. Participants were selected through convenience sampling method. According to Fraenkel and Wallen (2009) “a convenience sample is a group of individuals who (conveniently) are available for study.” (p.98). Students who were willing to participate in the study were chosen arbitrarily. One drawback of convenience sampling is indicated as unwilling individuals may avoid taking part in the study, and thus results would be not really representative (Fraenkel & Wallen, 2009). In this study, students from different achievement and motivation levels were aimed to be included and interviews were conducted in both experimental groups so that it would be more representative of the whole group. How the interviews were conducted was explained in the results section of this study.

3.5. Process of Data Collection

Participant students were selected through a cluster random sampling method for both the control and the experiment groups. Experiment and control groups were assigned under randomized pretest-posttest control group design. Groups were formed from the classes that the researcher was teaching. As there were three 9th grade classes that the researcher was teaching at the time, two of them were selected as experiment (N=46), while one of them (N=23) was selected as the control group.

At the beginning of the study, before the implementation of the scales, students in both the experiment and the control group was observed. The observations were made through Motivational Orientation of Language Teaching Orientations Scheme (MOLT). This scheme includes points about students' attention to the class and about teachers' practices. It helps determine the type of behavior that is targeted to be presented in the language classroom.

Initial goals were to see how motivated they were before the implementation of motivational activities and how their motivated behaviors were. Students' present selves were looked into at the start of the study. As the students were not informed about the details of the study, their natural reactions and behavior in English class were important factors. Main variables are the students' intrinsic, extrinsic motivation, amotivation levels and their motivated behavior. Moreover, the

dependent variable is the students' motivation and motivated behavior in which a change is expected through motivational activities.

After initial observations of student behavior by the researcher, the students in both the experiment and the control group were asked to complete Language Learning Orientations Scale (LLOS). At the same time with LLOS, Motivated Behavior and Effort Instrument was also distributed to the participants in both groups. Both of these scales were given to the students at a single time and enough time (almost 30 minutes) was allocated to complete the scales comfortably. The purpose here was to measure whether the students are intrinsically or extrinsically motivated towards the English class or whether they are not motivated at all. Another purpose was to see how their motivated behavior was towards English classes. This step was the pretest step, and a low level of student motivation and motivated behavior was expected, conducted before the use of motivational classroom activities.

A week after the questionnaires were implemented, motivational classroom activities were initiated. This step was foundation of the action research and over the course of the activities, a positive change in the motivation level was expected. These activities were only implemented in the experimental groups. During the activities, video recordings were made by the teacher showing student behavior and responses during the activities.

While the students and the teacher were working on L2 activities, the dynamic of motivated behavior and the quality of teachers' practices were observed using Motivational Orientation of Language Teaching Orientations Scheme (MOLT) like the similar observation before use of the activities. Some of the student aspects towards behavior and the aspects of teacher practices like *discourse, activity design and organization* were included in MOLT instrument. Therefore, during the activities, students' *alertness, participation and volunteering* characteristics were expected to go to a higher level, while the teacher was promoting positive and authentic classroom atmosphere, organizing solid group and individual work and encouraging the students to integrativeness, giving them a purpose by supporting them socially and academically.

Activities were conducted in experimental groups, in two 9th grade classes. Activities were completed within regular class hours over 8 weeks. An activity lasted minimum 20 and maximum 40 minutes and all the discussions and comments about an activity were over within those class minutes. The activities from Hadfield and Dörnyei's (2013) book were adapted into the level of the participant students. Some activities were also adapted into Turkish, especially the ones that required complex writing or interpretation skills from the students. Only the ones that were simple enough for them to carry out in the classroom were designed in English.

The purpose and when the activities were conducted are stated in the activity information chart (Table 3.1). Detailed information on the activities is presented in Appendix 3.

Table 3.1. Activity Information Chart

<i>Activity Number and Name</i>	<i>Purpose</i>	<i>Implementation Time</i>
Activity 5: L2 Greetings	Creating the vision	Week 1 November, 2016
Activity 4: Portraits		Week 2
Activity 6: My Future L2 Self		November, 2016
Activity 10: Reality Check 2	Substantiating the vision of the future L2 self	Week 3 November, 2016
Activity 21: Overcoming Obstacles	Counterbalancing the vision	
Activity 43: Taskmap	Mapping the journey from goals to plans	Week 4
Activity 46: Study Plan		November, 2016
Activity 47: Work Style	From plans to strategies and from strategies to achievement	Week 5
Activity 61: Study Contracts		December, 2016
Activity 62: Rate Yourself		Week 6 December, 2016
Activity 72: Goods and Services: In A Restaurant	Developing identity	Week 6
Activity 73: Social: At a Party	Targeted visualizations	December, 2016
Activity 74: Work: Job Interview		
Activity 92: Where Can I Get A Cup of Coffee?	Making it real: Simulations and Cultural events	Week 7 December, 2016
Activity 98: Festivals		Week 8 December, 2016

Motivational activities were only used as part of the research activities. In the classes in which the focus was not on motivational activities, usual teaching based on the curriculum was done. During the motivation activities, students were seated in their usual places, nothing was changed unless the task content required doing so. The content of the tasks were based only on increasing motivation by creating a vision and setting the goals (Appendix 3). During the activities, usually the aim of the activity was explained first by the teacher. Then, warm-up was conducted if the activity included one. At the next step, materials were distributed, and some examples were given by the teacher to explain how the end product would be like. Peer or individual work was done by the students, and teacher provided guidance by moving around the class, giving individual help and monitoring the students. When the activity work was finished, students shared their opinions, answers to they gave in the tasks, had discussions with the teacher. If the activity required dialogues in English, then they participated or volunteered and engaged in a conversation with their peers. Communication showed different patterns depending on the activity content, such as from the teacher to class, from students to students or from class to the teacher.

In the control group, no activities were conducted in terms of motivation. In this class, usual curriculum plan was followed. A usual lesson started with a small revision or reminder of the subject of the previous class. Then, a new topic was introduced, or if it was the same subject, then a worksheet activity was usually done. Sometimes teacher used videos or interactive exercises on the smart board. Participation was usually on volunteer basis, but sometimes teacher requested less willing students to state their opinions or answers. Some activities were matching, sentence construction, filling the blanks of the grammar exercises and also short reading texts and comprehension questions. Occasionally short writing exercises were conducted with the help and guidance of the teacher. Communication was mostly from teacher to the students or from students to the teacher.

After the process of the activities was finished, interviews were conducted with the participants who were willing to be interviewed. The participants were interviewed mainly about their views on motivational activities, how they feel about English; their previous feelings and their feelings while the activities were being conducted

in the classroom. There were also questions about their opinions on their language learning goals, an ideal foreign language learning environment, English lesson structure and their expectations. As the number of the participant students in each class was approximately 23, about 5 or 6 volunteering students from experimental class groups were randomly selected for the interview.

Working on the authentic L2 situations was likely to push the students towards ideal L2 selves that would be shaped by intrinsic motivation. As the students could see that they could take part in daily lives of L2 communities, an increase in the internal motivation was expected. The participants like amotivated students or the students who felt obligated to study English just because imposing external factors might have had reasons to engage themselves with learning English. Therefore, to measure whether there was going to be a change in intrinsic, extrinsic and amotivation levels, and the students' motivated behavior, there was a post-test step in which LLOS and Motivated Behavior and Effort Instruments were implemented again. Implementation of the instruments was done approximately 8 weeks after the first activity as all the other activities were completed within this period.

3.5.1. Data Analysis

Before conducting the analysis of the scales, normality tests for pre-test scales were done by looking into Kolmogorov-Smirnov and Shapiro-Wilk statistics. It is indicated in Table 3.2 below that there is a non-significant result in the scales when Kolmogorov-Smirnov statistic is considered ($p>0.5$). According to Pallant (2011), this statistic shows whether values are normally distributed. Present results mean that there is a normal distribution in the pre-test sample.

Table 3.2. Tests of Normality for Pre-test Scales

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
<i>Pre-test Motivated Behavior</i>	.08	69	.200 [*]	.96	69	.052
<i>Pre-test LLOS</i>	.06	69	.200 [*]	.97	69	.269

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As for the post-test scales, again after the normality tests were carried out, it can be stated that non-significant Kolmogorov-Smirnov statistic result shows a normal distribution in the post-test sample ($p>0.5$) (Table 3.3).

Table 3.3. Tests of Normality for Post-test Scales

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
<i>Post-test Motivated Behavior</i>	.07	69	.200 [*]	.96	69	.067
<i>Post-test LLOS</i>	.09	69	.200 [*]	.96	69	.031

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Pallant (2011) indicates that normal probability plots (Normal Q-Q plots) can support the results of the normality distributions. Therefore, an analysis of plots is provided below to support the normality. Reasonably straight lines in the plots for both pre-test motivated behavior scale and pre-test LLOS display below that distribution is normal.

Figure 3.1. Normal Q-Q Plots for Pre-test Motivated Behavior and Pre-test LLOS

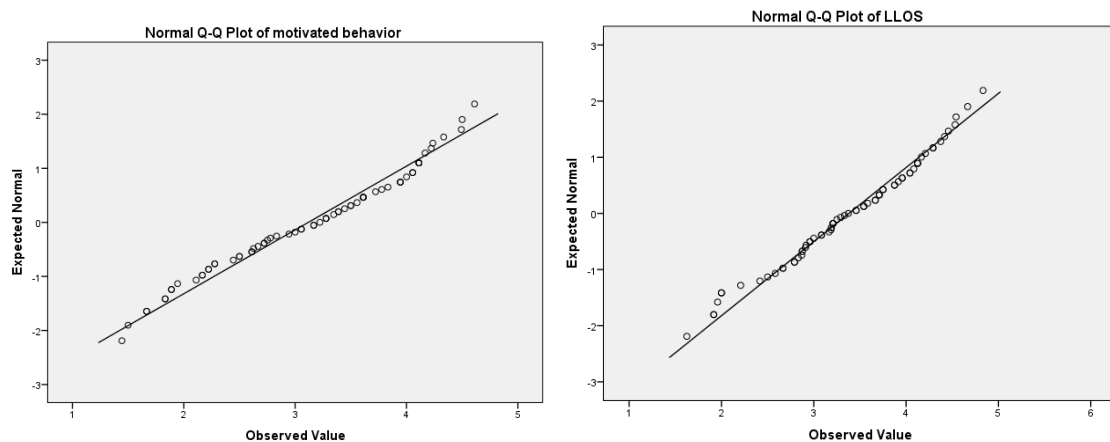
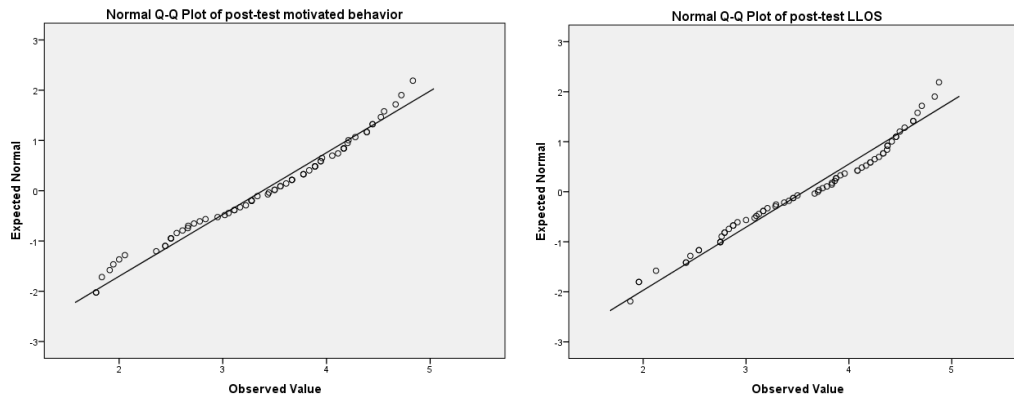


Figure 2 below shows normal probability plots for post-test motivated behavior and post-test LLOS. These figures also indicate reasonably normal distribution lines of the scores.

Figure 3.2. Normal Q-Q Plots for Post-test Motivated Behavior and Post-test LLOS



After the analysis of normality distributions of the scale values, a parametric analysis of the result data was preferred. Pallant (2011) states that “parametric statistics are more powerful, but they do have more ‘strings attached’; that is, they make assumptions about the data that are more stringent.” (p. 111).

3.5.2. Tests Applied

After the implementation of the pre-test and post-test scales, data analyses were made through SPSS 22.0. Cronbach’s alpha coefficient for reliability was found as $\alpha=.91$ for Motivated Behavior and Effort Instrument at the pre-test step. Cronbach’s alpha coefficient for Language Learning Orientations Scale also turned out to be $\alpha=.91$. In the post-test phase, Cronbach’s alpha coefficient for reliability was $\alpha=.92$ for Motivated Behavior and Effort Instrument, and it was $\alpha=.92$ for Language Learning Orientations Scale.

As the study was designed under an experimental design with pre and post-tests in experiment and control groups, with two factors as dependent variables, values were assessed by multivariate analysis of variance (MANOVA). According to Pallant (2011), “MANOVA is an extension of analysis of variance for use when you have more than one dependent variable. These dependent variables should be related in some way, or there should be some conceptual reason for considering them together.” (p. 283). In the present study, Motivated Behavior and Effort Instrument and Language Learning Orientations Scale were used as scales to assess motivated behavior and motivational level dependent variables which were both supposed to be affected by motivational activities. Therefore, MANOVA was used for finding the answers to the research questions 1, 2 and 3. Pallant (2011) emphasizes the importance of using MANOVA by indicating that “MANOVA compares the groups and tells you whether the mean differences between the

groups on the combination of dependent variables are likely to have occurred by chance.” (p. 283). Fraenkel and Wallen (2009) also point out that it allows “a more powerful test of differences among means” (p. 232).

To find an answer for the fourth research question, achievement test scores between experimental and control groups were assessed using independent t-test measure both at the pre and post-test steps. Independent t-test is “used when you want to compare the mean scores of two different groups of people or conditions.” (Pallant, 2011, p. 239). The fifth research question was investigated using Motivational Orientation of Language Teaching Observation Scheme (MOLT) and measurements were done by adding up durations and calculating percentages which will be presented with its details in the result section.

4. RESULTS

4.1. Introduction

This part of the present study will focus on the results of the research data and its analysis based on research questions. Each analysis will be explained through its statistical method.

Present research aims finding answers to the research questions below:

1. How motivated are EFL students towards their target language based on intrinsic, extrinsic and amotivation levels?
2. What is the impact of using motivational EFL classroom activities on EFL learners' motivation?
3. How do motivational language classroom activities affect motivated behavior of EFL students?
4. How does the use of motivational classroom activities affect EFL students' language achievement level?
5. How are teacher's motivational practice and learners' behavior dynamics during motivational activities?

4.2. Motivated Behavior and Effort Instrument and Language Learning Orientations Scale

In the data analysis and results part, research questions are aimed to be answered. The first research question is "How motivated are EFL students towards their target language based on intrinsic, extrinsic and amotivation levels?" To analyze the pre-test findings on intrinsic, extrinsic and amotivation levels, Language Learning Orientations Scale (LLOS) results were analyzed through a multivariate analysis of variance (MANOVA).

Table 4.1. Pre-test Descriptive Statistics

<i>Participant Group Type</i>	<i>Motivated Behavior</i>	<i>LLOS</i>	<i>Intrinsic motivation</i>	<i>Extrinsic motivation</i>	<i>Amotivation</i>	
<i>Experimental</i>	Mean	3.14	3.45	3.40	3.49	3.44
	N	46	46	46	46	46
	Std. Deviation	.84	.70	.77	.78	1.12
<i>Control</i>	Mean	3.06	3.24	3.04	3.32	3.68
	N	23	23	23	23	23

	Std. Deviation	.87	.85	1.00	.77	1.06
	Mean	3.11	3.38	3.28	3.44	3.52
Total	N	69	69	69	69	69
	Std. Deviation	.84	.75	.86	.78	1.10

When looked into the results of experimental and control group pre-tests conducted before motivational activities, Language Learning Orientation Scale which includes intrinsic, extrinsic and amotivational subscales yields higher results in experimental group ($M = 3.45$, $SD = .70$) When it comes to extrinsic motivation values, it can be seen that experimental group has higher motivation especially higher extrinsic motivation ($M = 3.49$, $SD = .78$) than control group ($M = 3.32$, $SD = .77$). While the mean values for LLOS are higher in experimental group, MANOVA analysis of the pre-test results show that there is no significant relationship between experimental and control groups on combined dependent variables $F(4.64) = 1.786$, $p = .142$; Wilks' Lambda = .90.

Table 4.2. Descriptive Statistics of Intrinsic and Extrinsic Motivation Values of Pre-test LLOS

	<i>Participant Group Type</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Knowledge	Experimental	3.48	.82	46
	Control	3.22	.90	23
	Total	3.39	.85	69
Accomplishment	Experimental	3.35	.94	46
	Control	2.94	1.11	23
	Total	3.21	1.01	69
Stimulation	Experimental	3.37	.90	46
	Control	2.92	1.33	23
	Total	3.22	1.08	69
Identified regulation	Experimental	3.59	.95	46
	Control	3.50	1.13	23
	Total	3.56	1.00	69
Introjected regulation	Experimental	2.91	.99	46
	Control	2.41	1.10	23
	Total	2.74	1.05	69
External regulation	Experimental	3.86	.82	46
	Control	3.88	.69	23
	Total	3.86	.77	69

Results from the subscales of intrinsic and extrinsic motivation aspects of pre-test Language Learning Orientation Scale show that experimental group students have higher values in all the aspects of the scale except for the external regulation value

in which control group has a very slightly higher value. Participants have the highest values in knowledge aspect (as experimental group $M = 3.48$, $SD = .82$; and control group $M = 3.22$, $SD = .90$) of intrinsic motivation, and the highest value of extrinsic motivation subscale comes from the subscale of external regulation (as experimental group $M = 3.86$, $SD = .82$; and control group $M = 3.88$, $SD = .69$). MANOVA analysis of these results indicate that there is no significant relationship between experimental and control groups $F(6.62) = 1.400$, $p = .229$; Wilks' Lambda = .881.

Table 4.3. Descriptive Statistics (Pre-test & Post-test)

		<i>Experimental Group (n=46)</i>		<i>Control Group (n=23)</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Motivated Behavior	Pre-test	3.14	.84	3.06	.87
	Post-test	3.40	.87	3.35	.69
LLOS	Pre-test	3.45	.70	3.24	.85
	Post-test	3.63	.76	3.41	.84
Intrinsic Motivation	Pre-test	3.40	.77	3.04	1.00
	Post-test	3.56	.86	3.27	1.02
Extrinsic Motivation	Pre-test	3.49	.78	3.32	.77
	Post-test	3.64	.83	3.47	.85
Amotivation	Pre-test	3.44	1.12	3.68	1.06
	Post-test	3.84	1.09	3.71	1.01

The second question in this research is “What is the impact of using motivational EFL classroom activities on EFL learners’ motivation?”, and the third question is “How do motivational language classroom activities affect motivated behavior of EFL students?”. At the post-test step, MANOVA analyses demonstrate that there is again not a significant relationship between groups $F(4.64) = .668$, $p = .616$; Wilks' Lambda = .96. Although not significant, the group means demonstrate that experimental group shows higher values than the control group in all post-test scales. Mean values for experimental group increased in the post-tests of both Motivated Behavior and Effort Instrument and Language Learning Orientations Scale. Though experimental group is highly motivated than control group in terms of intrinsic and extrinsic motivation aspects, they also show higher amotivation subscale values ($M = 3.84$, $SD = 1.09$) than the control group ($M = 3.71$, $SD = 1.01$).

Table 4.4. Descriptive Statistics of Intrinsic and Extrinsic Motivation values of Post-test LLOS

	<i>Participant Group Type</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Knowledge	Experimental	3.67	.92	46
	Control	3.35	.91	23
	Total	3.56	.92	69
Accomplishment	Experimental	3.51	.85	46
	Control	3.39	1.11	23
	Total	3.47	.94	69
Stimulation	Experimental	3.47	1.20	46
	Control	3.00	1.27	23
	Total	3.31	1.23	69
Identified regulation	Experimental	3.76	1.12	46
	Control	3.55	1.02	23
	Total	3.69	1.08	69
Introjected regulation	Experimental	3.17	.98	46
	Control	2.82	1.26	23
	Total	3.05	1.09	69
External regulation	Experimental	3.92	.89	46
	Control	3.91	1.13	23
	Total	3.91	.96	69

At the post-test level LLOS, results from the subscales of intrinsic and extrinsic motivation aspects again display that experimental group students have the highest values. Participants have the highest values in knowledge aspect in intrinsic motivation like the pre-test values (experimental group $M = 3.67$, $SD = .92$; and control group $M = 3.35$, $SD = .91$), and the highest value of extrinsic motivation was again external regulation (experimental group $M = 3.92$, $SD = .89$; and control group $M = 3.91$, $SD = 1.13$). MANOVA analysis of these results indicate that there is again no significant relationship between experimental and control groups in the post-test values $F(6.62) = .696$, $p = .653$; Wilks' Lambda = .937. The values of subscale from intrinsic and extrinsic motivation aspects also show a slight increase.

4.3. Achievement Results

The fourth research question in this research was “How does the use of motivational classroom activities affect EFL students’ language achievement level?”. In order to identify the effects of motivation on the students, firstly an exam was conducted before the implementation of motivational classroom activities. The

exam consisted of topics that were covered since the beginning of the term. Then, after the implementation of the motivational activities, that was the time for second exams. This exam included the subjects that the students were studying while they were having classes alongside motivational classroom activities. Control group took both tests at the same time as the experimental group. These two exams were similar to one another in their designs. Both had fill in the blank type items, vocabulary tasks, sentence completions. Evaluated over a score of 100, a student is considered to have failed unless he or she gets at least 50 points.

In order to analyze first and second exam results of the students, independent t-test analysis was conducted to compare first exam and second exam scores for experimental and control groups. First exam t-test analysis showed that there is no significant difference between experimental ($M = 46.76$, $SD = 15.84$) and control ($M = 47.60$, $SD = 21.10$) groups; $t(67) = -.187$, $p = .85$, (two-tailed).

Table 4.5. Independent T-test Results for the First Exam

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean difference</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Experiment	46	46.76	15.84	0.84	-.187	67	.85
Control	23	47.60	21.10				

T-test analysis for the second exam showed that there is a significant difference between experimental ($M = 52.67$, $SD = 19.01$) and control ($M = 41.82$, $SD = 18.95$) groups; $t(67) = 2.23$, $p = .02$, (two-tailed).

Table 4.6. Independent T-test Results for the Second Exam

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean difference</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Experiment	46	52.67	19.01	10.85	2.236	67	.029
Control	23	41.82	18.95				

4.4. Results of Motivational Orientation of Language Teaching Orientations Scheme (MOLT)

In two experimental class groups, over 8 weeks, there have been 500 minutes of activity time in total. The last research question was “How are teacher’s motivational practice and learners’ behavior dynamics during motivational activities?” To investigate this, activities were video recorded by the teacher, and then they were watched and evaluated according to MOLT Observation Scheme, again by the teacher. Aspects in teacher’s motivational practice, learners’ behavior, and other features of teacher’s practice were calculated by dividing their durations into total time and turning into percentages.

Table 4.7. Values from MOLT Observation Scheme

			<i>Duration</i>	<i>Percentage</i>			
TEACHER’S MOTIVATIONAL PRACTICE	OTHER FEATURES OF TEACHER’S PRACTICE	(PO) Participant Organization	SS listen to passively to T/audio/S/SS	178	35.6		
			S→C	150	30		
			Choral work	226	45.2		
			INDIVIDUAL seat work	337	67.4		
		TD	Display questions	101	20.2		
	TEACHER’S MOTIVATIONAL PRACTICE	Generating, Maintaining, and Protecting Situation – Specific Task Motivation	Teacher Discourse (TD)	Social Chat			
				Signposting	13	2.6	
				Stating communicative purpose /utility of activity	112	22.4	
				Establishing relevance	80	16	
				Promoting integrative values	47	9.4	
				Promoting instrumental values	28	5.6	
				Arousing curiosity or attention	32	6.4	
				Scaffolding	84	16.8	
Promoting cooperation				78	15.6		
Promoting autonomy				25	5		
Referential questions				74	14.7		
				PO	PAIR work (simultaneous) / PAIR →C	134	26.8
					GROUP work (simultaneous) / Group →C	18	3.5
Activity Design	+tangible reward	-	-				
	+personalization	166	33.2				
	+creative / interesting / fantasy/	51	10.2				
	+intellectual challenge	82	16.4				
	+ tangible task product	33	6.6				
	+individual competition	-	-				
		+team competition	-	-			

Encouraging Positive Retrospective Self-Evaluation	Neutral feedback session		
	Process feedback session	36	7.1
	Elicitation of self / peer correction session	6	1.2
	Effective praise	16	3.2
	Class applause	19	3.8
		-	-

		Class A	Class B	
		Frequencies (out of 8 lessons)		
LEARNERS' BEHAVIOR	Alertness	VERY LOW (few Ss)	1	1
		LOW (1/3 – 1/2 of the class)	5	2
		HIGH (>2/3 of the class)	2	5
	Participation	VERY LOW (few Ss)	3	2
		LOW (1/3 – 1/2 of the class)	4	3
		HIGH (>2/3 of the class)	1	2
Volunteering	T nominates S/Ss	2	1	
	S/Ss need encouragement to volunteer	5	3	
	Eager volunteering (>1/3 of the class)	1	4	

Highest values in the activities were the durations of individual seat work (67.4%) and choral work (45.2%). The most focused point on the activity designs were how the students could comprehend an activity first on their own and later accomplish it by working on it for a while. Then, the most time that the students spent on were listening passively to the teacher or the other students (35.6%) and student to teacher time (30%), and also the personalization of the activities (33.2%). Most of the time, the students listened to the teacher explaining an activity purpose or design, and a classmate sharing answers for an activity. In the personalization aspect, the activities were adapted to suit the students' levels, interests, characteristics and they were aimed to be real life like. The point of personalizing the activities was to make the student have something to say and contribute to the activities.

In teacher's motivational practice aspects, apart from personalization, the highest values were in pair work and pair to classroom work (26.8%), and signposting (22.4%). Although individual seat work duration value (67.4%) was higher, some of the work the students did required peer discussion or conversational work. As signposting means explaining logic and purpose of an activity, it can be stated that the teacher spent considerable amount of time emphasizing why an activity was being conducted at that time. Scaffolding (16.8%), promoting cooperation (15.6%), intellectual challenge (16.4%), establishing relevance (15.6%) and stating

communicative purpose (15.4%) were also some of the teacher's motivational practice aspects which had similar values. It can be seen that though it did not take up much time, some help was provided by the teacher such as helping the students carry out and complete their work, and form alliances with their peers, creating a meaningful learning setting by explaining the purposes or founding the relevant and challenging environment. These efforts might be helpful for getting the students mentally ready to study on a certain topic or an activity.

Some of the lowest scores on MOLT observation scheme were in social chat (2.6%), group work or group to class work (3.5%), process feedback session (1.2%), elicitation of self/peer correction session (3.2%), and effective praise (3.8%) aspects. Some other aspects which did not show any duration scores were tangible reward, individual competition, team competition, and class applause. It can be said that little or closer to none emphasis has been given to strategies that would provide a wider connection between classmates. Also teacher's comments or feedback did not take much of duration over the activities. A competitive or rewarding classroom atmosphere did not take up some part of the total classroom time in the activities.

In Learners' Behavior part of the MOLT scheme, learners in experimental group showed different values for alertness, participation and volunteering. As the experimental group consisted of two different classrooms, these classrooms displayed different attitudes in Learners' Behavior part of the MOLT scheme. In one of the classrooms, which will be called as Classroom A, learners showed a low value of alertness ($1/3 - 1/2$ of the class) in 5 out of 8 lessons, low value of participation in 4 out of 8 lessons, and low value of volunteering in 5 out of 8 lessons. The other classroom, which will be referred to as Classroom B, learners displayed a high value of alertness ($>2/3$ of the class) in 5 out of 8 lessons, closer frequencies in high (2 times), low (3 times) and very low (2 times) values, and eager volunteering in volunteering aspect (4 out of 8 lessons). We can say that although the values in learners' behavior differed, experimental group in general can be said to have been moderately alert and not so much participating, and needed encouragement to volunteer.

The rationale behind the activities was firstly to explore the L2 self of the participant students. Initial activities were likely to help the students to be aware of

their actual L2 selves. These activities were at a similar direction with the curriculum subjects as the students' level of English allows the use of activities in such way. As the students were at A1.1 elementary English level, instructions and narrations in the activities were carried out in Turkish. Only the exercises and sentences that aimed to practice the activities about the target language were in English. Therefore, in some of these activities, while the students were working on their language skills, they could also focus on their ideal L2 aspects which were expected to improve their motivational skills.

Activities at the beginning acted as steps to get to know oneself and one's peers. Even if some students came to the class with negative thoughts about their English skills, or with a strong ambition to work on their skills, or with no positive or negative expectations or considerations at all, these activities were expected to help them realize why English as a foreign language exists in the classroom and in what ways it is useful to them.

The process of the motivational activities was likely to help creating a positive classroom atmosphere which was essential for learning comfortably. Self related activities might have helped the students build connections between their actual and ideal selves. Description of activities can be found in the appendix section (Appendix 3).

Firstly, activities 4, 5 and 6 were carried out within a week into the research process. Firstly, activity 5: L2 Greetings was implemented. It acted as a starter to initiate L2 self. This activity was selected as the first one because it was already similar to what the students have been practicing as part of their curriculum from the first weeks of the semester. Activity 4: Portraits worked as the step to present the students with the notion of ideal self. Its aim was that the students were expected to create a self that they would like to achieve, as they imagined themselves in a positive future by looking up to possible role models. Purpose of activity 6: My Future L2 Self was to provide them with a vision of L2 self by asking introspective questions about their future goals in English.

Then, activities 10: Reality Check 2 was implemented to set achievable learning goals towards L2 self. It would help the participant students realize how much they could actually improve themselves in a short or long period. By setting up realistic

goals, the students would be able to reach clearer learning goals. Through this activity, they had chances to revise and to get the opinions of their peers. In activity 21: Overcoming Obstacles, the participants worked on some practices so that they could know and discuss the techniques to study for English. With the help of this practice, the students read about and spent time thinking about effective language study techniques.

As the realistic work towards realizing ideal selves began, through activity 43: Taskmap, the students wrote down their short term learning goals for different language skills. This helped them realize how English can be practiced by doing exercises on different skills.

In activity 46: Study Plan, participant students made a study plan to put their notions of strategies into the regular use. As they got to know about different strategies and skills for studying English, they could make a realistic plan on how to actualize them. In activity 47: Work Style, they discussed the methods of English studying strategies by choosing from different ones that suited best to themselves. This activity worked like personal questionnaire about study techniques. They also evaluated what they were busy with when they did not study.

In putting the effort into an action, the participant students made contracts individually and collectively in the activity 61: Study Contracts. This helped them see their targets realistically. They put forward short term goals, and made agreement about them with their peers. Activity 62: Rate Yourself made them go back in time and assess their own performance, so that they and their peers could see how they could live up to their promises. The aim was that through these activities, the participant students might start making actual changes for their language learning goals.

The purpose of the final activities was the participants' visualization of their L2 selves by using their L2 knowledge. These were the times that they could finally get the efforts of realizing their ideal L2 selves, putting some tangible targets and working for them. Activities 72: Goods and Services: In A Restaurant, 73: Social: At a Party and 74: Work: Job Interview were the ones that they could imagine themselves in real L2 environments and think about how they would act in different

situations and imagine their feelings, their language use and expectations from native speakers. In activities 92: Work: Job Interview and 98: Festivals, the students were aimed to achieve at a step of having a sense of identity that belongs to real life like L2 communities. Even if their English level was not that good at that time of the academic term, an effort to integrate into a possible L2 atmosphere was expected at the end of these activities

Overall, it can be stated that much attention was given to individual effort that the students can spend on completing a task. At first, they were provided with tasks that addressed personal awareness for English language and did not require too much creativity. Therefore, each activity was personalized, so the students would easily express their opinions and participate in the activities. Teacher also spent considerable amount of time explaining how an activity would be conducted, what its purpose and logic were, and how it would be helpful for the students in learning English. She also helped students individually during their work and provided guidance. Some time during those activities, a sharing atmosphere also was created in order that the students could be aware of the importance of stating opinions.

Some weaknesses during these activities were that more feedback could be given to the students to make them improve themselves and more effort could be spent on more competitive and rewarding classroom that would trigger a harder challenge for bringing out creative products.

4.5. Interviews

After the motivational activities were completed in the experimental group, a post-test of scales was done. Following the post-test, interviews were held with some participants from experimental group. Volunteer students from the experimental group were selected through convenience sampling method. Interview was guided / semi-structured type which included 11 questions (see Appendix 5). Out of 46 students in the experimental group, 13 students were included the interview; 6 students from Classroom A and 7 students from Classroom B. Around 5-minute time was allocated for each student to answer the questions. The participant groups from each class were taken to a different room and all of them were interviewed during a class hour which is 40 minutes. The questions were about the

students' perception about English, foreign language learning, their goals and ideals about English, and habits of studying English.

The first question was "Are you interested in learning English?" The students mostly stated "yes" as the answer while a few of them said they were somewhat or not so much interested, and only one said he was not interested in learning English saying because he found the language very difficult. For the second question "What do you find the most interesting about learning English?", around 8 students stated that speaking with others and understanding what others say in English. In the third question "What do you think can be done to learn English in a better way?", the students gave various answers like by studying harder, revising class notes, watching subtitled movies or listening songs and checking vocabulary. For the fourth question "In what way do you think English lessons could be better?", the students expressed the wish for different activities like showing more visuals, reading about stories or playing games. When asked the fifth question "Do you prefer studying in pairs, in groups or on your own?", the students equally stated their opinions; 4 in one group said they preferred studying in a group, and 4 in the other group said they preferred studying individually. This question aimed to understand how much the students actually like sharing ideas or plans while doing the class activities. Sixth question was "Do you think motivational activities we did in the classroom were beneficial for you?"; through this question, it was intended that the students would consider whether the activities contributed them positively in some way. Most of the student replied that they believed the activities helped them positively, only one of them stated that she did not feel a positive contribution.

In the seventh question, the students were asked "When you want to become successful, is it important what your family or teachers say about your success or what you think about yourself?". The purpose of asking this question was whether the students were internally or externally motivated for success when they thought of success just for a brief moment. The students said their own thought were important when they wanted to achieve success. The eighth question was "What kind of activities would you do if you were to teach English?". The students stated that they would add different games, videos, stories into the classroom to liven it up. The aim in asking this question was get an idea of what the students'

expectations from a teacher and how an ideal teaching style they would like to see would be. In the ninth question, the students were asked “How much time do you spend on studying English outside the school?”. A few of the participant students said that they spend about one hour at most, while the others stated they spend less time. During the time they spend for studying English, they said they watch subtitled movies, listen to music in English, looking up for vocabulary. Apart from such students doing cultural practice not directly related to weekly lesson content, some said that they revise the class notes. As for the tenth question “Do you think you can be proficient in English in the future? If yes, when do you think you will be? If not, why do you think so?”, nearly all the participants said that they think they can learn English once they get to the university. Finally, the last and the eleventh question was “In what way do you think learning English will be helpful to you in the future?”. Nearly half of the participants said learning English as a foreign language would benefit them in case they go abroad some day. The other half of the participants stated that English can be useful in their workplace. Therefore, almost all of them believed that being a proficient speaker of English is a way of improving oneself academically and culturally.

4.6. Conclusion

After the analysis of the findings, the first research question looked for the answer for whether participant group students were intrinsically, extrinsically motivated or amotivated. The second research question tried to explain the effect of motivational activities on students’ motivation levels, while third one aimed to investigate the effect of these activities on learners’ motivated behavior. The fourth question intends to identify the achievement level of the students before and after motivational activities. The fifth research question aimed to show the levels and changes in the teachers’ motivational practice and learners’ behavior during the activities.

5. DISCUSSION

5.1. Introduction

In this section, the results of the research data will be discussed through the insight of the researcher under the light of literature.

5.2. Differences in Intrinsic Motivation, Extrinsic Motivation and Amotivation Levels

The present study investigated motivation levels of high school students and their motivated behavior before and after implementation of motivational activities. At the pre-test level, no significant difference between the experimental and control groups was found. Also at the post-test level, again no significant difference between pre and post-test was found. In this part, reasons underlying these results will be discussed and explanations will be made.

Many factors are involved in motivation and what makes a person get motivated towards something. These factors can stem from personal or environmental factors and also may depend on the academic subject itself, cultural interactions, or personal experiences (Dörnyei & Ushioda, 2011; Dörnyei, 1998). Apart from personal or cultural factors, how lesson is planned by the teacher, effectiveness of tasks, peer and classroom dynamics are important in motivation of the students.

While investigating a group of students' motivation, it would be helpful to look into the extrinsic and intrinsic motivation levels of the students. In the present study, motivation level of the students for foreign language learning before motivational activities was analyzed and it turned out that the experimental group had high levels of intrinsic ($M = 3.40$, $SD = .77$), and extrinsic ($M = 3.49$, $SD = .78$) motivation, while the control group had relatively high levels of intrinsic ($M = 3.04$, $SD = 1.00$) and extrinsic motivation ($M = 3.32$, $SD = .77$), which is not as much as the values of the experimental group. In motivational studies, intrinsic motivation is usually emphasized to have more importance in pursuing the goals in an academic field (Noels et al., 2000; Ryan & Deci, 2000). It is associated with a greater effort of learning for your own benefit and being aware of why and how you are studying your academic subject. It is taking your own decisions for your own learning (Noels et al., 1999). The results in the present study show high levels of intrinsic motivation for the experimental group and moderate levels for the control

group, so it indicates that experimental group students were more intrinsically motivated than the control group. Extrinsic motivation values of both groups also show that the groups are more extrinsically motivated rather than intrinsically motivated. We cannot know the underlying reasons for motivation solely by looking at the intrinsic and extrinsic values of a group of students. However, when the target group students are studying their foreign language, it can be stated that they are likely to get into action easily if they are driven into studying or achieving by an outer factor. When the goals are intrinsic, the learners are involved in what they are doing in a better way and keep their effort steady, and they are provided with better conceptual learning (Vansteenkiste et al., 2006). It is indicated by Vansteenkiste et al. (2005, p.484) that "Intrinsic motivation, which is defined as engaging in an activity for its own sake, is fully self-determined or autonomous." Therefore, considering that the experimental group is more extrinsically motivated at the pre-test level, it can be inferred that they are probably not so aware or conscious enough to make their own decisions for learning, and they are more likely to be enthusiastic or motivated through rewards, and teacher or parent advice or warnings. In the study of Vallerand and Bissonnette (1992), they found that among the junior college students who were registered in required lessons, the ones who kept pursuing the lessons were found to be intrinsically motivated initially. Being intrinsically motivated not only allows directing your own learning but it also provides a certain level of devotion to one's studies. Ryan and Deci (2000) indicate that when learners engage in an activity with extrinsic motivation, they tend to do it with some dislike, lack of concern or just with some interest for the sake of the value of the activity. When the students think about the benefits of an activity and try to internalize the extrinsic goals that have been enforced to them, this becomes an introjected regulation. According to Vallerand and Bissonnette (1992, p.601), introjected regulation is "while internal to the person, this form of internalization is not truly self-determined since it is limited to the internalization of external contingencies." Thus, in order to see whether the extrinsic motivation of the experimental group will work and keep them working steadily on classroom activities, it is important to understand how much of this extrinsic motivation is actually internalized and how much of it is just seen as the wishes of outer sources. In the pre-test level, identified regulation ($M = 3.59$, $SD = .95$) and external regulation ($M = 3.86$, $SD = .82$) values of the experimental group

are at a high level, while introjected regulation ($M = 2.91$, $SD = .99$) value is not as high as the others. Perhaps, experimental group students firstly consider their own thoughts, and evaluate the demands of outer forces when they are extrinsically motivated. In this case, if they prioritize what they will gain from the impact of external sources, then they might display some enthusiasm for intrinsic goals through externally regulated incentives. Therefore, the point of motivational activities was to bring out or to make the students realize the inner source of their motivation, and to put it in front of external factors.

5.3. Differences in Motivated Behavior

When comes to motivated behavior of the experimental group, it can be seen that it is ($M = 3.14$, $SD = .84$) at a moderate level and for the control group, it is ($M = 3.06$, $SD = .87$) again moderate, closer to experimental group value. Through these results, it can be interpreted that the students in the target population spend average amount of effort or time in learning English. In Csizer and Kormos's (2009) study with secondary school, college and university students, they found that the greatest impact on motivated behavior comes from ideal L2 self and L2 learning experience, whereas the ought-to L2 self has little to none effect for the target groups. Csizer and Kormos (2009, p. 106) also indicate that "the highly important role of the ideal L2 self in influencing motivated behaviour also indicates that this new construct might rightfully take over the place of integrativeness in the field of L2 motivation research." Ideal L2 self not only comes from intrinsic motivation values, but it also has roots in the amount of time someone has been exposed to their target language. In a similar study of Papi (2010), it is emphasized that English learning experience and the ideal English self have the most affect on the effort of learning English. As the students put some ideals ahead of them, visualize that a success is possible, they tend to get spend greater effort on language learning. In this thesis study, by looking at the motivated behavior and intrinsic motivation values of the students, it can be said that they see themselves somehow engaged in their target language. Yet, these results do not explain how much these students were exposed to their target language in the previous years. Considering that the students in the target population, nearly all of them, come from state primary schools, approximately 4 hours of English class a week cannot be deemed to be enough amount of exposure for developing a target

language identity or awareness for using language skills comfortably or rendering them experience for ideal L2 self. Keeping in mind that extrinsic values of the students were higher than their intrinsic values, the students can be expected to show motivated behavior only for the sake of some rewards during the motivational activities. Since the target group students are considered as low achievers, as the ones usually taking low scores on school or national tests, it is debatable whether they will reach at a phase in which they will display intrinsically motivated behaviors. Up until their high school class, these students see too many attempts and failed results that some of them lose their beliefs in achieving at what they aim. This may explain why they have higher extrinsic motivation values rather than intrinsic.

5.4. Motivational Activity Dynamics

Before discussing the post-test results, the process of motivational activities, implementations and interactions will be discussed. Observed through MOLT scheme, the activities mostly involved participants' individual work and teacher's explanation and guidance. Motivational activities at the first stages focused on how the students can get to know themselves and realize their English learning potential. According to Hadfield and Dörnyei (2013), a person is made up of different selves present at different times. The purpose of the activities Activity 4: Portraits, Activity 5: L2 Greetings, Activity 6: My Future L2 Self, Activity 10: Reality Check 2 and Activity 21: Overcoming Obstacles are to decrease the difference between the students' ideal selves and present selves. If we consider the alertness, participation and volunteering levels of the students at these initial activities, we can say that experimental group was attentive and awake enough to complete and engage in the activities. As the students were shown pictures and presented with questions about the awareness of the target language, they were eager to carry out the work (For detailed information on the design of the activities, see Appendix 3.)

Even when the duration of teacher's explanation was high in the initial activities that addressed to future possible self, the students showed very little signs of boredom and distraction. Hadfield and Dörnyei (2013) have some comments on future self as:

The more detailed and vivid the vision, the more the ideal self will come to seem a possible future reality rather than a vaguely imagined dream, and the more the vision seems to be an achievable possible reality, the greater the motivation to strive to achieve it (p.12).

When the students take part in the activities related with their goals and study plans, they become more attentive and interested. They think back and forth over what they can do, have done so far, and their future prospects. These activities provided more involvement and it was expected to prompt some intrinsic motivation and motivated behavior for the upcoming lessons. Though teacher explanation and individual student work duration was high, most of the pair work was allocated during these possible future self activities. By working on their possible selves and both commenting on others' selves and sharing thoughts, there might be a chance that they become more autonomous, thus creating an environment as in Dörnyei's (1994) factor of learning situation level of language motivation. Peer work, though not much like large group work, still includes norms and conditions set up by the individuals who make exchanges and establish rapport. Norms include extrinsic motivation systems which are turned into internal values, and this helps developing intrinsic motivation. Making remarks on their peers helps students revise their study plans and perhaps become more truthful about what they have done or will do.

When we look at the dynamics of the initial activities, participation, alertness and volunteering levels of the experimental group did not indicate a strong increase in the presence of group or peer activities. However, it just does not mean that peer or group work does not have an impact on the students. Some activities that require more personal effort and completion of a work could be rigorous for the students. As normally the students were used to short tasks on a grammar subject, and preparing an individual task, no matter how much teacher guidance was provided, might have seemed tedious. When the activities were pre-constructed in a way that only required the students to read and answer some questions or make some comments on given situations, then participation level was higher compared to activities that required writing a short paragraph or speaking on a topic. In a traditional English lesson, usually the whole class is given a task and while teacher helps each student carry it out, one student participates as the others wait their turn. Working continuously on an assigned activity might be something different than what the students had been accustomed

to up to that point. In the interviews and in class discussions, the students generally stated that they were not familiar with group or peer works and never engaged such activities while they were in primary school. Taking part in a new situation may create excitement or anxiety on people. Thus, despite teachers' high level of signposting or expressions of purpose, experimental group students might have felt confused or drifted apart from their activities. When students were reluctant or disconnected, teacher guidance and monitor were provided. Another downside encountered during the activities that some students did not know themselves well enough to answer questions about possible L2 self. It might be because of not knowing oneself well enough or not thinking thoroughly about the reasons of success or failures in L2. Teacher's scaffold duration increased in the course of such situations. Examples were given, some clarifications were made and each student was observed by the teacher.

After the activities 4, 5, 6, 10 and 21, activities Activity 43: Taskmap, Activity 46: Study Plan and Activity 47: Work Style were carried out. These activities focus on putting goals into work and trying to make them happen. According to Hadfield and Dörnyei (2013), putting long and short term goals and breaking them into achievable steps make them more attainable. Instead of making the students feel that what they set for themselves seem impractical, these activities allow them to revise and plan their next moves. These activities are worth mentioning because they had the minimum amount of participation, alertness and volunteering levels in both classes of the experimental group. Personalization, scaffolding, establishing relevance, promoting cooperation and intellectual challenge were aspects in which duration could be considered higher than that of other activities. As the students had difficulties completing works in these activities, much more teacher help and explanation were provided. Learners were prompted to work together with their peers. Teacher tried to explain the purpose of the activities and how it would help them once they get it done, and provided one on one help giving examples and directing the students. The reason that the students become so distant and lost interest in the activities might be because it was midway through motivational activities, it might have seemed so mundane to work on activities more or less aim at the same thing. Though activities were integrated into English lessons, the students knew and understood that these activities addressed to motivational

aspects. The enthusiasm and spark from starting new kind of activities might have faded away when it came to putting some realistic short term goals and carrying them out. As long as students are motivated, they can perform even what they might find tedious (Brophy, 2004). These activities might indicate early signs that the students were into some motivational problems. Perhaps not knowing one's past experiences or failures creates conflicts in the learners' minds (Ushioda, 2014) leading them to feel constrained in designing study plans or short and long term goals.

In order to provide more participation or alertness in the classroom, more autonomous environment should be created. Increased metacognitive aspects and motivational levels can be kept through providing autonomy, as Ushioda (2014) indicates. For the activities in which participation rates lowered, it cannot be said that the emphasis was not autonomy at all. In fact, these activities were more personalized, requiring students to contribute more from their own thoughts or experiences. Personalized activities required more active participation as the final work was going to be written or spoken material. Whether individual, peer or group work, observed confusion from the learners was more or less at the similar level. In the peer or group work, some students behave more actively, whereas some follow the others' lead. Confusion, not so well known L2 self, pressures of past failures or challenges brings out some disinterest and lower level of motivated behavior or even amotivation. Taylor (2013) expresses that if possible selves or future L2 selves do not exist, motivation is not likely to be sustained. Though Taylor (2013) argues that not only attention-grabbing but also personalized activities provide better learning for the students, when ideal or possible L2 selves are not very strong or persistent, cases like the ones in the experimental group of this study might occur. What the learners were looking for could have been some elements of joy. Activities addressing to multiple intelligences in learning might have had a positive effect if that had been considered.

In the following activities, though participation rate was not as good as the ones in the initial activities, alertness and volunteering levels were not very low yet still fluctuant. Activity 61: Study Contracts and Activity 62: Rate Yourself were about working on making strategies and plans as early steps of success. As this section was about real life problems of the students, it enabled more alertness and

volunteering than the previous activity. Still, in order not to reveal their struggles in studying, few students chose to disclose and talked about their studying habits. This situation can be explained through a wide gap between the students' ideal and present selves. As possible self includes a self undergoing the effects of past and at the same time experiencing the moment and having future expectations (Markus & Nurius, 1986), students feeling a little reserved about their possible selves might worry about they would not be catching up with what they have thought they could do in previous activities. In this case, teacher's increasing the learner's goal-orientedness (Dörnyei, 2001) weighs too much importance. Because in the preceding activities, learners more or less set some goals and teacher aimed directing students towards realizing them. At this point in the activities, durations of promoting integrative values and establishing relevance in teacher's motivational practice part were nearly at the highest levels of all activities. Personalization level was also really high as the activities directly addressed the learners' personal objectives. Despite high levels in such aspects of teacher discourse and activity design, learner behavior was not much like it was in the earlier activities. Even though there are effects of teacher or learning environment, previous L2 learning experience influences motivated behavior (Csizer & Kormos, 2009). L2 self going through possible to ideal is affected by past occurrences and current factors. In Csizer and Kormos's study (2009), the reason why some students felt less impact of L2 self on motivated behavior was explained by minimal amount of exposure to L2. This was especially evident in secondary school students rather than university students. When students do not sense that their L2 would be beneficial, they do not tend to display motivated behaviors. It is emphasized that English is considered merely as a lesson; therefore students do not work towards improving it. In order for the students to be determined on advancing their English, they have to spend some time working on their skills outside the language classroom. Intrinsic motivation plays a more important role in such cases. In the classroom, students may participate in an activity for the sake of rewards like grades or verbal appreciation of the teacher and thus parent praise at the result of success. Once praises or positive feedback are nonexistent outside the classroom, extrinsic motivation will no longer be present. Vansteenkiste, Lens and Deci (2006) indicate that when goals are intrinsically formed, the students work harder, understand better and tend to go on

improving their goals. If full integration to the activity or study is wanted while a student is extrinsically motivated, then there must be some identification. In the present study, during interviews, experimental group students expressed that they mostly care about what they themselves think about their success, and what their parents or teachers think comes second. If we assume that their peers who were not interviewed would give similar responses, a higher level of intrinsic motivation would be expected. However, result from pre-test shows that extrinsic motivation levels of experimental group students are higher than their intrinsic motivation. Therefore, what students think about success may not reflect on their motivated behavior. In interview, most students also stated that they spend little or no time studying English. Even the students who presume that English will be useful for them in their future jobs or in case they go abroad do not spend much time revising what they were taught in the lesson. Instead, they state that they listen to English music or watch subtitled movies and regard this as studying for English lesson. Though this can boost their cultural awareness for the target language, when it comes putting the knowledge into practice, students find it difficult as they struggle with using vocabulary or grammatical forms. In his study, Utman (1997) points out that when the effort is concentrated on learning rather than just doing and showing talent, performance gets better. However, learning goals have less impact for younger learners rather than older ones, because learning goals require planning for more complicated tasks. If performance goals are focused on doing an activity for the sake of doing it, to bring out that you are spending some effort, it might not be permanent over similar learning goals. During the activities in the present study, some students completed the activity in a short amount of time, mostly skipping pre-thinking or revising afterwards. Though these students may think that they are sweating over or just struggling during an activity, the end product is not always satisfactory or explanatory for what they are actually capable of. To be determined on accomplishing in the target language, students need to plan ahead and evaluate the consequences, besides paying attention to the amount of effort or time they spend on tasks.

In the last three activities, learner behavior again had up and downs. Though learner behavior did not quite catch the levels of the previous activities, some practice values showed noticeable increase. Signposting, pair work, display

questions, feedback sessions durations were still high. Furthermore, these activities were the ones that would allow more autonomous and authentic work. During these activities, students took active part in speaking, writing and having peer work. While activities 72: Goods and Services: In A Restaurant, 73: Social: At a Party and 74: Work: Job Interview involve associating goals with practice, 92: Where Can I Get A Cup of Coffee? and 98: Festivals aim to revive L2 cultural awareness and integration in the classroom. As there is a possibility that most of the experimental group students only regard L2 as a classroom subject, it is crucial to make them imagine some situations that would question themselves as to what to do in a L2 setting (Hadfield & Dörnyei, 2013). Even if there are students who never watch programs or listen to music in English, imaginative situations would give them opportunity to compare their own culture with L2 culture. These final activities would also work well even when the students fail at creating stable goals or realizing their goals in the preceding steps. Though tangible task product aspect of these activities was high in duration, learner behavior levels were not really at a desired point. The determination in a specific behavior can be explained by how motivators are shaped. Having intrinsic motivation provides continuity of a behavior (Vallerand & Bissonnette, 1992). People who plan their own path, adjust their personal arrangements to study schedules, are the ones more intrinsically motivated (Zuckerman et al., 1978). In Wild et al.'s study (1997), it was found that extrinsically motivated people were less enthusiastic over tasks and had lower expectations. This probably explains the situation in the last few activities of this study. The activities included creative, autonomous, authentic aspects and gave participants a chance to integrate themselves in cultural L2 activities; nevertheless, lower motivated behavior of participants displayed that if students are in the anticipation of a reward, then even in the less entertaining activities they are more likely to be alert and participate. Hayamizu (1997) prefers not to draw a strict line between extrinsic and intrinsic motivations, stating that extrinsically formed motives can be internalized. Though introjected motivation and identification are regarded as two features of extrinsic motivation, when a goal is identified, intrinsic behavior is triggered. When it comes to the blurred line between motivational conditions, Dörnyei, Ibrahim and Muir (2015) identify it as directed motivational currents (DMC). Feeling passionate about an activity and then losing interest the next time is explained by these changing motivational dynamics. With

an active level of DMC, people become more industrious and spend greater effort on their goals. In order for DMC to become more effective, there needs to be “behavioral routines” and “proximal goals” (Dörnyei et al., 2015, p.98). As for the present study, the students had elevated motivational behaviors at the beginning of the activity weeks, yet, even before they reached a state of accomplishment or completion; their motivational current gravitated towards low levels of attention, participation and alertness. Dörnyei, Ibrahim and Muir (2015) indicate that if the target is carried out, there might be a state of stagnation and a decrease in further efforts. Participants in this study might have been blocked by their unclear L2 visions despite the activities specifically set for determining or actualizing the vision. Lack of belief during the activities in which future goals are planned while taking part or being attentive in an activity just for grades can explain why these motivational waves were in downward direction. It also again can be associated with higher external motivation levels not very much identified even after numerous attempts.

Apart from students’ own beliefs and visions, teachers’ motivational establishment and their self efficacy are crucial for a harmonious, positive and dynamic classroom setting (Dörnyei, 2001; Guilloteaux & Dörnyei, 2008; Ushioda, 2011; Kubanyiova, 2014). Seeing that students were not as alert or attentive as they were at the beginning of the activities might have created some sense of disappointment in the teacher. The best way to overcome this can be planning for more authentic and liberated activities for the students. However, in a classroom where most students are extrinsically motivated, freedom of choice or flexibility in an activity design may result in unpredictability in vision of the students who are in the expectation of rewards. When students cannot foresee of how their final work can be and feel confused even after the assistance of the teacher, teacher’s effectiveness in planning or guidance may not work very well. As stated previously, despite efforts to have authentic and autonomous activity designs, participants in this study reflected average level of effort most of the time.

5.5. Post-test Motivated Behavior and Motivational Levels

Post-test results of the scales show that experimental group students increased the values of motivated behavior ($M = 3.40$, $SD = .87$), LLOS ($M = 3.63$, $SD = .76$), and each subscale value of LLOS; intrinsic motivation ($M = 3.56$, $SD = .86$),

extrinsic motivation ($M = 3.64$, $SD = .83$) and amotivation ($M = 3.84$, $SD = 1.09$). Each value displayed similar increase, but it is important to state that the change was insignificant between groups. Despite no motivational activities were conducted in the control group, they also had increasing values in both scales. This can be attributed to the fact that the lesson subjects become harder over the months and the students understood whether they could succeed or fail in English exams, so they might have felt the need to study more or seen themselves getting more competent in English class. As they were at the first grade of high school, after some adaptation period, students took initiative and started trying harder. What was more intriguing in the post-test results was the increase in value of amotivation. Along with extrinsic and intrinsic motivations, amotivation was high. Doiz, Lasagabaster and Sierra (2014) indicate that lack of motivation for a certain subject may be caused by how students consider language learning can take place and how it might be different from teachers' views. Perhaps the learners who do not have enough inner will for their L2 are likely to drift apart from the purposes or goals of the lesson. Noels, Clement and Pelletier (1999) point out that amotivated students tend to have more anxiety and study less. Amotivated students are identified to have no targets and no hopes for prize or feedbacks (Vallerand & Bissonnette, 1992). Vallerand and his colleagues (1992) also emphasize that amotivated students question themselves and wonder the purpose of attending the school in the first place, and no longer take part in lessons. Despite negative aspects attributed to amotivation, participants' only increasing value was not amotivation in this study. The reason that amotivation showed some increase in the post-test along with intrinsic and extrinsic motivation might be a feeling of isolation from the lesson or the school in general while trying to set some goals. Besides, they might have had a bit of motivation while feeling not so belonged to their L2. In fact, there were only 3 items on LLOS scale that addressed to amotivation that it may not be enough to explain or discuss the reasons why the participants were amotivated at the same time with experiences of other types of motivation. These items were statements like not knowing the reason of studying English, not caring about English and feeling of a waste of time over English (see Appendix 4). This slightly high value of amotivation may stem from trying hard for studying, struggling to know English but at the same time not knowing the real reason behind learning English.

Teachers' attempts to explain why language is learnt and L2 community activities just in one lesson in a week may not have been adequate to create a sense of belonging over the term. Sade (2011) states that students who feel that their L2 do not take part in their own society may experience demotivation. It can be assumed that students' previous learning experience about English, which took part in their primary school, possibly did not deal with learning or teaching L2 culture, the aspects of L2 community or the use of language itself. Therefore, by the time they reach high school grade, the students, already with the feelings of struggle and failure in most academic areas as they are generally lower achievers, feel disconnected or are only in the expectations of some rewards. This situation causes extrinsic motivation being higher, while some introjected values turn into intrinsic motivation and those who are alienated find themselves in an amotivational state.

As the experimental group has increasing values in extrinsic and intrinsic post-test values, nearly all their values of other subscales which are knowledge, stimulation, accomplishment, and identified and external regulations show some increase. The only value went down was introjected regulation ($M = 2.91$, $SD = .99$ for experimental group) in extrinsic motivation. If amotivation value was not higher in the post-test, it could be stated that the participants' extrinsic motivation tended to become more internalized through feeling an effect of self in externally organized strategies and drives. Perhaps a way to interpret this might be that while some students could integrate their extrinsically motivated goals, some probably showed some attention and then withdrew from the activities or goals. It can be said that some students participated in the activities just because it was requested by the teacher to do so, and their peers were also participating during that time. When group actions get more noticeable than personal actions, students just drag themselves along what is taking place in the classroom.

5.6. Achievement Levels

Another factor investigated in this study was achievement level. T-test results of the participants showed significant difference in their second exam results which was conducted after the activities. Though behavioral and motivational scales did not display a significant change between groups, continuous work on different L2 aspects might have paid off in the second exam, or the students might have found

the second exam questions easier. On the other hand, there might be some increased effort for the exams after their high school adaptation periods as stated previously. However the effects of motivated behavior and motivation on achievement or their relationship with the achievement cannot be easily deduced in this study, so it may not be right to make certain assumptions.

Although students spend little effort or time on their L2, while completing the scales, they might have marked the answers that seemed desirable, distorting the sincere answers that they would have given otherwise. In addition, as the teacher of experimental and control group classes was the researcher of this study, students might have wanted to be seen as more enthusiastic and in a lot more effort. Of course, these are just some assumptions surrounding this study. As Brophy (2004) points out, despite the teacher's struggles to create more personalized classroom environments appealing to the learners' needs, when the students feel aloof or burnt out, the activities may become some prerequisite steps to get some rewards like success or appraisal. In this case, both intrinsic and extrinsic motivations are likely to bump into a dead end. Furthermore, if there is any motivated behavior in the initial stages, this behavior turns out to be a mundane action like completing the activity just for doing it with no useful purpose or anticipation beyond that. Thus, it is imperative to teach our students how to learn, especially at the earlier grades. They need to internalize why they need to learn and how to perform rather than just pretend doing it for the sake of external forces or a deluded inner self. Importance of mastering one's goals is explained by Ames and Archer (1988); as in the case of mastering goals, one possesses grit to achieve success and tries out new tactics or even defies previous goals or achievements. Thinking about personal aims helps students develop better study plans. Çetinkaya (2017) points out that learners who benefit from language learning strategies display higher achievement levels, so these students become more likely to use them often. In designing your own ways to study, Ushioda (2014) also indicates the necessity of knowing how to know and think. In order to carry out an effective learning process, students need to be taught learning strategies and the best individual studying methods for themselves. They need to take lessons from past failures or achievements. Besides personal efforts to benefit from personal strategies, students need support of teachers, parents and

peers. Teachers' efforts and motivation level have impact on students (Dörnyei, 2001; Dörnyei, 1994) and peer and group harmony creates a positive learning environment (Dörnyei, 2007). In the present study, the emphasis was tried to be given on personalization of the activities, signposting and pair work also took time to a great extent. The purpose of the activities was explained repeatedly by the teacher, attention was given to add some creative and challenging aspects to the activities. Despite these efforts, not all autonomous and authentic activities created enthusiasm in the participants. As Chambers (1999) states, teenager students may not be as keen as younger students who are not much biased against a foreign language that is taught in school. Brophy (2004) emphasizes the importance of setting short term goals and scaffolding to break the prejudice of the students against their lesson. Students' not seeing their goals realistically no matter how well they are put, not reaching at the same amount of passion they have in an earlier lesson can easily result in lack of interest or motivation.

Indifference or only showing attention in the presence of an instant reward and other factors such as failures, previous bad experiences or dislike to that particular academic subject can be regarded among some sources of lower motivation in the present study. Some deficiencies in the motivational activities like lower amount of group work, more individual seat work, less feedback, encouraging evaluation and competitive environment and rewards also might have acted as obstacles in the path of motivational improvement. However, seeing that the students can actually take part and show moderate amount of interest in L2 activities can be encouraging for students at the similar situation. No matter how much they regard their target foreign language as a school subjects, it can be inferred from interviews that both lower and higher achievers are aware that foreign language is useful in case of going abroad, or progressing in a job. As we can understand from the statements of interview participants, students are likely to see English as a hobby that they can get to know while watching television or listening to music. Besides the ambivalent expressions generally implying they are aware of different studying methods or how an English class can get better, there are also statements that they work not so much and spend little time on revising what they are taught in the class. This situation almost reveals that students could not yet

integrate their goals in L2 with effective learning strategies and L2 cultural awareness.

6. CONCLUSION

6.1. Introduction

In this part of the study, a summary of study and a conclusion will be drawn. Then, implications and suggestions will be stated.

6.2. Summary of the Study

The present study aimed to investigate the changes in motivational levels of high school learners in EFL classrooms, and their motivated behavior. In order to attain this purpose, motivational activities were conducted in the experimental group after the experimental and control group pre-tests on intrinsic and extrinsic motivational levels and motivated behavior. During motivational activities, experimental groups were observed by the teacher. Meanwhile, no interferences with the control group were done. After the implementation of the motivational activities, post-test of the same scales were done. To assess the effectiveness of motivational activities, achievements tests were carried out before and after the motivational activity process. To back up the findings, interviews were conducted with the students from experimental group. The results of the study aimed to give insight from a teacher perspective for the action research on foreign language learning motivation.

The study was carried out both in quantitative and qualitative format. 69 students participated in the study, 46 of them were in the experimental group and 23 of them were in the control group. Groups were three 9th grade classes which were randomly selected by the teacher. Motivated Behavior and Effort Instrument (Al-Shehri, 2009) and Turkish version (Şad & Gürbüzürk, 2009) of an adapted Language Learning Orientations Scale (McIntosh & Noels, 2004; Noels et al., 2000) were used as the 5 point Likert scales for motivation at the quantitative steps of the present research. Motivational activities were video-recorded by the teacher, and the analysis of the activities were investigated using Motivational Orientation of Language Teaching Orientations Scheme (MOLT) developed by Guilloteaux and Dörnyei (2008). Achievement tests were designed according to curriculum subjects, questions including fill in the blank items, vocabulary tasks and sentence completions. Interviews were conducted as 11 questions with 13 students from the experimental group under the qualitative research perspective.

The findings according to research questions are presented as following:

1. The first research questions sought to identify the learners' intrinsic, extrinsic motivation and amotivation levels. High level extrinsic motivation was found in the experimental group, while extrinsic motivation and amotivation values were found to be high for the control group.
2. In the second question, the impact of motivational activities on students' motivation levels was investigated. Though not significant, post-test results indicated higher values for experimental group both overall and in the sub-scale motivational levels.
3. In the third question, the motivated behavior at the post-test level was identified, and although insignificant, more increase for the experimental group was found which brought it to a moderate level.
4. After the achievement tests were conducted as part of the fourth research question, post achievement values showed that there was a significant difference between experimental and control groups. Achievement level of the groups increased significantly.
5. After the analysis of the MOLT scheme for the fifth question, it can be seen that highest durations of teachers' motivational practice were spent through signposting, personalization and pair work, while students' behavior showed fluctuations mostly staying at a moderate level in terms of participation, volunteering and alertness.

6.3. Conclusion

The present study displayed that EFL learners at technical vocational high school setting are mostly extrinsically motivated. Motivational activity implementations addressing the students' ideal L2 selves did not have significant impact on the experimental group students' motivated behavior and motivational levels. Achievement test scores at the post-test step displayed a significant difference between experimental and control groups. There were also fluctuations in the students' volunteering, participation and alertness values according to the observation scheme. It can be concluded from the findings that working on improving the motivational levels and motivated behaviors through motivational activities does not have a significant difference on the students in different groups.

However, it leads to some changes in students' motivational levels when the groups are identified separately. Meanwhile, motivational activities create significant difference on the students' achievement levels. It can be stated that when students spend some effort and time on improving their motivated behaviors and set some short and long term goals, this effort may be helpful in their achievement. It is important to keep in mind that as the participant students in this study were the students of the researcher, answers to the scales may have been stated at a more desired level. As a final remark, the importance of learning goals rather than performance goals becomes more prominent with this research.

6.4. Pedagogical Implications

This study may carry some beneficial implications especially for the teachers and for the researchers who collaborate with the teachers investigating language classroom dynamics. Hadfield and Dörnyei (2013) emphasize the importance of conducting action research, especially conducted by the teachers themselves. They draw attention to teachers' role in action research on motivation by pointing out the role of feedback and appraisal, so that the learners' vision on their ideal selves would not fade away. As the learners in the experimental group of this study needed more guidance and signposting, more duration on help as constructive feedback was spent rather than praises.

In the present study, students in the experimental group tried to set some goals and make effort in creating, improving and performing an L2 vision in English. Breaking goals into steps is crucial in making the path for motivation instead of expecting high level of enthusiasm that would last for a number of lesson hours, so that this enthusiasm can turn into an integrated motivation for ideal self. The student in the experimental groups sometimes showed effective alertness, participation, and volunteering levels, and sometimes had changing motivational dynamics. Through the interviews, it could be seen that the students were a bit aware of benefits of learning English, and the importance of making effort. Despite what some stated in the interviews, the students were more extrinsically motivated towards English and they could only internalize the extrinsic goals in the presence of improving grades, or rewards like higher participation scores given by the teacher. It is important to consider how such extrinsically oriented motivational

drives can become more intrinsic for the students, perhaps by teachers' improving of rewarding systems or feedback styles.

During the motivational activities, the students stepped back when the activities required more creative effort or personal contributions. Teacher's scaffolding, personalized activity organization and explanations did not seem to have a great impact on more active and lively participation of the experimental group. Struggles stemming from their age, feeling a sense of not really belonging to L2 community, completely losing interest in an activity, not having an idea of how to learn can be stated to have effect in fading motivational dynamic (Sade, 2011; Brophy, 2004; Chambers, 1999; Ushioda, 2014). Past failures or worthless attempts to get better is likely to play some part in barely reviving motivational characteristics of these students. MacIntyre and Serroul (2015) indicate that if a task includes knowledge that individuals think that they do not have, withdraw from tasks is likely to occur. It can be stated that this study, though takes place in a high school setting, can also helpful for teachers working at a primary level in showing the importance of early positive reinforcement within foreign language teaching.

As the target population involved students from a technical and vocational high school where lower achievers and the students who took lower scores on the national exam study, established and unbreakable prejudiced against certain school subjects, teacher practices or even classroom activities are some factors taking part in shaping motivation. These aspects are also difficult to change over just one hour motivational English activities class. Present study aims to address the language teachers in that it is important to help the students break the ice with their foreign language even before working on setting up some goals for their language skills.

6.5. Methodological Implications

Present study included both quantitative and qualitative methods. While quantitative data shows the change in the dynamics through analysis of values, qualitative data backs up the findings through the implications from observations and interviews. This study was also constructed within an action research perspective. Action research is indicated to valuable for the teachers to detect their problems and work on them (Fraenkel & Wallen, 2009; Burns, 2010). Similar to it

was done in the present study, Dörnyei (2007) emphasizes that questionnaires can assist the data in getting into the depth of traits of the participant groups.

Sampson (2016) points out the lack of research on dynamics of classroom through the eyes of teachers as researchers. Aside from the analysis of the findings, this type of research is valuable in seeing how the students act during certain practices and taking lessons from these implementations and improving strategies and techniques in the following lessons.

6.6. Suggestions for Further Studies

Despite some shortcomings, this study may act as an instructive and supporting work for the teachers who do their jobs in the similar types of schools and also for the students who are at the same levels as the participants of this study. How less intrinsically motivated lower achievers can be helped, and how L2 is regarded by the students who come from more deprived cultural or socioeconomic environments need to take more place in language teaching literature. This study only utilized the assessment of one teacher in the observation due to scheduling conflicts. In further research studies, teachers may get help from colleagues to evaluate findings. In terms of motivational tasks, more diversity in the activities can be included in addition to the time only allocated for motivational activities to integrate motivational teaching as a whole in the language classroom. More class groups can be observed and larger numbers can be utilized in the research to get a better representation.

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APPENDICES

APPENDIX 1: ETHICAL COMMISSION APPROVAL



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433-2355

02 Ağustos 2016

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 13.07.2016 tarih ve 1744 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Ayşegül YURTSEVER**'in **Doç. Dr. İsmail Hakkı ERTEN** danışmanlığında yürüttüğü "**Öğretmenin Motivasyonel Aktivitelerinin Yabancı Dil Öğrencilerinin Sınıf Motivasyonuna Etkisinin Öğretmen Tarafından İncelenmesi (A Teacher Inquiry Into The Effects Of Teacher's Motivational Activities on Language Learners Classroom Motivation)**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **26 Temmuz 2016** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX 2: THESIS ORIGINALITY REPORTS



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞI'NA

Tarih: 16/06/2017

Tez Başlığı: ÖĞRETMENİN MOTİVASYONEL AKTİVİTELERİNİN YABANCI DİL ÖĞRENCİLERİNİN SINIF MOTİVASYONUNA ETKİSİNİN İNCELENMESİ

Yukarıda başlığı verilen tez çalışmamın tamamı (kapak sayfası, özetler, ana bölümler, kaynakça) aşağıdaki filtreler kullanılarak **Turnitin** adlı intihal programı aracılığı ile kontrol edilmiştir. Kontrol sonucunda aşağıdaki veriler elde edilmiştir.

Rapor Tarihi	Sayfa Sayısı	Karakter Sayısı	Savunma Tarihi	Benzerlik Endeksi	Gönderim Numarası
16 /6 /2017	124	204067	16/06 /2017	%11	825429744

Uygulanan filtreler:

- 1- Kaynakça hariç
- 2- Alıntılar dâhil
- 3- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

16.06.2017

Tarih ve İmza

Adı Soyadı: Ayşegül YURTSEVER

Öğrenci No: N13220514

Anabilim Dalı: Yabancı Diller Eğitimi

Programı: İngiliz Dili Eğitimi

Statüsü: Y.Lisans Doktora Bütünleşik Dr.

DANIŞMAN ONAYI

UYGUNDUR.

Prof. Dr. İsmail Hakkı ERTEN
(Unvan, Ad Soyad, İmza)



HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
THESIS ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
TO THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

Date: 16/06/2017

Thesis Title: A TEACHER INQUIRY INTO THE EFFECTS OF TEACHER'S MOTIVATIONAL ACTIVITIES ON LANGUAGE LEARNERS' CLASSROOM MOTIVATION

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

16.06.2017

Date and Signature

Name Surname: Aysegül YURTSEVER

Student No: N13220514

Department: Foreign Language Education

Program: English Language Teaching

Status: Masters Ph.D. Integrated Ph.D.

ADVISOR APPROVAL

APPROVED.

Prof. Dr. İsmail Hakkı ERTEN

(Title, Name Surname, Signature)

APPENDIX 3: PLANS OF THE MOTIVATIONAL ACTIVITIES

Activity 5: L2 Greetings

Aim: To act as a warm-up activity, introducing the students to the feeling of an L2 self

Time: 10 minutes

Preparation: Finding a photo or video clip of people greeting each other in the culture of L2 which is English (e.g. shaking hands, bowing, etc.)

Language practice: - Functions: greeting

- **Skills:** speaking

- **Language Areas:** Hello, How are you? I am fine, etc.

Procedure

1. The students read short dialogues about people greeting each other in English and watch video clips of people greeting each other.
2. The students are asked to stand up and move in the class greeting each other using the greeting words that have been previously taught in the week's class.
3. The learners are asked to imagine they are in an English speaking country.

Activity 4: Portraits

Aim: To introduce the students to the concept and the image of a general ideal self

Time: 10 minutes

Materials: Some reproductions of portraits

Language practice: - Functions: Description of places and people

- **Skills:** Listening and speaking, writing

Language Areas: talking about jobs

Procedure

1. The class is shown a number of portraits of different people in different professions.
2. They are asked to discuss on what the people in the pictures are doing through questions such as “Who is the person? What does she do for a living?” etc.
3. Then, the teacher asks the students some questions to evoke their idea of future self. The students are asked to imagine themselves in the future and think and write answers to some questions. These questions are such,
(Imagine yourself in your future) -What kind of job are you doing?
-What kind of place / city are you living in?
-How is your family?
-What makes you happy?
 - (Now think about the present) What would you like to ask the person who is currently doing the job you want to do in the future?

Then, the students share some of their answers with the class.

Activity 6: My Future L2 Self

Aim: To introduce the concept of a future L2 self and to get students to visualize in general terms what their ideal L2 self would be

Time: 20 minutes

Procedure

1. The students are introduced with an idea of future L2 self. The teacher asks some questions about L2 future self. The students answer some questions imagining that they are able to speak English in the future.
 - When do you think you will be able to speak English proficiently?
 - What job are you occupied with when you speak English proficiently?
 - Does speaking English provide you any benefits?
 - Do you speak it while at work or outside the work?
 - Can you speak with your friends in English?

- What kind of topics can you speak in English? How do you feel while speaking English?
- 2. Then, they are asked to answer the same questions thinking about their partners sitting next to them.

Activity 10: Reality Check 2

Aim: To get students to substantiate their vision of the future L2 self

Time: minutes

Materials: Worksheet, students' own descriptions of their ideal L2 selves

Function: giving opinions, predicting

Procedure

1. The students reread their own descriptions of their ideal selves.
2. They are distributed the 'Reality check' worksheet and they will fill it in for themselves.
3. Then, the students exchange their descriptions with a partner and give out the second copy of the 'Reality check'.
4. They carry out the 'Reality check' on their partner's ideal L2 self description. Then, in pairs, they compare ideas.

Worksheet 1 – My ideal future self: reality check

Look back at what you wrote about your ideal self. Which situations and aims do you think are: • easily achievable • possible but more long-term goals • very hard to achieve • not really achievable (without much more time than you've got?)

Fill in the table:			
Easy to achieve	Possible, but more long-term	Very hard to achieve	Not really achievable

Activity 21: Overcoming Obstacles

Aim: To introduce the students to some strategies for overcoming barriers

Time: 20 minutes

Materials: Worksheet (strategies text)

Language Practice: - Functions: describing habits

Procedure

1. The students are given out the strategies texts. They are asked to read them and decide which heading it comes under on the worksheet.
2. They are asked to describe their motivational methods to their classmates. When they hear the strategies of others, they are asked to make notes under the appropriate heading.
3. Then, with a partner, they are asked to discuss which they use already and to think of some new ones they could add.
4. Then, the students tell the strategies to the class.

Text

Before I start work I try to visualize my goal, for example finishing my essay or learning 20 words – this motivates me to work hard.

I promise myself a reward or treat for when I finish the work – chocolate works well!

I have a strict routine for getting started on work: I find I tend to put off starting work, so I write down what time I am going to start and then I do a short simple task for 5–10 minutes, like learning five words.

I have worked out what distracts me and have a list of DOS and DON'TS on my wall, like 'DON'T answer emails till you have done one hour's work!' or 'Have a coffee when you finish the task, not in the middle!' I try to find things to do to make the activity more fun, like making vocabulary learning into a game.

I get bored if I am doing one thing for too long so I plan my work in short blocks with a complete break in between where I get some fresh air or do some exercise – that helps me to stay fresh.

I listen to relaxing music – it makes me feel calm and happy.

I do a relaxation exercise before I start: it helps me to stop feeling stressed.

I have told my friends I am behind in my work because I go out too much – so now they make sure I am up to date with my work before they invite me out!

I don't find much time for learning verbs – so I have put posters up round the house – that way I see them often and I can learn a little bit at odd times of the day.



Activity 43: Taskmap

Aim: To break down the week's general tasks into a list of precise tasks

Time: 10 minutes

Functions: Intentions, Obligations

Procedure

1. A task list that specifies weekly personal study and classroom goals is written on a paper by the teacher.
2. The students are asked to select the ones that most apply to them for their own targets. The students are put into pairs and also offer more ideas that come up to their minds.

3. Then, a mindmap is drawn on the board based on language learning skills, and each student is asked to come to the board and write their group's ideas under each category.
4. The students are told to make their own tasks chart by choosing suitable goals from the mindmap on the board.

Activity 46: Study Plan

Aim: To organize the week's goals into a timetable

Time: 15 minutes

Materials: A blank timetable

Functions: Intentions, Obligations

Procedure

1. Each student are given a copy of a timetable.
2. They are asked to look at their self-study tasks (previous activity). They are made to fill these in on the timetable, indicating which days/evenings they will work and how long they will spend.
3. Then, the students compare timetables in pairs and give each other feedback.

Activity 47: Work Style

Aim: To initiate a discussion on students' different study habits and working styles

Time: 20 minutes

Materials: Discussion sheet worksheet

Language Practice: - Functions: Discussing habits, Preferences and routines

Skills: Reading, writing, speaking

Procedure

1. A copy of discussion sheet are given to each student.
2. They are asked to work individually to answer the questions.

3. A class survey on study habits is made by collecting the reports.
4. The surveys will be used to initiate a discussion whether the students work best in this way.

Discussion Sheet: you and the way you study

1. How do you like to study? • alone or with others • with no distractions or with background noise (e.g. music) • by reading or by listening • moving around or using your hands when you study • writing notes to summarise information or making tables and diagrams.
2. What kind of study aids do you use? • lists • labels • a notebook • cards • computer or mobile phone • others.
3. When do you work? • morning/afternoon/evening • at a set time every day • randomly • at spare moments, e.g. waiting for the bus.
4. What do you study? • going over class work or reading/listening to new material • from books • from newspapers and magazines • from TV and radio • from the Internet.
5. When you study, do you spend a long time focusing on a short text/vocabulary list/grammar rule or do you read and listen to longer texts without working in detail on the language?

Activity 61: Study Contracts

Aim: To get students to write individual or class contracts for the week's learning objectives, which a fellow student can then witness and monitor

Time: 5 minutes

Materials: Contract worksheets

Language Practice: - Functions: identifying aims and objectives

Skills: reading, writing

Procedure

A copy of contract worksheet are distributed to each student and they fill it in individually for the week ahead.

In pairs, they review each other's contracts and agree for a feedback.

Worksheet 1: Individual study contract

This is what I hope to achieve this week:

This week in class we will:

For homework we will:

For self-study I will:

This is how I hope to do it: (Timetable)

Signed:

Witnessed: (A peer)

Feedback: (A peer)

Activity 62: Rate Yourself

Aim: To get students to rate their week's performance

Time: 10 minutes

Materials: Contract form from activity 61

Language Practice: - Functions: evaluating performance, giving reasons

Skills: reading, writing

Procedure

1. Students are introduced to a ratings scheme for assessing performance.
2. They go through the learning contract they made for the week and rate their objectives and what they have accomplished on the scale.
3. They pair up with a peer and go through how they rated their performance and give each other feedback.

Activity 72: Goods and Services: In A Restaurant

Aim: To visualize the L2 self ordering meals in L2

Time: 10 minutes

Language Practice: - Functions: describing actions and feelings

Skills: listening, writing, speaking

Procedure

1. The students are delivered a script that describes an imaginary situation that they are in an English speaking environment, ordering in a restaurant.
2. They are asked to answer a set of questions from the script, allowing time between each question for them to imagine themselves in the scenario dictated.
3. When they are finished answering the questions, they are asked to share their answers with the class.

Activity 73: Social: At a Party

Aim: To visualize the L2 self interacting with strangers at a party

Time: 10 minutes

Language Practice – Functions: describing actions and feelings

Skills: listening, writing, speaking

Procedure

1. The students are delivered a script that describes an imaginary situation about a party they attend in an English speaking environment.
2. They are asked to answer a set of questions from the script such as how they feel in that party, whether they can speak, and their opinions on their level of proficiency.
3. When they are finished answering the questions, they are asked to share their answers with the class.

Activity 74: Work: Job Interview

Aim: To visualize the L2 self having a job interview in the L2

Time: 10 minutes

Language Practice – Functions: describing actions and feelings

Skills: listening, writing, speaking

Procedure

1. The students are delivered a script that describes an imaginary situation about a job interview in an English speaking environment.
2. They are asked to answer a set of questions from the script such as how they imagine their job environment will be, how people making the interview can possibly be, how they can feel when they are on good terms with those people during the interview.
3. When they are finished answering the questions, they are asked to share their answers with the class.

Activity 92: Where Can I Get A Cup of Coffee?

Aim: To practice asking for directions and information

Time: 30 minutes

Language Practice – Functions: asking for and giving directions

Skills: listening and speaking

Procedure

1. The students are presented with a map of a town on the board. Streets, shops and such other places are named on the map.
2. Two volunteer students are asked to come up to the board one student being town resident, while the other one is a tourist. Each time, the teacher marks a place on the map writing “you are here” and asks the students to begin from that place.
3. Tourists will choose a place they like to go and ask the residents directions. Next, another student who volunteers to be a resident or a tourist comes near them and either helps a tourist finding an address or if he is a tourist, he asks for another address.
4. The activity goes on until all the students take a role either as a tourist or a resident.

Activity 98: Festivals

Aim: To give students an opportunity to experience L2 festivals

Time: 40 minutes

Language Practice – Functions: talking about customs and festivals

Skills: reading and writing

Procedure

1. The students are delivered a worksheet that has a reading passage about different festivals in different cultures. They read the reading material together with the teacher. The teacher explains vocabulary, and interprets the passage with the students.
2. Later, the students answer the questions about the passage. Then, from a list the students choose and talk about different festivals which they celebrate or do not celebrate in their own country.
3. After commenting on different festivals, the students write about a festival day on the board in their country together with the teacher.

APPENDIX 4: INSTRUMENTS IN ENGLISH AND IN TURKISH

Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS – IEA)

Noels, Pelletier, Clément, and Vallerand (2000)

The following section contains a number of reasons why one might study a second language. Beside each one of the following statements, write the number from the scale which best indicates the degree to which the stated reason corresponds with one of your reasons for leaning a second language. Remember that there are no right or wrong answers, since many people have different opinions.

Does not correspond	Corresponds very little	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds almost exactly	Corresponds exactly
1	2	3	4	5	6	7

Amotivation

1 ____ I cannot come to see why I study a second language, and frankly, I don't give a damn.

2 ____ Honestly, I don't know; I truly have the impression of wasting my time in studying a second language.

3 ____ I don't know; I can't come to understand what I am doing studying a second language.

External Regulation

1 ____ In order to get a more prestigious job later on.

2 ____ In order to have a better salary later on.

3 ____ Because I have the impression that it is expected of me.

Introjected Regulation

1 ____ Because I would feel ashamed if I couldn't speak to my friends from the second language community in their native tongue.

2 ____ Because I would feel guilty if I didn't know a second language.

3 ____ To show myself that I am a good citizen because I can speak a second language.

Identified Regulation

1 ____ Because I choose to be the kind of person who can speak more than one language.

2 ____ Because I think it is good for my personal development.

3 ____ Because I choose to be the kind of person who can speak a second language.

Intrinsic Motivation – Accomplishment

1 ____ For the enjoyment I experience when I grasp a difficult construct in the second language.

2 ____ For the satisfaction I feel when I am in the process of accomplishing difficult exercises in the second language.

3 ____ For the pleasure I experience when surpassing myself in my second language studies.

Intrinsic Motivation – Knowledge

1 ____ Because I enjoy the feeling of acquiring knowledge about the second language community and their way of life.

2 ____ For the satisfied feeling I get in finding out new things.

3 ____ For the pleasure I experience in knowing more about the second language community and their way of life.

Intrinsic Motivation – Stimulation

1 ____ For the “high” I feel when hearing foreign languages spoken.

2 ____ For the “high” feeling that I experience while speaking in the second language.

3 ____ For the pleasure I get from hearing the second language spoken by native second language speakers.

**Note: “Second language” in the items above can be replaced with the actual language being learned (e.g. English, Japanese, German).

Motivated Behavior and Effort Instrument by Al-Shehri (2009)

1. If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.
2. If an English course was offered in the future, I would like to take it.
3. I frequently think over what we have learnt in my English class.
4. I am prepared to expend a lot of effort in learning English.
5. If English were not taught in school, I would try to obtain lessons in English somewhere else.
6. When it comes to English homework, I would work carefully, making sure I understand everything.
7. I have a very strong desire to learn English.
8. Considering how I study English, I can honestly say that I really try to learn English.
9. Learning English is one of the most important aspects in my life.
10. After I get my English assignment, I always rewrite them, correcting my mistakes.
11. I am determined to push myself to learn English.
12. When I am in English class, I volunteer answers as much as possible.
13. If I could have access to English-speaking TV stations, I would try to watch them often.
14. I am willing to work hard at learning English.
15. When I hear an English song on the radio, I listen carefully and try to understand all the words.
16. It is very important for me to learn English.
17. If I had the opportunity to speak English outside of school, I would do it as much as I can.
18. When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help.

YABANCI DİLDE MOTİVASYONEL DAVRANIŞ VE ÇABA VE DİL ÖĞRENME YÖNELİMLERİ ÖLÇEĞİ

İsim / Soy isim: _____ Sınıf: _____

Cinsiyet: 1) Kız / 2) Erkek Yaş: _____

Sevgili Öğrenciler,

Bu çalışmanın amacı katılımcıların yabancı dil öğrenme motivasyonu ile ilgili davranış ve çabalarını ve dil öğrenme yönelimlerini belirlemektir. Ölçekte yer alan ifadeleri ne ölçüde karşıladığınızı ölçek üzerinde **1 ile 5 arasındaki rakamlardan birini işaretleyerek belirtiniz.**

1- Hiçbir zaman 2- Nadiren 3- Bazen 4- Sık sık 5- Her zaman

ÖNEMLİ: Verilen ifadelerde doğru ya da yanlış cevap yoktur. Bu yüzden, sadece sizi en iyi şekilde anlatan ifadeyi düşünerek puanlayınız. Cevaplarınız araştırmacı dışında hiç kimse tarafından görülmeyecek, değerlendirilmeyecektir.

		<i>Hiçbir zaman</i>	<i>Nadiren</i>	<i>Bazen</i>	<i>Sık sık</i>	<i>Her zaman</i>
1.	Eğer öğretmenim birisinin ekstrasından İngilizce bir ödevi yapmasını istese, kesinlikle gönüllü olurum.	1	2	3	4	5
2.	Eğer gelecekte bir İngilizce dersi sağlanırsa, almak isterim.	1	2	3	4	5
3.	Sık sık İngilizce dersinde neler öğrendiğimiz üzerine düşünürüm.	1	2	3	4	5
4.	İngilizce öğrenmek için çok çaba harcamaya hazırım.	1	2	3	4	5
5.	Eğer okullarda İngilizce öğretilmiyorsa, başka bir yerden İngilizce dersi almaya çalışırdım.	1	2	3	4	5
6.	İngilizce ödevi söz konusu olunca, dikkatlice çalışır ve her şeyi anladığımdan emin olurum.	1	2	3	4	5
7.	İngilizce öğrenmek için çok güçlü bir istek duyuyorum.	1	2	3	4	5
8.	İngilizceye nasıl çalıştığımı göz önünde bulundurursak, dürüstçe söyleyebilirim ki İngilizce öğrenmeye gerçekten çabalıyorum.	1	2	3	4	5
9.	İngilizce öğrenmek hayatımın en önemli yönlerinden biridir.	1	2	3	4	5
10.	İngilizce ödevimi aldıktan sonra, hatalarımı düzelterek sürekli yeniden yazarım.	1	2	3	4	5
11.	Kendimi İngilizce öğrenmeye sevk etme konusunda kararlıyım.	1	2	3	4	5

12.	İngilizce dersinde soruları cevaplamak için mümkün olduğunca gönüllü olurum.	1	2	3	4	5
13.	Eğer İngilizce konuşulan TV kanallarına erişimim olsaydı, onları sık sık izlemeye çalışırdım.	1	2	3	4	5
14.	İngilizce öğrenmek için sıkı çalışma konusunda istekliyim.	1	2	3	4	5
15.	Radyoda İngilizce bir şarkı duyduğumda, dikkatli bir şekilde dinler ve bütün kelimeleri anlamaya çalışırım.	1	2	3	4	5
16.	İngilizce öğrenmek benim için çok önemlidir.	1	2	3	4	5
17.	Eğer okul dışında İngilizce konuşma fırsatım olsa, bunu yapabildiğim kadar yapmaya çalışırdım.	1	2	3	4	5
18.	İngilizce dersinde öğrendiğimiz konuyu anlamakta bir sorun yaşarsam, hemen öğretmenimden yardım isterim.	1	2	3	4	5

DİL ÖĞRENME YÖNELİMLERİ ÖLÇEĞİ

Sevgili öğrenciler, bu ölçekte yer alan ifadeleri ne ölçüde karşıladığınızı ölçek üzerinde 1 ile 5 arasındaki rakamlardan birini işaretleyerek belirtiniz.

1- Kesinlikle Katılmıyorum

2- Katılmıyorum

3- Kararsızım

4- Katılıyorum

5- Kesinlikle Katılıyorum

		<i>Kesinlikle Katılmıyorum</i>	<i>Katılmıyorum</i>	<i>Kararsızım</i>	<i>Katılıyorum</i>	<i>Kesinlikle Katılıyorum</i>
1.	İngilizce konuşan toplumlar ve yaşam tarzları ile ilgili yeni şeyler öğrenmekten zevk aldığım için,	1	2	3	4	5
2.	İngilizce konuşan ülkelerle ilgili yeni şeyler öğrenmenin verdiği zevkten ötürü,	1	2	3	4	5
3.	İngilizce ile ilgili daha fazla şeyi anlamak için,	1	2	3	4	5
4.	Yeni şeyler öğrenmenin verdiği tatmin duygusundan dolayı,	1	2	3	4	5
5.	İngilizce öğrenmenin zorluğu hoşuma gittiği için,	1	2	3	4	5
6.	İngilizce'de zor bir yapıyı anlamayı başardığımda hissettiğim zevkten ötürü,	1	2	3	4	5
7.	İngilizce öğrenirken katettiğim ilerlemenin bende yarattığı başarı duygusundan dolayı,	1	2	3	4	5
8.	Zor alıştırmaların üstesinden gelirken hissettiğim akademik tatmin duygusundan dolayı,	1	2	3	4	5
9.	İngilizce'nin güzel bir dil olduğunu düşündüğüm için,	1	2	3	4	5
10.	Anadili İngilizce olan birinin konuşmasını dinlemek bana zevk verir,	1	2	3	4	5
11.	Birileri yabancı dilde konuştuğunda dinlemek bana "havalı" gelir,	1	2	3	4	5
12.	İngilizce konuşabilen insanlardan biri olmayı tercih ettiğim için,	1	2	3	4	5

13.	Birden fazla dil bilen insanlardan biri olmayı tercih ettiğimden,	1	2	3	4	5
14.	Çünkü kişisel gelişimim için önemli olduğunu düşünüyorum,	1	2	3	4	5
15.	Çünkü İngilizce bilen arkadaşlarımla konuşmamak benim için utanç kaynağı olurdu,	1	2	3	4	5
16.	İngilizce öğrenerek iyi bir vatandaş olduğumu göstermek için,	1	2	3	4	5
17.	Şuanda İngilizce öğrenmiyorum olsaydım kendimi suçlu hissederdim.	1	2	3	4	5
18.	İngilizce öğrenmek bana yeni fırsatların kapısını açabilir.	1	2	3	4	5
19.	Mezun olunca daha yüksek maaşlı bir işte/pozisyonda çalışmak için,	1	2	3	4	5
20.	Uluslararası geçerliliği olan bir dili öğrenmenin getireceği faydalardan dolayı,	1	2	3	4	5
21.	Mezun olunca daha prestijli bir kariyer yapmak için,	1	2	3	4	5
22.	Açıkçası niye bilmiyorum. İçimden bir ses İngilizce öğrenmeyle vakit kaybettiğimi söylüyor.	1	2	3	4	5
23.	Aslını isterseniz neden İngilizce öğrendiğimi hiç bilmiyorum.	1	2	3	4	5
24.	İngilizce öğrenme nedenimle ilgili hiç bir şey söyleyemem, aslını isterseniz hiç önemsemiyorum.	1	2	3	4	5

Katılımınız için teşekkürler.

Ayşegül Yurtsever

APPENDIX 5: INTERVIEW QUESTIONS WITH TURKISH TRANSLATIONS

1. Are you interested in learning English? (İngilizceyle ilgili misindir?)
2. What do you find the most interesting about learning English? (İngilizce öğrenmekle ilgili en çok ne ilgini çeker?)
3. What do you think can be done to learn English in a better way? (Sence İngilizceyi iyi öğrenebilmek için neler yapılabilir?)
4. In what way do you think English lessons could be better? (İngilizce dersi nasıl işlenirse daha çok hoşuna gider?)
5. Do you prefer studying in pairs, in groups or on your own? (Bireysel çalışmayı mı arkadaşla, grupla çalışmayı mı tercih edersin?)
6. Do you think motivational activities we did in the classroom were beneficial for you? (Motivasyonla ilgili çalışmaların sana bir katkısı olduğunu düşündün mü?)
7. When you want to become successful, is it important what your family or teachers say about your success or what you think about yourself? (Başarılı olman için öğretmenin ya da ailenin söylediği şeyler mi önemlidir yoksa senin kendi hissettiklerin ve düşündüklerin mi?)
8. What kind of activities would you do if you were to teach English? (Sen öğretmen olsan ne gibi şeyler yapardın?)
9. How much time do you spend on studying English outside the school? (İngilizceye okul dışında ne kadar zaman ayırıyorsun?)
10. Do you think you can be proficient in English in the future? If yes, when do you think you will be? If not, why do you think so? (İlerde İngilizceyi iyi derecede öğrenebileceğini düşünüyor musun? Evetse Ne zaman? Hayırsa Neden?)
11. In what way do you think learning English will be helpful to you in the future? (İngilizcenin gelecekte sana ne gibi bir faydası olabileceğini düşünüyorsun?)

CURRICULUM VITAE

Personal Information

Name Surname	Ayşegül Yurtsever
Place of Birth	Nazilli
Date of Birth	14.06.1990

Education

High School	Nazilli Anatolian Teacher Training High School	2008
Bachelor's Degree	Boğaziçi University, Faculty of Education, Foreign Language Education Department	2013
	California State University Sacramento, Department of English, Exchange Student	2012
Master's Degree	Hacettepe University, Foreign Languages Education, English Language and Teaching	2017
Foreign Languages	English: Reading (Advanced), Writing (Advanced), Speaking (Advanced) French: Reading (Intermediate), Writing (Intermediate), Speaking (Intermediate)	

Experience

Practice Teaching	FMV Ayazağa Işık Private Schools	2012 – 2013
Experience	Gürsu Zuhâl Dörtçelik Şenipek Technical and Vocational High School – English Teacher	2015 – present
	Akıllı College Çankaya – English Teacher	2014
	Centre Educatif Communal Secondaire de Couillet – Marcinelle – Comenius Assistant	2013-2014
	Boğaziçi University - The School of Foreign Languages Teaching Assistant	2013

Academic Studies

Publications

Demir, A., Yurtsever, A., & Çimenli, B. (2015). *The relationship between tertiary level EFL teachers' self-efficacy and their willingness to use communicative activities in speaking*. Paper presented at GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Antalya, Turkey. doi: 10.1016/j.sbspro.2015.07.616

Yurtsever, A., & Özel, D. (2016, August). *How do language learners feel?*. Paper presented at Individuals in Contexts: Psychology of Language Learning 2, Jyväskylä, Finland

Conferences & Seminars & Workshops

(Presenter) GlobELT 2017: *An International Conference on Teaching and Learning English as an Additional Language*, Selçuk, İzmir, Turkey.

(Presenter) Individuals in Contexts: *Psychology of Language Learning 2*, Jyväskylä, Finlandiya – August 22-24, 2016.

12th ODTÜ International ELT Convention: *Celebrating Diversity*. Ankara, Turkey – May 25-26, 2015.

(Presenter) GlobELT 2015: *An International Conference on Teaching and Learning English as an Additional Language*, Antalya, Turkey.

Beykent University 7th International ELT Conference, *CEFR – From a Teaching to a Learning Curriculum*, March 2013.

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