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**TEACHERS' AND STUDENTS' PERCEPTIONS RELATED TO THE
MOTIVATING EFFECT OF TEACHING-LEARNING SITUATIONS IN EFL
CLASS**

**THESIS BY
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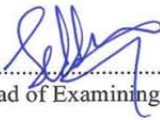
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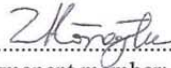
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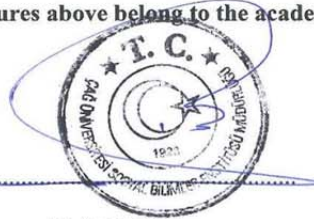


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DEDICATION

To my precious son, Uzay.



ETHICS DECLARATION**Student's**

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I prepared this thesis within the framework of academic and ethics rules, I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

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Bircan KOYLU

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ABSTRACT**TEACHERS' AND STUDENTS' PERCEPTIONS RELATED TO THE
MOTIVATING EFFECT OF TEACHING-LEARNING SITUATIONS IN EFL
CLASS****Bircan KOYLU****Master of Arts, Department of English Language Education****Supervisor: Dr. Seden TUYAN****April 2019 85 Pages**

In today's conditions, knowing a foreign language has become a necessity. In order to communicate with the outside world and to have knowledge and ideas in many fields, the importance of knowing foreign languages is increasing day by day. In many parts of the world, individuals expend material power, time and energy to learn a foreign language. The convergence with the development of technology takes place simultaneously. Demand on learning a foreign language is increasing hence most of the people desire to live abroad or build a career. Moreover, increasing growth of international relations and cooperation is another factor that effect people's desire to learn a foreign language. In the socialization stage of individuals, educational institutions have a great importance. A certain disciplines and a healthy process are required for the acquisition of language. The concept of student motivation, especially, has been one of the subject that teachers give importance in foreign language learning. The aim of this study is to reveal the teaching –learning factors affecting the motivation of student in foreign language learning and the perspectives of teachers on student motivation will be emphasized and compared to find out if there are differences.

To reach the results of this study 20 item-questionnaire including open-ended questions was administered to 6th, 7th and 8th grade students and English teachers at TED Adana Middle School. The questionnaire was applied to 212 students and 10 teachers. The results were subjected to quantitative and qualitative analysis.

Key words: EFL, motivation, teachers, students

ÖZET

ÖĞRENME-ÖĞRETME DURUMLARININ İNGİLİZCE DERSİNDE MOTİVASYONAL (GÜDÜLEYİCİ) ETKİLERİ İLE İLGİLİ ÖĞRENCİ VE ÖĞRETMEN ALGILARI

Bircan KOYLU

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

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Günümüz koşullarında yabancı dil bilmek bir gereklilik halini almıştır. Dış dünya ile iletişime geçmek, birçok alanda bilgi ve fikir sahibi olabilmek için yabancı dil bilmenin önemi her geçen gün iyice artmaktadır. Dünyanın birçok yerinde bireyler yabancı dil öğrenmek için maddi güç, zaman ve enerji sarf etmektedirler. Teknolojinin gelişmesiyle kültürlerin birbirine yakınlaşmaları da eş zamanlı olarak gerçekleşmektedir. Bireylerin yurtdışında kendilerine yer edinmek istemeleri, kariyer yapma isteklerinin doğal bir sonucu olarak yabancı dil öğrenme istekleri de artmaktadır. Uluslararası ilişkilerin ve işbirliğinin giderek artması da yabancı dil öğreniminin gerekliliğini arttıran bir unsur olarak karşımıza çıkmaktadır. Bireylerin toplumsallaşma aşamasında eğitim kurumlarının büyük bir öneme sahiptir. Kişilerin dil edinimi için belli bir disiplin ve sağlıklı bir süreç gerekmektedir.

Öğrenci motivasyonu kavramı özellikle yabancı dil öğreniminde öğretmenlerin önem verdikleri konulardan biri olmuştur. Araştırmada yabancı dil öğreniminde öğrenme öğretme durumlarının öğrencilerinin motivasyonu üstündeki etkisi araştırılmıştır. Öğrenci motivasyonuna karşı öğretmenlerin bakış açıları da çalışmada ayrıca öne çıkarılmış, öğrenci ve öğretmen açısından öğretme ve öğrenme durumlarının güdüleyici etkisi incelenip karşılaştırmaları yapılmıştır. Araştırma sonuçlarına ulaşabilmek için TED Adana Özel Ortaokulu 6.,7.ve 8. sınıf öğrencileri ve İngilizce öğretmenlerine 20 soruluk anket uygulanmış ve açık uçlu sorular sorulmuştur. Anket uygulanan öğrenciler sayısı212, öğretmen sayısı 10 dur. Sonuçlar nitel ve nicel tekniklerden faydalanılarak değerlendirilmiştir.

Anahtar Kelimeler: Yabancı dil olarak İngilizce, motivasyon, öğretmen, öğrenci

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ABBREVIATIONS

EFL	: English as a foreign language
ELT	: English Language Teaching
FL	: Foreign Language
KMO	: Kaiser-Mayer-Olkin
L1	: First Language
L2	: Second Language
N	: Number Of Students
P	: P (Probability) Value, Statistical Significance
S	: Student
S.D.	: Standard Deviation
SDT	: Self Determination Theory
SLA	: Second Language Acquisition
SPSS	: Statistical Package for Social Sciences
T	: Teacher

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CHAPTER 1

1. INTRODUCTION

This study was carried out to search the students' and teachers' perceptions related to the motivating effects of teaching-learning situations in EFL classes and to find out the perceptual differences if any. The first chapter embodies the background of the study, the problem statement, significance of the study and research questions and finally the limitation of the study

1.1. Background of the Study

Not only in terms of the number of peoples speaking, but also in terms of its importance in social, cultural, political and international activities, English is probably the most important language in the world. And this global popularity of English continues to increase (Emeksiz, 2006, p. 33). The increasing popularity of English leads to efforts to learn and teach this language in many countries around the world. The increase in number of language speakers is not only in a few countries. On the contrary, the fact that it has become a common language of communication all over the world has also increased the demands for learning English in our country. One of the important criteria sought in the candidates as a result of the decrease in employment opportunities is to know English, directs many people to various intuitions to learn English day by day. In line with this need, English courses have been made the students compulsory in schools, and taught English from primary level (Gardner, 2001, p. 46). These practices brought some problems in its wake, and in our country, one of the most important problem is "student motivation" that the teachers constantly complain about learning and teaching in English. A great variety of factors in language learning make learning easier. In this sense, the concept of motivation is sizably significant.

In the language acquisition process, students are affected by many factors in the learning environment. These factors include students' level of cognitive development, learning environment, teacher's competence/motivation, socio-economic and cultural status of their parents, the level of language learning, proficiency of native language, physical characteristic and motivation. Motivation is a factor that directly affects the process of language acquisition, and when the student is motivated, learning becomes much easier. The concept of motivation is frequently used by teachers and students

when learning a foreign language or explaining the status of success and failure. Motivation is an important element that facilitates learning (Martin, 2008, p.242). The importance and impacts of motivation are fundamental topics that have been investigated for many years. The curiosity of the students' motivation levels on learning have been an important factor in the selection of the research topic.

1.2. Statement of the Problem

In today's era, learning a foreign language seems to be markedly important and beneficial for making connection with people, enhancing analytical and cognitive abilities and long term success. And among other languages English is considered as one of the most popular languages in Turkey. Recently, The Ministry of Education has also given a priority to English as a second language (ESL) as it is becoming a global language. Accordingly, there have been many research papers, books, dissertations written and published to support teachers with the aim of helping them improve. In the view of the fact that the role of the English Language teachers is getting more important and the motivation of second language (L2) students has become prominent recently. While learning a foreign language L2 students encounter many components and the major one is motivation.

Now that English as a lesson is becoming more important day by day, the learning conditions are also becoming more of an issue. Motivation is agreed to be one of the key figures which can give cause L2 learners' success or failure. It is known that, motivation assumes a crucial part in academic learning and it has a vital role while learning L2. In order to provide teachers a better perception of how to notice the motivational factors and correspondingly ways of increasing L2 learners' motivation hundreds of seminars, workshops or researches have been done but still as a teacher I observe demotivated students and some teachers who are unaware of their prominent role in determining students' needs or thinking from the learners' perspective. As Dörnyei says "When trying to explain any success or failure in L2 learning, the term 'motivation' is often used by teachers and students alike." (1998, p.117). In this research we aimed to investigate if it is comprehended by both teachers and students in the same way and find out if there are any differences between their perceptions related to the motivating effects within the teaching-learning situations in English as a foreign language (EFL) class.

Therefore, we planned a research to find out teachers' and students' perceptions about motivational effects regarding to teaching-learning situations in EFL class at TED Adana Secondary School.

1.3. The Purpose of the Study and Research Questions

In this study we aim to investigate the secondary school EFL students' and teachers' views on motivational sources within the scope of teaching- learning situations and to perceive if there are any differences between their perceptions.

The research questions of this study were:

1. What are the perceptions of secondary school EFL students regarding the teaching-learning situations that have motivating effect on learning EFL in Turkish context?
2. What are the perceptions of secondary school EFL students regarding the teaching-learning situations that have motivating effect on learning EFL in Turkish context?
3. What are the teachers' perceptions regarding the teaching- learning situations that have motivating effect on learning EFL in Turkish context?
4. Are there any perceptual differences between male and female students about the motivating effects of teaching-learning situations in EFL classes?
5. Are there any perceptual differences between secondary school students and teachers about the motivating effects of teaching-learning situations in EFL classes in Turkish context?

1.4. Significance of the Study

Among the affective variables that have an important place in the foreign language learning process, such variables as motivation and attitude, which put in action the behavior and contain the factors that direct it, are frequently seen as the main reason for success and failure. There are many teachers and students who have not yet realized the effectiveness of motivation in learning. As a result of the study, it is aimed to increase awareness of motivation. For this reason, one of the objectives of this study is to reveal the conditions that motivate students, and accordingly to emphasize the importance of learning English. As it is thought to be important to determine the

mistakes made in terms of motivation , the results that will appear together with the research is expected to be beneficial for the teachers and students.

1.5. Limitation of the Study

During the process of this study the secondary school students at TED Adana College were asked to fill out a questionnaire. The participants were believed to answer the questionnaire uprightly. And it was assumed that the data which was gathered from the students' answers shows the participants' actual selves. We cannot generalize the findings to all students since the study was carried out only at TED Adana Secondary School and the data was collected only from 6th, 7th and 8th graders.



CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

There need to be several conditions while learning L2 accomplishedly, yet it is concurred by many teachers and researchers that motivation is one of the key factors which reveals learning success (Dörnyei, 2006). The emphasis on motivation has been growingly made by any related people to the field of second language acquisition (SLA).

Motivation is an important factor for focusing on long-term goals. Dörnyei (1998) underlines substance of motivation and its relation with lifetime goals with this statement “Without sufficient motivation even individuals with the most remarkable abilities cannot accomplish long-term goals.”

Terms of motivation is a broad issue to be investigated. As Gregersen and MacIntyre (2014) state motivation for language learning and mountain climbing have a lot in common (p.107). In this chapter it is aimed to go through an exhaustive review of motivation through literature and current trends within language learning.

2.2. What is Motivation?

As time progresses we encounter many approaches to the definition of motivation. Dörnyei (1998) says that the word motivation derives from the Latin verb *movere* meaning to move. What moves a person to make certain choices, to engage in action, to expand effort and persist in action- such basic questions lie at the heart of motivation theory and research (p.12). According to Guilloteaux (2013), to vitalize motivated behaviour of L2 learners, some strategies are carried out by teachers facultatively and they are all called motivational strategies. So, we understand that motivation has a major importance in the field of ELT. It is also agreed that motivation is one of the outstanding factors which triggers success or inclines failure of a language learner.

The term motivation refers to factors that activate, direct, sustain goal directed behaviour. Motives are the “whys” of behaviour- the needs or wants that drive behaviour and explain what we do (Nevid, 2013).

Another definition of motivation by Burden (1997) is that motivation is a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained, intellectual and/or physical effort. According to Loewen and Reinders (2011, p.119), motivation is a construct that refers to desire and incentive that an individual has to engage in a specific activity.

2.3. Types of Motivation

As Ryan and Deci say that motivation is hardly a unitary phenomenon. People have not only different amounts, but also different kinds of motivation. Deci and Ryan (1985) collected motivation types under two titles within Self- Determination Theory (SDT) as *intrinsic and extrinsic motivations*. Intrinsic motivation refers to do something since it is innately pleasing and satisfactory. Whereas extrinsic motivation is controlled by the factors which come from outside. Extrinsic motivation is examined as three types: *identified regulation, introjected regulation and external regulation*. Identified regulation is partly related to internal locus of control. The person's behaviours are performed to get individual importance. The second one is *introjected regulation* which is stated as a kind of motivation that triggers behaviours performed to abstain from embarrassment or misdemeanours or to gain self-worth. External regulation is considered as behaviours performed as a result of external factors like rewards and punishments (Deci & Ryan, 1985; Ryan & Deci, 2000).

Gardner (1985) and Krashen (1988) dichotomized motivation as *instrumental* and *integrative*. These two types lead SLA achievement differently. Instrumental motivation is a kind of motivation learners of which learn a second language with the aim of achieving pragmatic goals rather than achieving only communicative purposes. Integrative motivation is clarified as a genuine will which leads the individual to be an esteemed and important member of the society in which the target language is spoken (Saville – Troike, 2006, p.86).

Harmer (1991, p.3) defines motivation as two goal terms, *short-term and long-term*. Short-term goal implies an inner force which leads the students into doing something within a short period of time, for example; passing an exam or getting a good grade. Long-term goal refers to a willingness of learning a language for experiencing success within a long period of time purposes like having a good job or being able to communicate in target language.

2.4. The Motivation in Foreign Language Learning

2.4.1. The Concept of the Motivation in Language Learning

It is widely accepted that motivation is one of the most important factors affecting the process in foreign language teaching. According to Afzal (2010), who is investigating the relationship between university students' motivation and academic achievement, student motivation is the element that directs student behaviour in the learning process. Motivation factors are predictors of academic success (Afzal, et al., 2010). In general, students with long-term goals and a strong motivation can be better trained than those without such goals. Student motivation is accepted as one of the most important prerequisites for successful learning (Acatand Demirel, 2002, p. 40). When teachers are asked to describe a 'good' student, they usually list the characteristics of being diligent, related to the lesson, and sometimes they respond to 'good students who are motivated' (Spaulding, 1992, p. 13). For this reason, motivated students can be said to be the type of student they desire. Shinn (2000, p. 20) suggests to educators that every student in the process of learning a foreign language may be asked to set a goal for him / her. However, these objectives should be achievable targets, and through these, it is ensured that students are guided to a goal while learning a foreign language. According to Demirel (2004, p. 9), motivation is a psychological link between the student and the subject to be learned.

Factors such as intrinsic motivation, learning language and positive attitude towards culture are the factors necessary for success in foreign language teaching.

Researchers and teachers often try to understand the complex nature of motivation that provides a desire to learn a foreign or L2 and the desire to maintain this process (Dörnyei & Csizer, 1998). Dörnyei has done a lot of work on the motivation of foreign languages and motivation usually provides the motivation to start learning a foreign or L2 and the desire to continue this learning process (Dörnyei & Csizer, 1998). At the same time, Dörnyei (1994) says that motivation is one of the main factors determining the success of language learning in second / foreign language learning. Reece and Walker (1997) state that motivation is the key factor in SLA process (cited by Gömleksiz, 2001, p.220). According to Karagöl (2008), motivation is a good determinant of success and is of great importance in language learning.

2.4.2. Gardner's Motivation Theory

According to Gardner (1985), motivation encompasses four elements: a goal, an effort, a desire to reach the goal, and a positive approach to the activity (p.50). Gardner argues that there is a direct relationship between language learning and motivation. According to Gardner and Lambert (1959), the motivation for success in learning a second language is the same as the motivation when learning a native language. Gardner thinks that integrative motivation is more effective in language learning (in Dörnyei & Schmidt, 2002, p.15). According to Gardner, a highly motivated individual will want to learn the language, to have fun while learning the language and to learn the language (Liuoliene & Metiasyonniene, 2006). According to many researchers, Gardner's theory places more emphasis on the social dimension of motivation. Gardner himself said that he looked into research as a social psychologist (Liuoliene & Metibakniene, 2006, pp. 1822-4318).

2.4.3. Dörnyei's Second Language Motivation Scheme

Dörnyei has made significant efforts in the field of motivation in recent years. It was completed in 1994 as a result of many years of work on motivation model in foreign language (Fan, 2004). In the second language motivation scheme, it examines the motivation in terms of the class and discusses the second language motivation in three parts: *the language phase, the student phase and the learning situation stage* (Vural, 2007, p. 35). This three-stage motivation category is related to both the cognitive aspects of the students and the students' learning process. Dörnyei (1994), in his article *Motivation and Motivating in the Foreign Language*, states that Gardner's motivation studies are more socially motivated, and that the items on the Attitude / Motivation Test Battery developed by Gardner et al., Dörnyei states that SLA process is more complicated than learning the knowledge of the new language. According to Dörnyei, the motivation of learning languages is unique and has a social dimension (Taşpınar, 2004, p.26). Below is the second language motivation model of Dörnyei.

Second Language Learning Motivation

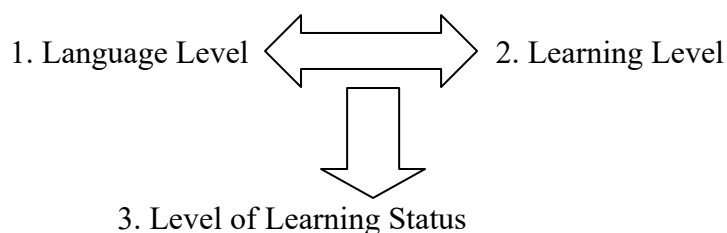


Figure 1. Dörnyei's second language learning motivation scheme

Source: Taşpınar, 2004, p.27

In L2 learning of Dörnyei, students are motivated and motivated by factors such as their positive attitudes towards the language, their attitudes towards the culture they belong to, their relationship with this culture and people. Dörnyei thinks that the more students are engaged in the community and culture of the target language, the more they are motivated to learn that language. Students' past success and failures also affect their motivation in the process of learning a foreign language. In addition, learning status of Dörnyei's second foreign language motivation scheme is also an important factor.

Level of Learning Status in Dörnyei's Second Language MotivationScheme

- | |
|---|
| <ul style="list-style-type: none"> a) MotivationElements b) TeacherMotivationElements c) Group-RelatedMotivationElements |
|---|

Three factors affect student motivation quite closely. These are motivational elements related to the lesson, motivational factors related to the teacher and the elements related to the group (Fan, 2004). The course consists of factors such as the program, the subjects to be taught, the books and the factors that can motivate or demotivate the students to learn foreign languages. The tone and behavior of the teacher affect the attitudes and motivations of the students. The third factor is the factors related to the group of students. Students will be more motivated to learn a foreign language if there is harmony in the group that they are in.

2.4.4. The Process Model of Second Language in Dörnyei and Otto

Dörnyei and Otto (1998) have argued that none of the existing models is completely adequate, despite a motivational model that will provide a theoretical basis for classroom applications that will motivate students. They explained the reason as existing models did not provide comprehensive and detailed information on how motivation affects the classroom environment, and the existing models did not give the necessary importance to the fact that motivation was not stationary and constantly evolved over time. For these reasons, Dörnyei and Otto (1998) have designed *the Second Language Motivation Process Model* in order to explain the dynamics of the motivational changes experienced during the language learning process and to create a synthesis of the theses suggested by the most important researches in the field (Dörnyei, Otto, 1998, p. 43).

Dörnyei and Otto (1998) stated that Heckhausen and Kuhl were inspired by *the Action Control Theory* which emphasizes the dynamic nature of motivation, unlike the current motivational theories. The name of the model proposed by Dörnyei and Otto suggests that the word *process* has been used, although the main starting point and the mainstay of this model is that motivation is considered to be a more stable phenomenon in other current models, it is thought that motivation has a very dynamic structure. Concerning this, Dörnyei and Skehan (2003) stated that most students' motivation, enthusiasm and determination fluctuated even within a course of time, and sometimes increased or decreased day by day.

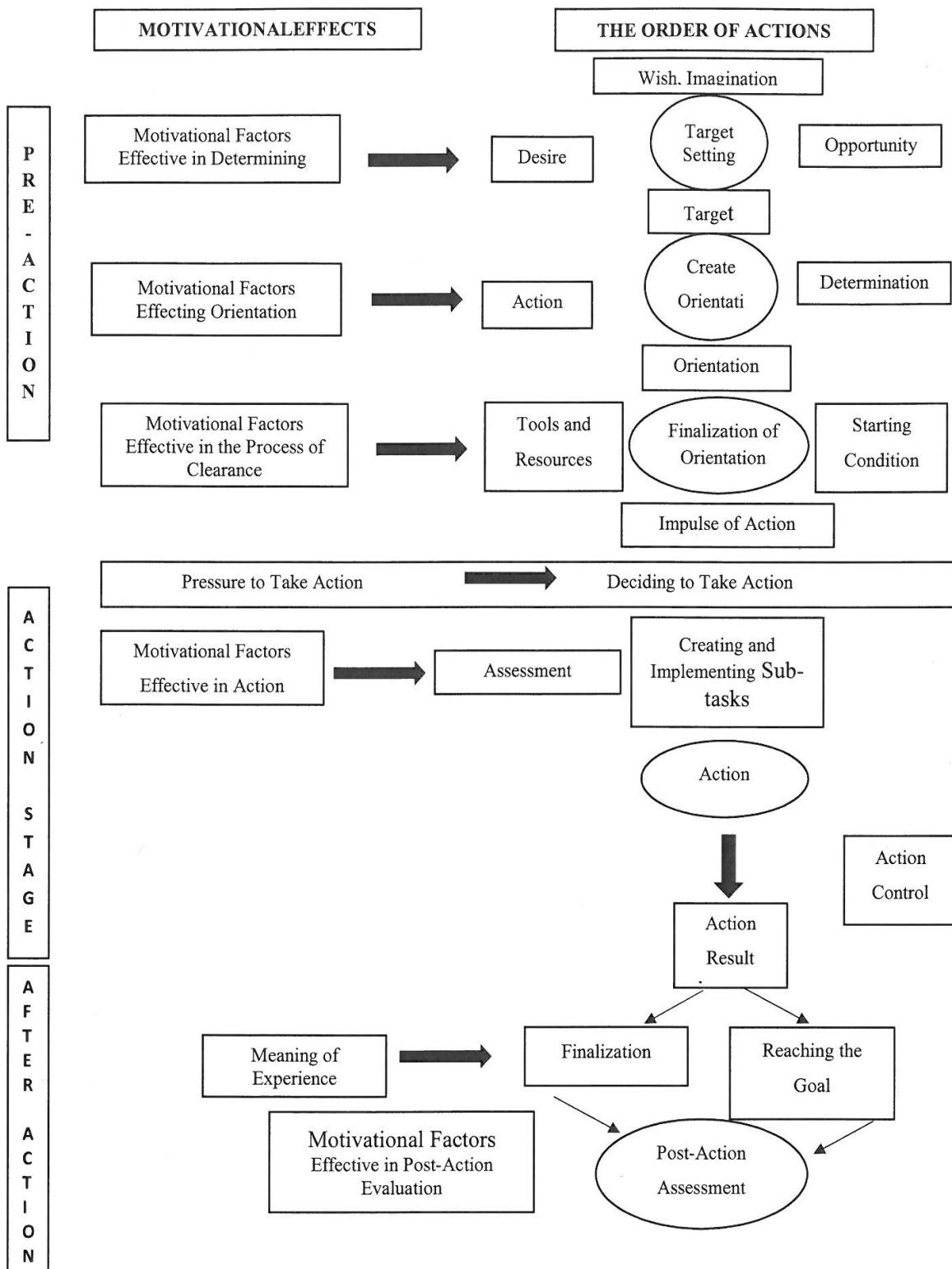


Figure 2. Dörnyei and Otto's Second Language Motivation Model Scheme

The sequence of actions, which is one of the two main dimensions that make up this model, represents the behavioral process in which the individual becomes active as a result of the transformation of wishes and expectations into goals and later orientations, and finally, as expected. The dimension of motivational influences includes all the energy sources and motivational impulses that underpin the behavioral process. The action sequence consists of three phases. These are pre-action stage, phase of action and post-action phase.

The pre-action phase consists of the determination of targets, orientation and finalization of orientation. The individual needs to have a number of aspirations, wishes and opportunities in this direction before his / her target to learn a foreign language. Once the target has been set, plans are taken to achieve this goal and the aim towards the target starts with responsibility and determination. Finally, in the phase of finalizing this orientation, it is necessary to immediately investigate the appropriate conditions and to complete the preparations necessary for the occurrence of the action.

The phase of action includes sub-tasks creation and implementation, evaluation and action control processes. The first of these refers to creating and executing sub-tasks by dividing the long-lasting tasks into smaller pieces, such as learning a foreign language. The evaluation refers to the individual's progress in the process to measure its progress according to many different variables. The action control process refers to the use of many different action control or self-regulation strategies to ensure that the individual will not deviate from his / her current goal despite a number of problems to be faced during the action.

2.4.5. The Motivation Frame in Williams and Burden

Williams and Burden (1997) developed a three-stage model to explain motivation. The first step in this model is that individuals need reasons to start a job. The second step is that the individual now decides to take action. Because, there may be many powerful reasons for an individual to take a job, but he may not decide to do it. The third step is to maintain the necessary effort to complete this task. The social environment and culture in which the individual is involved will affect the decisions made in all these stages.

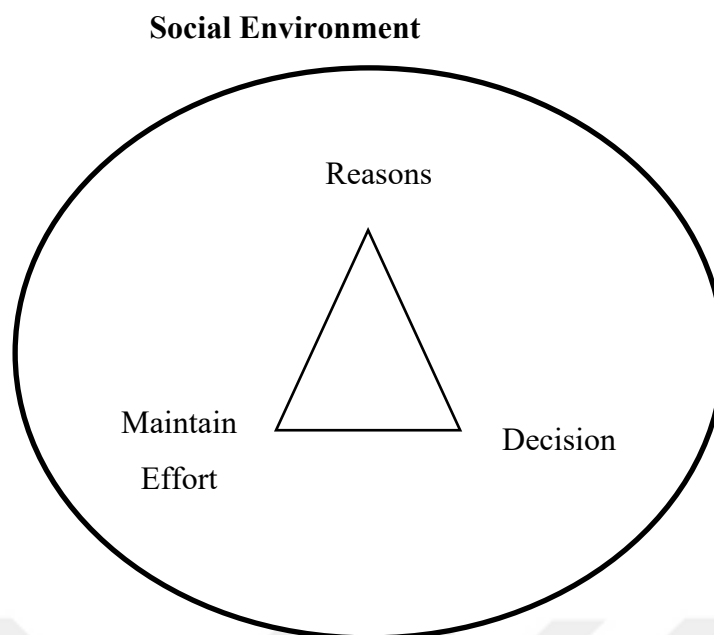


Figure 3. Williams and Burden's Nonlinear Motivation Model

As it is seen in Figure 3 that the most important point about this model is that these three stages affect one another, that is, it is a non-linear model. For example, the reasons for undertaking a job will affect the individual's determination in the work and the continuity of that work. At the same time, the continuation of effort in this way can cause other reasons. He also stated that Williams and Burden's approaches were cognitive and constructivist, taking into account the social environment and interacting dynamically. In the light of these explanations, from the perspective of the teacher, motivation involves not only arousing interest in the student for an activity, but also ensuring the continuation of the time, effort and effort required for the students to achieve the goal of language learning.

In this model, it is emphasized that the most important component of motivation is to take decisions to take action and it is stated that these decisions are affected by many different elements. Williams and Burden divided these factors into two groups as internal and external factors affecting the decisions taken by the individual. In this case, factors such as the value that an individual assigns to a given task, his / her interest in the task, his / her perceptions and goals about the individual are the internal factors that affect the motivation of the individual. The level of influence of these factors and the value that the individual assigns to them will affect their desire to continue an activity (Ataman, 2017, p. 34).

Williams and Burden (1997) listed the most important internal factors in the literature as follows:

1. Internal Interest for the Event

- Awakening curiosity
- Appropriate degree of difficulty

2. Perceived Value of the Event

- Personal attention
- The value uploaded to the results
- Internal value attributed to the event

3. Control Feeling

- Focus of causality
- Locus of control for processes and outputs
- Ability to determine appropriate targets

4. Being dominant

- Feeling of proficiency
- Be aware of the fact that he / she has developed mastery and skill in the chosen field.
- Self-competence

5. The Concept of Self

- Be aware of the strengths and weaknesses of the necessary skills
- Personal definition and trial of success and failure
- Self-worth worrying
- Learned helplessness

6. Attitudes

- Generally against language learning
- Against the target language
- Against the community and culture of the target language

7. Other

- Affective Situations
- Confidence
- Anxiety and fear

8. Developmental Age and Stage

9. Gender

In addition, there are external factors that affect the motivation of individuals such as teachers, friends, prizes, penalties, conditions for learning environment and even education system. All these elements are interpreted differently by individuals, but still significantly affect their motivation levels both at the beginning and at the end of the process. In addition, it should be emphasized that all these elements have a dynamic structure that affects each other both internally and externally. Williams and Burden (1997) reported significant external factors as follows (cited in Ataman, 2004, p.34).

1. Important Contacts

- Parents
- Teachers
- Peers

2. The Nature of Interaction with Important Persons

- Mediated learning experiences
- The nature and amount of return
- Awards
- The nature and amount of appropriate praise
- Penalties and sanctions

3. Learning Environment

- Comfort
- Resources
- Time (day, month, year)
- The size of the class and the school
- The system of values of class and school

4. Broader Context

- Wider family ties
- Local education system
- Conflicting interests
- Cultural principles
- Social expectations and attitudes

(Williams and Burden, 1997, p. 245).

2.5. Other Factors Affecting the Motivation of Foreign Language Learners

In the foreign language teaching process, many factors such as the methods and techniques followed by the teacher, the classroom environment, the student's group, the attitude of the student to the language, the books and materials used, the number of students in the classroom and the equipment affect students' motivation. The methods and techniques that can positively affect the motivation of the students for successful foreign language learning should be used as well as the methods and techniques that can increase their motivation by the teacher in the classroom environment. Eggen and Kauchak (1994) states that curiosity, awareness, anxiety has a great role in personal factors in motivation. Awareness is a physical and psychological reaction to the environment. For the success, awareness should be created first. Anxiety may result from the difficulty of the given task or from the preparation of the lesson. In addition, the teacher can motivate the student by arousing curiosity, using curiosity (Eggen and Kauchak, 1994, p. 438).

Many researchers agree that, in the absence of a single element in motivation, many factors are effective in this process. Oxford and Shearin (1994) discussed socio-psychological, cognitive, socio-cultural psychology, and twelve models or theories. Of these, six are the factors that affect motivation in second language learning. We can handle them in the following way (p.12-26)

- Attitudes (emotions about the learning environment and target language)
- Believers about themselves (expectations about individual to be successful, individual effect, curiosity)
- Targets (on targets, the relationship between cause learning of learning objectives)

- Participation (at which rate learners actively and consciously participate in learning environments) Environmental Support (support of teachers and their surroundings, adaptation of cultural elements to learning environments)
- Personal Variables (ability, age, gender and prior learning experiences)

Considering that foreign language learning is a difficult and long process, it is a fact that the learning and preservation of motivation and motivation of foreign language learners will increase the efficiency of foreign language learning activities (Brown, 2007, p. 11).

2.6. The Motivation Development Methods in Language Learning Process

Motivational strategies are techniques that support students' targeted behaviors. When we think that human behavior is very different and directional, it will be very different in techniques that will increase the motivation of our students in learning environments. Motivation enhancing techniques are handled by Dörnyei (2001) according to the results of his researches (p.28):

- In foreign language courses, it is necessary to focus on the internal structure of language.
- The methods must be aggregated according to various structural units. For example, it is useful to add students actively and effectively to the course, such as the use of a drama model to present a new topic.
- It is also possible to reinforce the creative dimension of this participation with homework in group work.
- In order to cope with the situations in which students are distracted by the students' motivation due to the short time of listening and keeping their attention vigorous, the experience of the teacher must be in the past. These experiences are a slim but artistic approach to bringing the students back to the lesson as a joke or from the current life. This approach eliminates student laxity, unwillingness to participate in activities. Rather, it is necessary to focus on the concepts related to his life. In doing so, it is necessary to maintain the subject with simple and meaningful expressions that can mobilize one's self-confidence.

- In creating the motivation, the teacher should be a model for the student with his outfit, personality and behaviors.

Dörnyei and Csizér (1998, p.215) have ten suggestions for foreign language teachers to increase students' intrinsic motivation. These ten suggestions are as follows (cited by Brown, 2000, p. 81):

- Create an example of your own personal behavior.
- Create a comfortable classroom atmosphere.
- Deliver events correctly.
- Develop a good relationship with students.
- Increase students' self-confidence in a foreign language.
- Make foreign language lessons interesting.
- Encourage student to autonomy.
- Personalize the learning process.
- Increase students' sense of goal.
- Introduce students to the culture of the target language.

In recent years, many researches have been carried out on what are the other factors underlying the motivation of students to learn a foreign language. After the study by Gardner and Lambert, a large number of researches investigated the factors that influence students' motivation to learn a foreign language (Chambers 1994; Clark & Trafford 1995; Clement et al., 1994). All these studies have found that there are generally three sources in which students are motivated to learn foreign languages. These resources include:

- **Internal reasons:** To be interested in learning a foreign language, to enjoy this and to use the foreign language they have learned.
- **Instrumental reasons:** Benefits and benefits of learning a foreign language at a good level. For example, career advancement and continuing education.
- **Integrative reasons:** To be able to engage in the culture of another region or country by mastering a foreign language and to establish relationships with other people.

2.7. The Foreign Language Motivation Studies

Studies on motivation in foreign language learning so far have mainly been derived from the work of Robert Gardner, Richard Clement. These researchers have adopted a socio-psychological approach and tried to explain the issue of motivation in foreign language learning with social content. However, at the beginning of this century, these conceptual foundations were needed to be further expanded and new concepts were developed in the field of applied language science (Li, Lee, Salmon, 2008, p. 52). Gardner and Lambert (1959) were the first to present the concepts of instrumental and integrative motivation. In terms of language learning, the concept of instrumental motivation means that the learner learns the language for a number of usability purposes (for example, the fear of failing to find employment, the chance to get more wages), while the integrative motivation means that the learners learns the language with his/her own desire. Although motivation is a separate study topic, it is one of the working areas of psychology that emerged as a new discipline in the early 1900s. But psychology has also emerged from philosophy. Therefore, the first views on motivation emerged from the field of philosophy. Motivation was first explained by concepts such as desire, instinct and impulse (Pintrich & Schunk, 1996, p.12). As in all branches of science, studies in order to explain the role of motivation in education in the field of educational psychology have created a number of different ideas and results over time (Williams & Burden, 1997, p.112). Because, motivational theories are focused on researching the causes of human behavior, but it is such a large and important issue that many different psychological approaches suggest different proposals (Dörnyei, 2000, p.519).

Crookes and Schmidt (1991) define motivation as choice, interest and continuity, determined by interest, expectation and result. Shinn (1994) describes motivation as action force. Afzal, Khan and Hamid, (2010) define motivation as the element that manages student behavior throughout the learning process. Motivation is a state of mind that activates one's actions and activities (Afzal, 2010, p. 4).

The motivation for Dörnyei (2001: 9; cited by Yılmaz, 2007)., in general terms, is used to select, prioritize, plan, and perform successfully or unsuccessfully, and to stimulate, direct, coordinate and increase cognitive and motor processes. Dörnyei (1998) sees motivation as the power that started the language learning and continued

this long, tedious process. Ceylan (2003) defined motivation in the student-teacher relationship and used it as a psychological link.

According to Brophy (2004), motivation is subjective and depends on reasons based on options and actions that are not available to us. According to McDonough (2007), motivation is dynamic and changes over time, especially in long-term situations such as language learning. Dörnyei (2001, p.21) states that motivation has changed in three stages over time. These are selection, implementation and reverse look. Choosing to start a job or learn a foreign language is the choice. In the second phase of the application, persistence and stability are required to continue the selection.

Motivation is about why people choose a particular action, how long they will continue to act, and how much effort they will make to carry out the action (Dörnyei, 2001; cited by Vural, 2007). According to Gardner (2001), a motivated individual strives to achieve the goal and is determined, takes pleasure in striving to achieve the goal and uses the strategies necessary to achieve the goal. Highly motivated students perform better than other learners when the same learning conditions are met (Włodkowski, 1999, p. 67).

The common point of many of the motivation definitions mentioned above is that individuals should be motivated and take action towards a certain behavior in line with an instinctive desire (Özçalışan, 2012, p. 15).

Rod Ellis (2012) says that the ability to learn language, which forms the cornerstones of successful language learning, is related to mental skills. Accordingly, it also draws attention to how effective the attitudes and influences involved in motivation are in the effort of the learner in learning the second language. The relationship of instrumental, integrative, resultive, intrinsic and extrinsic motivation types to the student's second language learning (Norton, 2001; Ushioda, 2009; Preston, 2001, 2009; Dörnyei 2005, 2009.) is emphasized by the studies (Dewaele, 2007, p.392).

Reece and Walker (1997) suggest that motivation is a key concept for successful learning and that a less talented but highly motivated student may be more successful than a smarter but less motivated student (Gömleksiz, 2002, p. 143).

Kyriacou and Kobori's (1998) state that, English, which is a global language, is deemed as a necessity for people throughout planning their career and learnt at an advanced level. Development needs are considered as factors affecting the motivation for language learning, continue to be important in Turkey's foreign language learning wishing to enter the European Union (Preston, 2009, p. 51).

Harmer (1991) expresses the place of motivation in language teaching with these words: “Those who are interested in language teaching often express that students who want to learn will be successful regardless of working conditions”. Yavuz (1999) emphasizes the importance of motivation with the following words.

All teachers believe that motivated students are more successful than their friends. These students are generally able to achieve success even in poor conditions and in the use of inadequate methods compared to experts. Taking all these into consideration, it is possible to argue that motivation is the biggest factor that provides success (p.107).

2.8. The Role of Motivation in Foreign Language Learning

Motivation is one of the most important power sources that determine the direction, severity and determination of student behavior in the school. In order to learn, each student must willingly participate in the learning process, comply with the principles of learning and be responsible. When we consider motivation as a power to achieve certain goals, it is possible that the student who is not motivated in the classroom has the behaviors such as not attending the class regularly, listening carelessly, directing his / her interest to his / her friends or to the outside events. When they encounter difficulties in their homework, they do not want to look for answers and they seem irrelevant to the lessons. On the other hand, students who have high motivation come prepared for their lessons, asks constantly questions, participates in discussions and have high energy. Therefore, the student who is motivated in advance will be able to fulfill his responsibilities at a higher level and be motivated to succeed in school and get high scores (Amal,1994, p. 5)

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This chapter presents the methodology of the study, the participants of the questionnaire, the results of the pilot application, the data instruments and ethical considerations will be explained in detail.

3.2. Design of the Study

It is aimed to examine the perceptions of the secondary school students and teachers at TED Adana College about motivating effect of teaching-learning situations in EFL class in this research. The study was performed with quantitative and qualitative method approaches. The quantitative data were obtained from the questionnaires and the qualitative data was collected from the answers of the students and teachers to the open-ended questions. Accordingly, descriptive and content analysis are used to interpret the results.

3.3. Context and Participants of the Study

This study was conducted at TED Adana Secondary School. In 2018-2019 Academic Year, there were 17 classes including 5th, 6th,7th and 8th grades. We tried to choose the samplers by considering the students' mental maturity because of the fact that the participants were expected to understand clearly the expressions of the survey which investigates their perceptions about motivational effects of teaching-learning situations in EFL class. Therefore, only the students of 6th,7th and 8th grades were included as participants. Totally,212 students, who were chosen randomly, participated in this study. Among these,120 were male and 92 were female.

As for teachers, 10 teachers were chosen as participants who works at TED Adana Private School. The teachers' work experience ranges from 2 to 20 years.

3.4. Instrumentation

We used a survey which was developed by Fernandez& Canado in 2010 and used in their research to explore the students' motivation in EFL class. We also asked

two open-ended questions to both students and teachers to gather more data to explore students' and teachers' views about motivational effect of teaching-learning situations in ELF class.

3.4.1. Pilot Study

We translated the 18 item survey in Turkish and applied to 67 students who were 6th graders for the pilot study. After the pilot application the survey was developed again for students and teachers to investigate their perceptions about motivational effects of teaching-learning situations in EFL class.

3.4.2. Construct Validity and Reliability Analysis

Scale questions were translated into Turkish and applied to 67 students (see Appendix 2). It was examined whether the students had difficulties to understand as a pilot application. Students' answers to the scale questions were examined by examining the reliability of the question (see Table 1). And according to the results and comments from students during the application, number of the items was scaled up from 18 to 20 with separation of two items. (see Appendix 4). 20 item questionnaire scale is shown in Table 3. Also to be applied to teachers the same scale questions were edited and shown in Table 5. While the exploratory factor analysis was used to determine the construct validity of the scale, Cronbach's Alpha reliability coefficients were used to determine its reliability (see Table 2).

Table 1.

The Participation Levels in the Statements of Motivational Effect of Teaching-Learning Situations and Reliability Analysis Results of the Pilot Application

No Item

n=67; Cronbach's Alpha=0.634	Average
1 When the teacher encourages or praises me for my performance in the class, when I obtain a prize or reward for it, my motivation increases.	4.51
2 When I am scolded or punished, my motivation decreases.	4.1
3 When the FL classroom tasks are easy or when the teacher adapts them to my level, such tasks motivate me; when they are difficult they discourage and demotivate me.	3.10
4 I am motivated by intellectually challenging exercises.	3.54
5 When I obtain good results and grades and my expectations of success are fulfilled, my motivation increases, when I fail and my expectations are not fulfilled, it diminishes.	4.10
6 When I work cooperatively in pairs or groups , my motivation increases.	3.85
7 When I participate in the negotiation of curricular decisions , that is, when the teacher and the students together decide what to study in class and what types of exercises to do, I feel more motivated.	3.87
8 When I participate in the process of self-evaluation of my own work and when I express my opinions on the grades I deserve, I feel more motivated than if I do not participate.	3.42
9 When I work individually or autonomously, I feel more motivated than when I work in groups or pairs.	2.18
10 When I take part in class and when I participate , I feel more motivated than if I do not participate and remain silent.	3.48
11 When the FL/L2 teacher speaks in the FL/L2 in class (e.g. French, English), I feel more motivated than when s(he) speaks in Turkish.	2.34
12 When the class satisfies my needs and interests , when the teacher evinces the relevance of what we are doing in class, I feel more motivated.	4.24
13 My performance before an audience –be it my peers or the teacher- serves as stimulus and increases my motivation	3.69
14 I like to compete and surpass others when I carry out competitive activities, I increase my degree of motivation.	3.46
15 My motivation increases when I am provided with the information about the objectives and contents of each task.	3.82
16 When I am not asked in class and do not participate , but listen passively to what the teacher and my classmates say and do, I feel more at ease, relaxed and motivated.	2.79
17 When things are not done for me, but, on the contrary, I am in a situation where I can discover and draw my own conclusions, I feel more motivated.	3.60
18 When the teacher uses audiovisuals and technological aids (illustrations, photographs, recordings, computers, Internet, etc.), I am more motivated than when s (he) only uses the textbook.	4.61

N: Number of the Participants

According to the results of the pilot data analysis conducted with 67 students, the reliability of the scale is high (Cronbach's Alpha = 0.634).

3.5. Data Analysis

The open-ended motivation questions were given the frequency distribution according to the data of 10 teachers and 21 students and also used as qualitative data for content analysis (Table 4). Data were analyzed using SPSS 25 program and 95% confidence level was used. In the study, the frequency and percentage of categorical variables, and the mean statistics of numerical variables were given. Average statistic was used for scale participation levels. In terms of scale responses between the teachers and the students, the comparison was made over the participation levels and the mean score calculated (Table 8). According to the gender of the students, the comparison of the scale was done with independent groups t test (Tables 6, 7).

3.5.1. Exploratory Factor Analysis

While the exploratory factor analysis (EFA) was used to determine the construct validity of the scale, Cronbach's alpha reliability coefficients were calculated in order to determine its reliability. The Cronbach's alpha coefficient ranged from 0-1, and if the scale was 0.00 < 0.40 if the scale was not reliable, it was 0.40 < 0.60 if the scale was low, 0.60 < 0.80 if the scale was highly reliable and 0.80 < 1.00 then the scale was considered to be a highly reliable scale (Tavşancıl, 2005).

Exploratory factor analysis technique is used to determine the construct validity of the scale statistically. KMO and Bartlett tests are conducted to determine whether the scale is suitable for factor analysis. The KMO coefficient is calculated to test the size of the sample. Kaiser states that the value found is excellent as near 1, unacceptable under 0.50 (excellent in the 90s, very good in the 80s, mediocre in the 70s and 60s, and bad in the 50s) (Tavşancıl, 2005).

According to the KMO and Bartlett test results, the KMO value of the scale was greater than 0.500 and the Bartlett χ^2 test was found to be significant. Accordingly, the scale was found to be suitable for factor analysis.

In factor analysis, the distribution in the universe is expected to be normal. This is examined by the Bartlett's test. In this context, KMO's test measurement result is 0.50 and higher, Bartlett's test result should be statistically meaningful. Scree Plot,

which is the scatter gram of the eigenvalues of the factors, is used to determine the total factor number of the scale. Factor load values are taken into account in the process of factor analysis by assigning the scale items to the factors. Factor load value is a coefficient explaining the relation of substances with factors. It is expected that the load values of the items in which the substances are located will be high.

If there is a cluster of substances with a high level of relationship to a factor, this finding means that a combination of these substances measures the structure-factor. If the factor load of each item is less than 0.30 or if the difference in the factor loads of the said item is less than 0.10, the analysis is continued.

The results of KMO and Bartlett tests conducted to determine the suitability of the scale for factor analysis of our study are given in the table 2. According to the result of the analysis, KMO value was greater than 0.500 and Bartlett X^2 test was found to be significant. Accordingly, the scale is suitable for factor analysis.

The scale consists of one factor and the factor loadings consist of 16 items ranging from 0,698 to 0,305. 4. 10. 13. And 18 questions were excluded because the factor load was less than 0.300. While the total variance of the scale was 26.725%, the reliability coefficient was 0.792. Accordingly, the reliability of the scale is high

Table 2.

The Factor Distribution of Scale Items in Motivational Effect of Teaching-Learning Situations and Reliability Analysis Results

KMO=0.736 , X²=951.118; sig <0.05	Factor Load
When the teacher encourages or praises me for my performance in the class , when I obtain a prize or reward for it, my motivation increases.	0.698
When I am scolded or punished, my motivation decreases.	0.654
When the FL classroom tasks are easy or when the teacher adapts them to my level, such tasks motivate me; when they are difficult they discourage and demotivate me.	0.648
When I obtain good results and grades and my expectations of success are fulfilled, my motivation increases.	0.577
When I fail and my expectations are not fulfilled, my motivation diminishes	0.569
When I work cooperatively in pairs or groups , my motivation increases.	0.566
When I participate in the negotiation of curricular decisions , that is, when the teacher and the students together decide what to study in class and what types of exercises to do, I feel more motivated	0.564
When I participate in the process of self-evaluation of my own work and when I express my opinions on the grades I deserve, I feel more motivate than if I do not participate	0.527
When I take part in class and when I participate , I feel more motivated.	0.511
If I do not participate and remain silent in class I feel less motivated.	0.504
When the class satisfies my needs and interests , when the teacher evinces the relevance of what we are doing in class, I feel more motivated.	0.450
My performance before an audience –be it my peers or the teacher- serves as stimulus and increases my motivation	0.396
I like to compete and surpass others when I carry out competitive activities, I increase my degree of motivation	0.394
My motivation increases when I am provided with the information about the objectives and contents of each task	0.373
When things are not done for me, but, on the contrary, I am in a situation where I can discover and draw my own conclusions, I feel more motivated	0.324
When the teacher uses audiovisuals and technological aids (illustrations, photographs, recordings, computers, Internet, etc.), I am more motivated than when s(he) only uses the textbook.	0.305
Variant Rate = 26,725, Cronbach's Alpha = 0,792	

3.6. Ethical Considerations

Before the surveys were conducted with teachers and students as the participants of this research, the ethical approval of the study was obtained from Çağ University (see Appendix 6). And a research permission was taken from Adana National Education Directorate (see Appendix 5). The English teachers and the students from 6th, 7th, and 8th grades of TED Adana College participated voluntarily in this research. Since the students were at secondary school “participation permission papers” were signed by their parents. And also a “voluntary participation paper” was signed by each teacher. Moreover, for the aim of keeping the participants’ names anonymous, they were not asked to write their names on the surveys. The data taken from the participants was kept confidential and was not given to the third person.

CHAPTER 4

4. FINDINGS

4.1. Introduction

In this part, findings of the study which is conducted in TED Adana Middle school is presented to examine the differences between teachers' and students' perceptions related to the motivating effect of teaching learning situations in EFL class. The study results are examined under five research questions.

4.2. Findings

Research Question 1

What are the perceptions of secondary school EFL students regarding the teaching-learning situations that have motivating effect on learning EFL in Turkish context?

Table 3.

The Participation Levels in the Statements Related to Students' Scale of Motivational Effect of Teaching-Learning Situations

%	No	Item	1	2	3	4	5	Average
	1.	When the teacher encourages or praises me for my performance in the class, when I obtain a prize or reward for it, my motivation increases	2.8	6.6	14.2	24.5	51.9	4.16
	2.	When I am scolded or punished, my motivation decreases	11.3	8.5	14.2	33.0	33.0	3.68
	3.	When the FL classroom tasks are easy or when the teacher adapts them to my level, such tasks motivate me; when they are difficult they discourage and demotivate me.	25.5	21.2	22.2	17.5	13.7	2.73
	4.	I am motivated by intellectually challenging exercises	10.8	12.7	26.4	29.2	20.8	3.36
	5.	When I obtain good results and grades and my expectations of success are fulfilled, my motivation increases.	0.9	0.5	6.1	12.7	79.7	4.70
	6.	When I fail and my expectations are not fulfilled, my motivation diminishes	6.6	12.3	13.7	25.5	42.0	3.84
	7.	When I work cooperatively in pairs or groups , my motivation increases.	14.6	10.8	25.5	26.9	22.2	3.31

% No	Item	1	2	3	4	5	Average
8.	When I participate in the negotiation of curricular decisions , that is, when the teacher and the students together decide what to study in class and what types of exercises to do, I feel more motivated	4.2	5.7	25.0	31.1	34.0	3.85
9.	When I participate in the process of self-evaluation of my own work and when I express my opinions on the grades I deserve, I feel more motivate than if I do not participate.	7.5	9.9	27.4	29.7	25.5	3.56
10.	When I work individually or autonomously, I feel more motivated then when I work in groups or pairs.	22.6	26.4	21.7	14.6	14.6	2.72
11.	When I take part in class and when I participate , I feel more motivated.	7.5	5.7	17.5	29.7	39.6	3.88
12.	If I do not participate and remain silent in class I feel less motivated.	22.6	16.5	27.8	13.7	19.3	2.91
13.	When the FL/L2 teacher speaks in the FL/L2 in class (e.g. French, English), I feel more motivated than when s(he) speaks in Turkish	41.5	19.8	18.4	9.0	11.3	2.29
14.	When the class satisfies my needs and interests , when the teacher evinces the relevance of what we are doing in class, I feel more motivated.	3.3	6.6	13.7	24.1	52.4	4.16
15.	My performance before an audience –be it my peers or the teacher- serves as stimulus and increases my motivation.	13.7	8.5	26.4	22.2	29.2	3.45
16.	I like to compete and surpass others when I carry out competitive activities, I increase my degree of motivation	13.7	10.8	18.4	17.5	39.6	3.58
17.	My motivation increases when I am provided with the information about the objectives and contents of each task.	8.5	7.5	23.1	28.8	32.1	3.68
18.	When I am not asked in class and do not participate , but listen passively to what the teacher and my classmates say and do, I feel more at ease, relaxed and motivated.	17.9	25.9	23.6	13.7	18.9	2.90
19.	When things are not done for me, but, on the contrary, I am in a situation where I can discover and draw my own conclusions, I feel more motivated.	9.0	14.6	25.5	22.6	28.3	3.47
20.	When the teacher uses audiovisuals and technological aids (illustrations, photographs, recordings, computers, Internet, etc.), I am more motivated than when s(he) only uses the textbook.	1.4	0.9	11.3	22.2	64.2	4.47

1: Never, 5: Always

According to the participation levels in the statements related to students' scale of motivational effect of teaching-learning situations, the expressions in which they participate most frequently among scale items (Table3):

- My motivation increases when my grades are high or when I reach the level of success I expect.
- When the teacher supports the course with visual, audio and technological resources like painting, photography, video, computer and internet, instead of using only the textbook, the motivation for the lesson increases.
- When my teacher supports or praises my in-class performances, my motivation increases when I am rewarded for my work.
- My motivation increases when the course is related to my needs and interests, and when the teacher focuses on these subjects while studying.

The least participated expressions of students in the scale questions:

- I feel more motivated when my foreign language teacher speaks in the second foreign language, and I feel less motivated when I speak in the main language.
- My motivation increases when I work on my own or apart from a group.
- When foreign language lesson activities are easy, or when my teacher adjusts activities according to my level, such activities increase my motivation. On the contrary, when I have difficulty, my courage breaks and my motivation decreases.
- When I am not asked any questions, I feel more comfortable, peaceful and motivated when I listen to the teachers and my friends and not actively participate in the lesson.
- My motivation decreases when I do not attend the lessons.

And according to students' answers to the open-ended questions (Table 4), it is found out that 52.4% of the students stated that playing games, entertainment and different activities would increase the motivation for the English course. According to the percentages it is found out that a great number of students stated that fun activities in L2 class motivates them. Some of the students answers in which the effect of having

the English lesson with games or different activities on their motivation are given below:

S4: “Playing games related to the grammar point or vocabulary in English lessons increase my motivation.”

S5: “When the teacher represents the lesson with different and fun activities, my motivation increases.”

S2: “Playing interactive games in English during lessons motivates me more.”

Research Question 2

What are the perceptions of secondary school EFL students regarding the teaching-learning situations that have demotivating effect on learning EFL in Turkish context?

Table 4.

Distribution of Students' and Teachers' Opinions on Motivation

		Number of Participants	%
Student			
Motivation increasing elements	games, entertaining and different activities	11	52.4
	positive approach of the teacher	4	19
	Using different techniques	6	28.6
Motivation decreasing elements	teacher's negative attitude	5	23.8
	writing activities	3	14.3
	speak too much English	5	23.8
	relationship with the teacher	4	19
	Other	4	19
Teacher			
Motivation increasing elements	games, entertainment and different activities	4	40.0
	positive approach of the teacher	2	20.0
	give a prize	1	10.0
	increasing project presentations	3	30.0
Motivation decreasing elements	be repressive	2	20.0
	compare students	1	10.0
	shortcomings of teacher (skill, judgment, humor, expression)	6	60.0
	Accuse	1	10.0

According to the results on Table 4 which shows the distribution of students' and teachers' opinions about demotivating factors, 23.8% of the students stated that the

negative attitude of the teacher would decrease the students' motivation. Some of the students' statements related to demotivating factors are:

S1: "If the teacher has a negative respond towards my mistakes or low marks, I feel less motivated"

S3:" When the teacher shouts at me when I misbehave or make a mistake, my motivation decreases."

S10: "If the teacher is not an understanding and positive person to me and my friends it effects my motivation negatively."

60.0% of the teachers stated that teachers' personal shortcomings would reduce motivation. Some related answers of the teachers are given below:

T8: "Blaming students all the time and making them feel bad about themselves decrease students' motivation."

T1: "Too much pressure done by teacher decreases students' motivation."

T9: "If a teacher has poor organizational skills, no sense of humor or poorjudgement, the students will probably feel more demotivated."

According to the results of the participation levels in the statements related to students' scale of motivational effect of teaching-learning situations, it is inferred that items related to demotivating effects are also close to the students' and teachers' answers to open-ended questions. The participation level of the students and teachers to Item 2: "When I am scolded or punished, my motivation decreases" and Item 6: "When I fail and my expectations are not fulfilled, my motivation diminishes." are significantly high. (see Tables 3 and 5)

Research Question 3

What are the teachers' perceptions regarding the teaching- learning situations that have motivating effect on learning EFL in Turkish context?

Table 5.

The Participation Levels in the Statements Related to Teachers' Scale of Motivational Effect of Teaching-Learning Situations

No Item	1	2	3	4	5	Average
1 When the teacher encourages or praises a student for his/her performance in the class , when a student obtains a prize or reward for it, his / her motivation increases	0	0	44.4	44.4	11.1	3.67
2 When a student is scolded or punished, his / her motivation decreases	0	11.1	33.3	33.3	22.2	3.67
3 When the FL classroom tasks are easy or when the teacher adapts them to student's level, such tasks motivate him/ her; when they are difficult they discourage and demotivate him / her.	0	0	44.4	55.6	0	3.56
4 Students are motivated by intellectually challenging exercises	0	11.1	11.1	66.7	11.1	3.78
5 When students obtain good results and grades and their expectations of success are fulfilled, their motivation increases	0	0	11.1	55.6	33.3	4.22
6 When students fail and their expectations are not fulfilled, their motivation diminishes.	0	11.1	44.4	22.2	22.2	3.56
7 When students work cooperatively in pairs or groups , their motivation increases	11.1	11.1	33.3	22.2	22.2	3.33
8 When students participate in the negotiation of curricular decisions , that is, when the teacher and the students together decide what to study in class and what types of exercises to do, they feel more motivated.i	0	11.1	22.2	33.3	33.3	3.89
9 When students participate in the process of self-evaluation of their own work and when they express their opinions on the grades they deserve, they feel more motivated than if they do not participate.	0	0	44.4	44.4	11.1	3.67
10 When a student works individually or autonomously, he / she feels more motivated then when he / she works in groups or pairs.	0	22.2	66.7	11.1	0	2.89
11 When they take part in class and when they participate , they feel more motivated.	0	0	0	77.8	22.2	4.22
12 If they do not participate and remain silent in class they feel less motivated	0	0	44.4	44.4	11.1	3.67
13 When the FL/L2 teacher speaks in the FL/L2 in class (e.g. French, English), they feel more motivated than when s (he) speaks in Turkish.	0	0	44.4	55.6	0	3.56

No	Item	1	2	3	4	5	Average
14	When the class satisfies their needs and interests , when the teacher evinces the relevance of what is being done in class, they feel more motivated	0	0	11.1	33.3	55.6	4.44
15	Students' performances before an audience –be it their peers or the teacher- serves as stimulus and increases their motivation	0	0	11.1	66.7	22.2	4.11
16	Students like to compete and surpass others when they carry out competitive activities, they increase their degree of motivation	0	0	55.6	22.2	22.2	3.67
17	Students' motivation increase when they are provided with the information about the objectives and contents of each task.	0	22.2	0	44.4	33.3	3.89
18	When students are not asked in class and do not participate , but listen passively to what the teacher and their classmates say and do, they feel more at ease, relaxed and motivated.	11.1	44.4	44.4	0	0	2.33
19	When things are not done for students, but, on the contrary, they are in a situation where they can discover and draw their own conclusions, They feel more motivated	11.1	0	22.2	55.6	11.1	3.56
20	When the teacher uses audiovisuals and technological aids (illustrations, photographs, recordings, computers, Internet, etc.), I feel more motivated than when s (he) only uses the textbook.	0	11.1	0	11.1	77.8	4.56

1: Never, 5: Always

The expressions in which the teachers have participated most from scale items of the survey which was conducted to the teacher participants to find out their perceptions about the motivational effect of teaching-learning situations in EFL class (Table 5):

- When the teacher supports the course with visual, audio and technological resources like painting, photography, video, computer and internet, instead of using only the textbook, the motivation for the lesson increases.
- Students' motivation increases when the course is related to their needs and interests, and when the teacher focuses on these subjects while studying.
- Students' motivation increases when his/her grades are high or when he /she reaches the level of success I expect.
- Students' motivation increases, when they attend the lessons.
- When students' in-class performance is in the face of the listener – his/her friends or teacher - it encourages the student and his/her motivation increases.

The least participated expressions by teachers in the scale items:

- When the student is not asked a question, she / he feels more comfortable, peaceful and motivated when he/she listens to the teachers and friends and not actively participate in the lesson.
- Student's motivation increases when he/she works on his/her own or apart from a group.
- When student works in collaboration as two people or as a group, his/her motivation increases.

According to the answers of the teachers to the open-ended question which was asked to investigate the other teaching-learning situations which have motivating effects in EFL class, %40 of the teachers stated that playing games and different activities increase students' motivation (Table 4). Some related answers of the teachers are given below:

T 7: "Activities which develop students' confidence, creating a friendly atmosphere in the classroom, using icebreakers, having a sense of humor as a teacher increase students' motivation."

T 5: "Applying various and fun activities in class increase students' motivation."

Research Question 4

Are there any perceptual differences between male and female students about the motivating effects of teaching-learning situations in EFL classes?

Table 6.

The Comparison of Scale Point Regarding Students' Gender in Motivational Effect of Teaching-Learning Situations

Gender	N	Average	sd	T	Sig
Point	Male	120	60.83	8.06	2.387 0.018*
	Female	92	57.57	11.07	

* $p < 0.05$ there is significant difference, $p > 0.05$ there is not significant difference; t test

There was a statistically significant difference in scale scores between male and female students ($\text{sig} < 0.05$). Male students have a higher score (60.83).

Table 7.

The Comparison of Scale Point Regarding The Participation Level in the Scale Statements of Motivational Effect of Teaching-Learning Situations

No Item	Gender	n	Average	Sd	t	Sig
1. When the teacher encourages or praises me for my performance in the class, when I obtain a prize or reward for it, my motivation increases.	Male	120	4.18	1.09	0.225	0.822
	Female	92	4.14	1.06		
2. When I am scolded or punished, my motivation decreases.	Male	120	3.76	1,26	0.998	0.319
	Female	92	3.58	1.39		
3. When the FL classroom tasks are easy or when the teacher adapts them to my level, such tasks motivate me; when they are difficult they discourage and demotivate me	Male	120	2.79	1.37	0.789	0.431
	Female	92	2.64	1.39		
4. I am motivated by intellectually challenging exercises.	Male	120	3.46	1.24	1.269	0.206
	Female	92	3.24	1.25		
5. When I obtain good results and grades and my expectations of success are fulfilled, my motivation increases.	Male	120	4.77	0.55	1.570	0.118
	Female	92	4.61	0.84		
6. When I fail and my expectations are not fulfilled, my motivation diminishes.	Male	120	4.01	1.16	2.173	0.031*
	Female	92	3.62	1.38		
7. When I work cooperatively in pairs or groups , my motivation increases.	Male	120	3.23	1.35	-0.977	0.330
	Female	92	3.41	1.29		
8. When I participate in the negotiation of curricular decisions , that is, when the teacher and the students together decide what to study in class and what types of exercises, I feel more motivated.	Male	120	3.98	1.08	2,071	0.040*
	Female	92	3.67	1.08		
9. When I participate in the process of self-evaluation of my own work and when I express my opinions on the grades I deserve, I feel more motivated than if I do not participate.	Male	120	3.62	1.18	0.839	0.402
	Female	92	3.48	1.21		
10. When I work individually or autonomously, I feel more motivated then when I work in groups or pairs.	Male	120	2.78	1.37	0.654	0.514
	Female	92	2.65	1.34		
11. When I take part in class and when I participate , I feel more motivated.	Male	120	4.06	1.17	2.446	0.015*
	Female	92	3.65	1.24		
12. If I do not participate and remain silent in class I feel less mo.	Male	120	2.98	1.44	0.917	0.360
	Female	92	2.80	1.37		
13. When the FL/L2 teacher speaks in the FL/L2 in class (e.g. French, English), I feel more motivated than when s (he) speaks in Turkish.	Male	120	2.42	1.39	1.560	0.120
	Female	92	2.12	1.35		
14. When the class satisfies my needs and interests , when the teacher evinces the relevance of what we are doing in class, I feel more motivated	Male	120	4.26	1.02	1.562	0.120
	Female	92	4.02	1.18		

No Item	Gender	n	Average	Sd	t	Sig
15. My performance before an audience –be it my peers or the teacher- serves as stimulus and increases my motivation	Male	120	3.58	1.39	1.564	0.119
	Female	92	3.28	1.30		
16. I like to compete and surpass others when I carry out competitive activities, I increase my degree of motivation.	Male	120	3.68	1.39	1.135	0.258
	Female	92	3.46	1.51		
17. My motivation increases when I am provided with the information about the objectives and contents of each task.	Male	120	3.83	1.17	2.026	0.044*
	Female	92	3.49	1.30		
18. When I am not asked in class and do not participate , but listen passively to what the teacher and my classmates say and do, I feel more at ease, relaxed and motivated.	Male	120	2.87	1.37	-0.359	0.720
	Female	92	2.93	1.37		
19. When things are not done for me, but, on the contrary, I am in a situation where I can discover and draw my own conclusions, I feel more motivated.	Male	120	3.55	1.30	1.074	0.284
	Female	92	3.36	1.27		
20. When the teacher uses audiovisuals and technological aids (illustrations, photographs, recordings, computers, Internet, etc.), I am more motivated than when s (he) only uses the textbook.	Male	120	4.56	0.75	1.769	0.079
	Female	92	4.35	0.93		

*sig <0.05 there is significant difference, p>0,05 there is not significant difference; t test, n: Number of the Students, SD: Standard Deviation, Sig: Significance

There was a statistically significant difference between the female students and male students in terms of the level of participation in the expression "My motivation decreases when my grades are low or I cannot reach the level of success that I expect" (sig <0.05). Male students have a higher level of participation in this statement (4.01).

There is a statistically significant difference between the female students and male students in terms of the level of participation in the expression "When I can participate in the curriculum decisions process, in other words, I am motivated in a learning environment where students are also asked about the subject or what kind of exercises will be done" (sig<0.05). Male students have a higher level of participation in this statement (3.98).

There was a statistically significant difference between the female students and male students in terms of the level of participation in the expression "My motivation increases when I attend the lessons" (sig <0.05). Male students have a higher level of participation (4.06).

There was a statistically significant difference between the female students and the male students in terms of the level of participation in the expression "My motivation

increases when the teacher formerly informs about the aims and content of the activities" (sig<0.05). Male students have a higher level of participation in this statement (3.83).

Research Question 5

Are there any perceptual differences between secondary school students and teachers about the motivating effects of teaching-learning situations in EFL classes in Turkish context?

In this research, one of the main aim was to reach the results which give a light to find out the perceptual differences between the secondary school students and teachers about the motivating effects of teaching-learning situations in EFL classes. Due to these reasons, comparison of participation levels of students and teachers throughout the surveys (Table 8) and both their answers to the open-ended questions which were asked to reveal any other motivational factors within the scope of teaching-learning situations were applied (Table 4).

Table 8.

The Comparison of Participation Levels in The Statements Related to Students' and Teachers' Scale of Motivational Effect of Teaching-Learning Situations

Average No	Item	Student	Teacher
1.	When the teacher encourages or praises me for my performance in the class , when I obtain a prize or reward for it, my motivation increases	4.16	3.67
2.	When I am scolded or punished, my motivation decreases.	3.68	3.67
3.	When the FL classroom tasks are easy or when the teacher adapts them to my level, such tasks motivate me; when they are difficult they discourage and demotivate me.	2.73	3.56
4.	I am motivated by intellectually challenging exercises.	3.36	3.78
5.	When I obtain good results and grades and my expectations of success are fulfilled, my motivation increases.	4.7	4.22
6.	When I fail and my expectations are not fulfilled, my motivation diminishes.	3.84	3.56
7.	When I work cooperatively in pairs or groups , my motivation increases.	3.31	3.33
8.	When I participate in the negotiation of curricular decisions , that is, when the teacher and the students together decide what to study in class and what types of exercises to do, I feel more motivated.	3.85	3.89
9.	When I participate in the process of self-evaluation of my own work and when I express my opinions on the grades I deserve, I feel more motivated than if I do not participate.	3.56	3.67
10.	When I work individually or autonomously, I feel more motivated then when I work in groups or pairs.	2.72	2.89
11.	When I take part in class and when I participate , I feel more motivated.	3.88	4.22
12.	If I do not participate and remain silent in class I feel less motivated.	2.91	3.67
13.	When the FL/L2 teacher speaks in the FL/L2 in class (e.g. French, English), I feel more motivated than when s (he) speaks in Turkish.	2.29	3.56
14.	When the class satisfies my needs and interests , when the teacher evinces the relevance of what we are doing in class, I feel more motivated.	4.16	4.44
15.	My performance before an audience –be it my peers or the teacher- serves as stimulus and increases my motivation	3.45	4.11
16.	I like to compete and surpass others when I carry out competitive activities, I increase my degree of motivation.	3.58	3.67
17.	My motivation increases when I am provided with the information about the objectives and contents of each task.	3.68	3.89
18.	When I am not asked in class and do not participate , but listen passively to what the teacher and my classmates say and do, I feel more at ease, relaxed and motivated.	2.9	2.33
19.	When things are not done for me, but, on the contrary, I am in a situation where I can discover and draw my own conclusions, I feel more motivated.	3.47	3.56
20.	When the teacher uses audiovisuals and technological aids (illustrations, photographs, recordings, computers, Internet, etc.), I am more motivated than when s (he) only uses the textbook.	4.47	4.56

According to the results of Table 8 in which we compared the students' and teachers' views about motivating effect of teaching-learning situations, the items in which the students' participation level is higher are as follows:

- When the students are not asked questions, they do not actively participate in the lesson but when they listen and watch the teachers and friends quietly, the student feels more comfortable, peaceful and motivated.
- When students are rewarded or praised in class performances, their motivation increases when they are rewarded in return for my work.
- Students' motivation increases when their grades are high or reach the level of success they expect.
- Motivation decreases when students' grades are low or reach the level of success they expect.

The items in which the teachers' participation level is higher are as follows:

- When the foreign language teacher speaks in the second foreign language, the students feel more motivated and the student feels less motivated when the teacher speaks his / her native language.
- When foreign language lesson activities are easy or when the activities are adapted to the student level, such activities increase motivation, and when this is difficult, courage is broken and motivation decreases.
- When students do not attend the class, their motivation is decreased.
- When the student's in-class performance is in the face of the listener –the student's friends or teacher - it encourages him/her and the student's motivation increases.
- Intelligence enhancing exercises increase students' motivation.
- When students join the class, their motivations increase.
- Students' motivation increases when the course is related to the needs and interests of the students, and when the teacher focuses on these subjects while the course is being studied.
- Students' motivation increases when the teacher formerly informs about the aims and contents of the activities.

- The student's motivation increases when he/she works on his/her own or apart from a group.
- In the process of evaluating the student's own studies, when he/she is given a self-assessment process or when he/she is given a learning environment where he/she can express my ideas about the lecture notes that he/she deserve, his/her motivation increases. In the other side his/her motivation decreases when he/she cannot be included.

The findings with the data of students' and teachers' answers to the open-ended questions which were asked to investigate other motivating effects related to teaching – learning situations were given in Table 4. According to participants answers we created some categories which show that they both come up with close perceptions to eachothers' but also when the answers were analysed in detail, some perceptual differences were found as follows:52.4% of the students stated that playing games, entertainment and different activities would increase the motivation for the English course while 23.8% stated that the negative attitude of the teacher would decrease the students' motivation.

S 4: "Playing games related to the grammar point or vocabulary in English lessons increase my motivation."

S 5: "When the teacher represents the lesson with different and fun activities, my motivation increases."

S 6: "If the teacher has a negative respond towards my mistakes or low marks, I feel less motivated"

40.0% of teachers stated that playing games, entertainment and different activities would increase motivation, and 60.0% stated that teachers' personal shortcomings would reduce motivation.

T9: "Activities which develop students' confidence, creating a friendly atmosphere in classroom, using ice-breakers, having a sense of humor as a teacher increase students' motivation."

T8: "Blaming students all the time and making them feel bad about themselves decrease students' motivation."

According to the table 4, distributions of teachers' and students' opinions on motivation, while 14,33 % of students stated that too much writing activities decrease their motivation, no related answer which refer to writing activities too much of which effect students' motivation negatively among teachers' opinions. In addition while "speaking too much English" was stated by 23% of students as a motivation decreasing factor, we did not any related teacher response mentioned as a demotivating effect within the scope of teaching –learning situation in EFL class.



CHAPTER 5

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, the summary of the present research, discussion, implications and suggestions for further studies will be presented. In addition, the research results are negotiated regarding to the research questions.

5.2. Overview of the Study and Discussion

Motivation is very important in foreign language learning. Motivation which motivates the individual to reach the goal and has an effect which directs and supports the individual in this process is also an important factor that affects the success of the student. At this point, one of the conditions that are necessary for learning is the force that forces the organism to learn by showing some reaction. According to Oxford (1994, p.16), motivation is one of the most effective factors which leads students to find strategies while learning a foreign language. In this research we explored the teachers' and students' beliefs on motivation regarding to the teaching-learning situations which can provide us substantial presumptions to understand their motivational states. Therefore, we conducted qualitative and quantitative research designs to reach the results of the questionnaires and open-ended questions with the help of which scanned the 212 secondary school students' and 10 English teachers' perceptions. The summary of the findings is entitled with the research questions.

R.Q.1: What are the perceptions of secondary school EFL students regarding the teaching-learning situations that have motivating effect on learning EFL in Turkish context?

We aimed to find out the perception of secondary school students regarding the teaching-learning situations which have motivating effects in EFL class. Considering the results of the participation levels in the statements related to students' scale of motivational effect of teaching-learning situations, it can be concluded that students' motivation increases when:

- their grades are high or when they reach the level of success they expect.
- they are supported, praised or rewarded by their teachers.
- the course is related to their needs and interests.
- the teacher supports the lesson with different materials instead of using only a text book.

And considering the answers to the open-ended question which investigates the other motivating factors, motivating increasing elements came to light as:

- The lessons with different activities such as games instead of being lectured monotonically.
- Positive approach of the teacher.
- Lessons tutored with different teaching techniques.

In the research of Credo (1992) in which he examined the incidence of motivation and attitude towards L2 learning on the learning process with secondary school students, similar to our finding it was found out that: “what most motivates the students were the type of teaching that they receive” (Cited in Madrid and Canado, 2001, p.329).

R.Q.2: What are the perceptions of secondary school EFL students regarding the teaching-learning situations that have demotivating effect on learning EFL in Turkish context?

With this question we determined to find out the results which shows students' views regarding the teaching –learning situations that have demotivating effect on learning EFL. According to the survey, the most participated items showed us the following results as motivation decreasing situations. Motivation of students decreases:

- when they are scolded or punished by the teacher.
- when they fail and their expectations are not fulfilled.

We also asked an open-ended question which examines the other teaching-learning situations which have demotivating effect on learning L2 and we concluded with the following demotivating elements:

- Teachers' negative attitude
- Too many writing activities
- Speaking too much English in class
- Relationship issues between teachers and students.

Lorenzo Bengillos (1997) found out that there was a certain rejection of writing, reading and morpho-syntactic exercises when he analyzed the evolution of motivation in an EFL educational context with students. Conclusions of his study also showed that students claimed to be demotivated when they were inadequately adapted to their needs and interests (p. 406-410). Similar to the findings of his study, in our research students stated with the frequency level of 4.16, that students' motivation increases if the class satisfies their needs and interests (see Table 3, item 14).

Like we have found in our study, in Navarro Biescas' research (1998, p.418-426) which was conducted to search motivation in secondary school students who were studying English, the results related to demotivating situations were (cited in Madrid and Canado, 2001, p. 331):

- If the students do not participate in the class tasks and remain passive, their motivation decreases.
- Unduly long and unvarying activities are demotivating.
- If the teacher is rude and not an understanding person, then the motivation of the student decreases.

In the study conducted by Mehdiyev et al. (2016), it was aimed to determine the students' opinions about motivation in terms of language learning and situations that decreased or increased motivation. According to the findings of the study, the motivation lowering factors were found out as teacher qualification, grammar based language teaching and techniques which are applied by teachers as word memorization. Similar to the results of his study, we found out that both teachers' and students' perceptions came together with the result that teachers' negative attitude decrease the students' motivation (see Table 4).

R.Q.3: What are the teachers' perceptions regarding the teaching- learning situations that have motivating effect on learning EFL in Turkish context?

With this question we aimed to resulted in teachers 'views regarding the teaching-learning situations that have motivating effect on learning EFL in Turkish context and according to the findings of the scale conducted to the teachers, it is concluded in that students' motivation increases when:

- the teacher supports the course with different resources instead of using only a text book.
- the grades of the students are high and there are fulfilled.
- the course is related to students' interests.
- students' participation is high.
- student's in class performance in front of listeners.

According to the answers to the open-ended question which searches for other teaching-learning situation, the motivation increasing elements were resulted as followings:

- the lessons with different activities such as games instead of being lectured monotonically.
- positive approach of the teacher
- giving a prize or award to students
- increasing project presentations of the students

In his research, Çiftçi (2005) investigates the students' and lecturers' views on motivational factors of preparatory class students at university. The findings of the study which were similar to our research results showed that using different activities in class, music and visuals, role plays, games, competitions, creating a friendly atmosphere in class as a L2 teacher, giving rewards to students, positive attitudes of teachers to students were motivation decreasing factors according to the teachers' views (p.45).

R.Q.4: Are there any perceptual differences between male and female students about the motivating effects of teaching-learning situations in EFL classes?

In this study the number of male students was 120 while female students were 92 out of 212 students. The findings of the comparison of perspectives according to participants' genders showed that there was not a considerably big differences between male and female students' views apart from some of the items (see Table 7). The participation levels of male students were higher than the female students in the following expressions.

- When I fail and my expectations are not fulfilled, my motivation diminishes.
- When I participate in the negotiation of curricular decisions, that is, when the teacher and the students together decide what to study in class and what types of exercises to do, I feel more motivated.
- When I take part in class and when I participate, I feel more motivated.
- My motivation increases when I am provided with the information about the objectives and contents of each task.

In the study conducted by Aydın (2007), the motivation levels of the students towards learning English and their relationship with their gender and English achievement were investigated. According to the findings of the study, female students received more motivation score than male students. In the study conducted by Yılmaz (2007), it was aimed to determine motivation levels of English learners. According to the findings of the study, students with sufficient motivation level were seen faster and easier than the low motivated students. Unlike the particular results of our study, the motivation levels of female students were found to be higher than male students and there was a significant difference according to gender.

R.Q.5: Are there any perceptual differences between secondary school students and teachers about the motivating effects of teaching-learning situations in EFL classes in Turkish context?

With this question we aimed to find out if there are any differences between the perceptions of students' and teachers' about the motivating effect of teaching learning situations. According the comparison of participation levels of students and teachers in

the statements related to motivating effects regarding to teaching-learning situations in EFL class, while the participation levels in some of the items were very close, the participation levels in some items were significantly different. The participation level of teachers were significantly higher than students in the following expressions: (see Table 8)

- When the FL classroom tasks are easy or when the teacher adapts them to students' level, such tasks motivate them; when they are difficult they discourage and demotivate the students. (Item 3)
- When students take part in class and when they participate, they feel more motivated.(Item 11)
- When the FL/L2 teacher speaks in the FL/L2 in class (e.g. French, English), students feel more motivated than when s(he) speaks in Turkish. (Item 13)

However, the participation level of students was significantly higher than teachers in the following expression:

- When the teacher encourages or praises me for my performance in the class, when I obtain a prize or reward for it, my motivation increases. (Item 1)

According to the answers of the questions which were both asked to the teachers and students to find out the other teaching-learning situations which have motivating and demotivating effects in ELF class, tutoring the L2 lessons with games, entertaining and different activities, positive attitude of the teachers to students as common motivation increasing elements. While 28% of the students stated that lessons with different teaching techniques increase their motivation, teachers only emphasized on increasing project presentations in the EFL class increases students' motivation. Students and teachers met on common ground when demotivating elements were examined. Teachers' negative attitude like being repressive or accusing students were agreed by both participants in addition what students remarked as a demotivating factor was too much writing activities. And 60.0% stated that teachers' personal shortcomings would reduce motivation.

Garcia Sanchez (1999) studied on teachers 'beliefs about motivation and their performance in EFL class and stated that the teachers' and students' perceptions in the

English class do not overlap. There was a difference between the teachers' consideration about the level of motivation in class and the students' views. (cited in Madrid and Canado, 2001, p.331). Like the conclusion of his study, we found that there was a significant difference between students' and teachers' perceptions about motivational effect of teaching-learning situations in EFL class.

5.3. Implications

Motivation is an important variable that influences student achievement in foreign language learning. Lack of motivation makes foreign language lessons difficult and unbearable for students. This process becomes more fun and efficient if the student is sufficiently motivated in language learning. It is seen that students who have low motivation in foreign language learning cannot focus on the courses enough, they do not make effort in the language learning point and give up quickly. It is observed that the students who have a high motivation for learning foreign languages focus on the course, work in preliminary studies, participate in activities, are determined and persistent and they do not give up. This situation causes success differences among students.

For this reason, it is important to identify the factors that cause lack of motivation and to focus on motivation-enhancing studies. In the light of the findings of the present study, there are some suggestions for contributing to foreign language learning;

- In-class activities should be increased in foreign language learning process,
- Research and assignments should be broader,
- Individual work must be done,
- Students should be offered different research options,
- Student participation should be ensured in class decisions,
- Student views should be evaluated during the learning process.
- Feedback from teachers should be considered,
- Teacher and student relations should be positive.

According to the foreign language learning process, motivation has an important place in the language learning process and the target language in learning the student's role in determining how a positive, effective and participatory role helps (Oxford, Shearin, 1994, p.12).

As motivation is an important function for the success of the course, classroom applications should be able to increase the student's motivation in the short term and the success in the long term. Motivation in foreign language teaching has been the subject of many researches and it has been concluded that motivation is an important parameter in the success of foreign language teaching (Cho, 2013; Karakış, 2014; Lee, 2012; Mendi, 2009; Meyer, 2013; Pak, 2014; Pineda, 2011; Su, 2012; Swanson, 2013; Ushida, 2003).

As a result, although the methods, tools and equipment used by foreign language teachers are good, students who are not motivated to learn languages cannot achieve the desired success. Therefore, it is important for the teachers to have motivational studies in foreign language learning and to try to find different methods in order to be more efficient in foreign language learning process.

5.4. Suggestions for Further Studies

Dörnyei argues that the most important criterion of success in foreign language teaching is motivation for learning a foreign language (1998, p. 122). Motivation has been an outstanding scope of studies related to EFL learning. As one of the many studies, this study sheds light into the teachers' and students' perceptions related to motivating effect of teaching-learning situations in EFL class. Since its scope was limited and data was only driven from the students and English teachers of TED Adana Secondary School, further studies may be conducted with more extended number of participants, in different contexts, with different age groups to make more accurate generalizations. This study relies on qualitative and quantitative data, beside limited open-ended questions, more detailed questions can be asked to participants in the form of interviews.

6. REFERENCES

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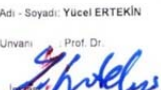
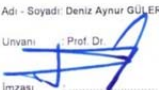
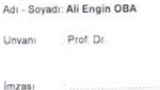
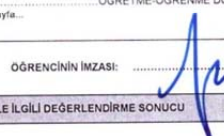

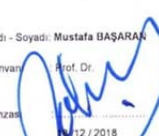
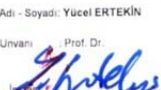
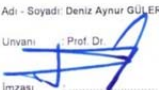
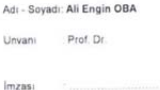
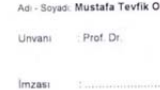
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7. APPENDICES

Appendix 1: Ethics Committee Permit Document

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNI / ETİK KURULU İZINI TALEP FORMU VE ONAY TUTANAK FORMU					
ÖĞRENCİ BİLGİLERİ					
T.C. NOSU	41821904770				
ADI VE SOYADI	BİRCAN KOYLU				
ÖĞRENCİ NO	20188024				
TEL. NO / LARI	0544 438 14 81				
E - MAIL ADRESLERİ	bircankoylu@gmail.com				
ANA BİLİM DALI	İngiliz Dili Eğitimi				
PROGRAM ADI	İngiliz Dili Eğitimi Y. Lisans Programı				
BİLİM DALININ ADI	İngiliz Dili Eğitimi				
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez				
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2018 / 2019 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.				
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER					
TEZİN KONUSU	The Differences Between Teachers' and Students' Perceptions Related to the Motivating Effect of Teaching-Learning Situations in EFL Class				
TEZİN AMACI	The purpose of this study is to analyze teachers' and students' perceptions of motivating effects of teaching-learning situations and see if there are differences between their perceptions.				
TEZİN TÜRKÇE ÖZETİ	Bu çalışma ile ortaokul öğrencilerinin öğrenme-öğretme durumlarının İngilizce öğrenirken öğretme-öğrenme durumlarının motivasyonlarını nasıl etkilediği ve bununla birlikte İngilizce öğretmenlerinin görüşleri ve aralarında fark olup olmadığı araştırılacaktır.				
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	TED Adana Özel Ortaokulu				
ZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İL / İLÇESİ)	TED Adana Özel Ortaokulu Müdürlüğü- ADANA-SEYHAN				
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER	TED Adana Özel Ortaokulu öğrencilerine (6-7-8 sınıflar) uygulanacaktır. Uygulanacak olan anket adı ÖĞRETME-ÖĞRENME DURUMLARININ GÜDÜLEYİCİ(MOTİVASYONEL)ETKİSİ (20 maddelik) dir. Kurumda çalışan ve bu seviylerde ders veren İngilizce öğretmenleri ile de Anket yapılacaktır.				
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ OLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - OLÇEKLERİN UYGULANACAKI	1.ÖĞRETME-ÖĞRENME DURUMLARININ GÜDÜLEYİCİ(MOTİVASYONEL)ETKİSİ (Öğrenciler için) 2. ÖĞRETME-ÖĞRENME DURUMLARININ GÜDÜLEYİCİ(MOTİVASYONEL)ETKİSİ (Öğretmenler için-uyarılanmiş versiyonu)				
EKLER (ANKETLER, OLÇEKLER, FORMLAR GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAĞ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) ÖĞRETME-ÖĞRENME DURUMLARININ GÜDÜLEYİCİ(MOTİVASYONEL)ETKİSİ (öğrencilere uygulanacak)1 adet, 3sayfa..... 2) ÖĞRETME-ÖĞRENME DURUMLARININ GÜDÜLEYİCİ (MOTİVASYONEL) ETKİSİ (Öğretmenlere uygulanmak üzere uyarılanmiş versiyonu) 1 adet.....3 sayfa.....				
ÖĞRENCİNİN ADI - SOYADI:	Bircan Koylu	ÖĞRENCİNİN İMZASI:	TARİH: 18.12.2018		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU					
1. Seçilen konu Eğitim Bilimleri ve İş Dünyasına katkı sağlayabilecektir.					
2. Anılan konu EĞİTİM faaliyet alanı içerisine girmektedir.					
1. TEZ DANIŞMANININ ONAYI		2. TEZ DANIŞMANININ ONAYI (VARSA)			
Adı - Soyadı: SEDEN TUYAN	Adı - Soyadı: YÜCEL ERTEKİN	Adı - Soyadı: DENİZ AYRUR GÜLER	Adı - Soyadı: ALİ ENGİN OBA		
Unvanı :Dr. Öğr. Üyesi	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.		
İmzası : 	İmzası : 	İmzası : 	İmzası : 		
18 / 12 / 2018	18 / 12 / 2018	18 / 12 / 2018	18 / 12 / 2018		
3. SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI		A.B.D. BASKANININ ONAYI			
Adı - Soyadı: MURAT KOÇ		Adı - Soyadı: ŞEHNAZ SAHİN KARAKAŞ			
Unvanı : Doç. DR.		Unvanı : Prof. Dr.			
İmzası : 		İmzası : 			
18 / 12 / 2018		18 / 12 / 2018			
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER					
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz AYRUR GÜLER	Adı - Soyadı: Ali ENGİN OBA	Adı - Soyadı: Mustafa TEVFKİ ODMAN	Adı - Soyadı:
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı :
İmzası : 	İmzası : 	İmzası : 	İmzası : 	İmzası : 	İmzası :
18 / 12 / 2018	18 / 12 / 2018	18 / 12 / 2018	18 / 12 / 2018	18 / 12 / 2018 / / 20.....
Etik Kurulu Jüri Başkanı - Asil Üye	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Yedek Üyesi
Adı - Soyadı:	Unvanı :	Unvanı :	Unvanı :	Unvanı :	Unvanı :
İmzası :	İmzası :	İmzası :	İmzası :	İmzası :	İmzası :
..... / / 20..... / / 20..... / / 20..... / / 20..... / / 20..... / / 20.....
Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi
<input type="radio"/> OY BİRLİĞİ İLE <input checked="" type="radio"/> OY ÇOKLUĞU İLE					
Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asil Jüri Üyelerince İncelenmiş olup, 18.12.2018-15.01.2019 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.					
EKLER: Ek 1: (2) Sayfa ÖĞRETME-ÖĞRENME DURUMLARININ GÜDÜLEYİCİ(MOTİVASYONEL)ETKİSİ ANKETİ Sayfa Anket. Sayfa Formları.					

SOBE-2038

Appendix 2: The Survey (Turkish)

ÖĞRETME-ÖĞRENME DURUMLARININ GÜDÜLEYİCİ(MOTİVASYONEL)ETKİSİ

Aşağıdaki cümlelerin hangi sıklıkta sizin için geçerli olduğunu o sıklığa karşılık gelen rakam ile belirtiniz.

5= Her zaman 4= Çoğunlukla 3= Bazen 2=Nadiren 1= Hiçbir zaman

- (...) 1. Öğretmenim ,ders içi performanslarımı desteklediğinde ya da övdüğünde, çalışmalarımın karşılığında ödüllendirdiğinde motivasyonum artar.
- (...) 2. Azarlandığımda ya da cezalandırıldığımda motivasyonum düşer.
- (...) 3. Yabancı dil dersi etkinlikleri kolay olduğunda ya da öğretmenim etkinlikleri benim seviyeme göre uyarladığında, bu tarz etkinlikler motivasyonumu artırırken, zor olduğunda cesaretim kırılır ve motivasyonum düşer.
- (...) 4. Zeka geliştirici alıştırmalar motivasyonumu artırır.
- (...) 5. Notlarım yüksek olduğunda ya da beklediğim başarı düzeyine ulaşabildiğimde motivasyonum artarken, notlarım düşük olduğunda ya da beklediğim başarı düzeyine ulaşamadığımda motivasyonum düşer.
- (...) 6. İkili ya da grup olarak işbirliği içinde çalışmalar yaptığımda motivasyonum artar.
- (...) 7. Müfredat kararları sürecine katılabildiğimde, başka birdeyişle; öğrencilerin de hangi konunun işleneceği ya da ne tür alıştırmalar yapılacağıyla ilgili fikirlerinin alındığı bir öğrenme ortamında motivasyonum artar.
- (...)8.Kendi çalışmalarımın değerlendirilme sürecinde özdeğerlendirme yaparak bu sürece dahil olmama izin verildiğinde ya da hakettiğim ders notları ile ilgili fikirlerimi ifade edebildiğim bir öğrenme ortamı sunulduğunda motivasyonum artarken dahil olamadığımda motivasyonum düşer.
- (...) 9. Kendi başımaya da gruptan bağımsız şekilde çalıştığım zaman motivayonum artar.
- (...) 10. Derse katıldığımda motivasyonum yükselirken, katılmadığımda motivasyonum düşer.
- (...) 11. Yabancı Dil Öğretmenim derste ikinci yabancı dille konuştuğunda(ör:İspanyolca, Almanca,İngilizce) kendimi daha motive hissederken anadilimde konuştuğunda kendimi daha az motive olmuş hissedirim.

(...) 12. Ders benim ihtiyalarım doęrultusunda ,ilgi alanlarımla iliřkili olduęunda ve oęretmen ders iřlerken bu konular üzerinde durduęunda motivasyonum artar.

(...) 13. Sınıfıi performansım dinleyici karřısında – arkadaşlarımla ya da oęretmenim- olduęunda bu beni teřvik eder ve motivasyonum artar.

(...)14.Sınıf arkadaşlarımla rekabet iinde olmak ve rekabete dayanan aktivitelerde kazanıyor olmak motivasyonumu arttırır.

(...)15.Etkinlik alıřmalarının amaları ve ierięi ile ilgili bilgilendirmeler oęretmen tarafından önceden verildięinde motivasyonum artar.

(...)16.Derste bana soru yöneltilmedięinde,derse aktif katılmadıęım ama sessizce oęretmen ve arkadaşlarımla dinleyip izledięimde kendimi daha rahat, huzurlu ve motive hissedirim.

(...) 17. Birřeyler önüme hazır gelmeyip tam tersine benim keřfetmeye ve sonuçlar ıkarmama izin verildięinde kendimi daha motive olmuş hissedirim.

(...) 18. Oęretmen derste sadece ders kitabı kullanmak yerine dersi resim ,fotoęraf ,video, bilgisayar,internet gibi görsel iřitsel ve teknolojik kaynaklarla destekledięinde derse olan motivasyonum artar.

(Fernandez & Canado, 2010).

Appendix 3: The Survey (English)

MOTIVATING EFFECT OF TEACHING-LEARNING SITUATIONS

Indicate to what extent the following happens to you:

5 = always 4 = frequently 3 = sometimes 2 = little 1 = never

(...) 1. When the teacher encourages or **praises** me for my performance in the class , when I obtain a prize or reward for it, my motivation increases.

(...) 2. When I am **scolded** or punished, my motivation decreases.

(...) 3. When the FL classroom **tasks** are **easy** or when the teacher adapts them to my level, such tasks motivate me; when they are difficult they discourage and demotivate me.

(...) 4. I am motivated **by intellectually challenging** exercises.

(...) 5. When I obtain good results and grades and my expectations of **success** are fulfilled, my motivation increases, when I **fail** and my expectations are not fulfilled, it diminishes.

(...) 6. When I work cooperatively in pairs or **groups**, my motivation increases.

(...) 7. When I participate in the negotiation of **curricular decisions**, that is, when the teacher and the students together decide what to study in class and what types of exercises to do, I feel more motivated.

(...) 8. When I participate in the process of **self-evaluation** of my own work and when I express my opinions on the grades I deserve, I feel more motivated than if I do not participate.

(...) 9. When I **work individually** or autonomously, I feel more motivated then when I work in groups or pairs.

(...) 10. When I take part in class and when I **participate**, I feel more motivated than if I do not participate and remain silent.

(...) 11. When the FL/L2 teacher speaks in the **FL/L2** in class (e.g. French, English),I feel more motivated than when s(he) speaks in Turkish.

(...) 12. When the class satisfies my **needs and interests**, when the teacher evinces the relevance of what we are doing in class, I feel more motivated.

(...) 13. My performance before an **audience** –be it my peers or the teacher- serves as stimulus and increases my motivation.

(...) 14. I like to **compete** and surpass others when I carry out competitive activities, I increase my degree of motivation.

(...) 15. My motivation increases when I am provided with the **information** about the **objectives** and **contents** of each task.

(...) 16. When I am not asked in class and **do not participate**, but listen passively to what the teacher and my classmates say and do, I feel more at ease, relaxed and motivated.

(...) 17. When things are not done for me, but, on the contrary, I am in a situation where I can **discover** and draw my own conclusions, I feel more motivated.

(...) 18. When the teacher uses **audiovisuals and technological** aids (illustrations, photographs, recordings, computers ,Internet, etc.), I am more motivated than when s(he) only uses the textbook.

(Fernandez & Canado, 2010).



Appendix 4: The Survey (Edited-English)

MOTIVATING EFFECT OF TEACHING-LEARNING SITUATIONS

PART I

Dear students

Here are some statements regarding the motivational effect of teaching-learning situations in EFL class. Please read the statements carefully and indicate to what extent the following happens to you by writing one of the numbers from 5 to 1 in the blanks provided. There is no right or wrong answer.

Thank you in advance for your contributions.

Bircan Koylu

English Teacher

Gender	Male ()	Female ()	
Grade	6th ()	7th ()	8th ()

5 = always 4 = frequently 3 = sometimes 2 = little 1 = never

(...) **1.** When the teacher encourages or **praises** me for my performance in the class , when I obtain a prize or reward for it, my motivation increases.

(...) **2.** When I am **scolded** or punished, my motivation decreases.

(...) **3.** When the FL classroom **tasks** are **easy** or when the teacher adapts them to my level, such tasks motivate me; when they are difficult they discourage and demotivate me.

(...) **4.** I am motivated **by intellectually challenging** exercises.

(...) **5.** When I obtain good results and grades and my expectations of **success** are fulfilled, my motivation increases.

(...) **6.** When I **fail** and my expectations are not fulfilled, my motivation diminishes.

(...) **7.** When I work cooperatively in pairs or **groups**, my motivation increases.

(...) **8.** When I participate in the negotiation of **curricular decisions**, that is, when the teacher and the students together decide what to study in class and what types of exercises to do, I feel more motivated.

- (...) **9.** When I participate in the process of **self-evaluation** of my own work and when I express my opinions on the grades I deserve, I feel more motivated than if I do not participate.
- (...) **10.** When I **work individually** or autonomously, I feel more motivated than when I work in groups or pairs.
- (...) **11.** When I take part in class and when I **participate**, I feel more motivated.
- (...) **12.** If I do not participate and remain silent in class I feel less motivated.
- (...) **13.** When the FL/L2 teacher speaks in the **FL/L2** in class (e.g. French, English), I feel more motivated than when s(he) speaks in Turkish.
- (...) **14.** When the class satisfies my **needs and interests**, when the teacher evinces the relevance of what we are doing in class, I feel more motivated.
- (...) **15.** My performance before an **audience** –be it my peers or the teacher- serves as stimulus and increases my motivation.
- (...) **16.** I like to **compete** and surpass others when I carry out competitive activities, I increase my degree of motivation.
- (...) **17.** My motivation increases when I am provided with the **information** about the **objectives** and **contents** of each task.
- (...) **18.** When I am not asked in class and **do not participate**, but listen passively to what the teacher and my classmates say and do, I feel more at ease, relaxed and motivated.
- (...) **19.** When things are not done for me, but, on the contrary, I am in a situation where I can **discover** and draw my own conclusions, I feel more motivated.
- (...) **20.** When the teacher uses **audiovisuals and technological** aids (illustrations, photographs, recordings, computers, Internet, etc.), I am more motivated than when s(he) only uses the textbook.

(Fernandez & Canado, 2010).

PART II

1. What other teaching-learning situation(s) do you think increase your motivation in EFL class?.....

2. What other teaching-learning situations do you think have demotivating effects on learning EFL in an EFL classroom?.....



Appendix 5: The Survey (teachers)

MOTIVATING EFFECT OF TEACHING-LEARNING SITUATIONS

PART I

Dear colleagues,

Here are some statements regarding the motivational effect of teaching-learning situations in EFL class. Please read the statements carefully and indicate to what extent the following happens to students by writing one of the numbers from 5 to 1 in the blanks provided. There is no right or wrong answer.

Thank you in advance for your contributions.

Bircan Koylu

English Teacher

Gender	Male ()	Female ()	
Grade(s) you teach	6th ()	7th ()	8th ()

5 = always 4 = frequently 3 = sometimes 2 = little 1 = never

(...) **1.** When the teacher encourages or **praises** a student for his/her performance in the class , when a student obtains a prize or reward for it, his / her motivation increases.

(...) **2.** When a student is **scolded** or punished, his / her motivation decreases.

(...) **3.** When the FL classroom **tasks** are **easy** or when the teacher adapts them to student's level, such tasks motivate him/ her; when they are difficult they discourage and demotivate him / her.

(...) **4.** Students are motivated **by intellectually challenging** exercises.

(...) **5.** When students obtain good results and grades and their expectations of **success** are fulfilled, their motivation increases.

(...) **6.** When students **fail** and their expectations are not fulfilled, their motivation diminishes.

(...) **7.** When students work cooperatively in pairs or **groups**, their motivation increases.

- (...) **8.** When students participate in the negotiation of **curricular decisions**, that is, when the teacher and the students together decide what to study in class and what types of exercises to do, they feel more motivated.
- (...) **9.** When students participate in the process of **self-evaluation** of their own work and when they express their opinions on the grades they deserve, they feel more motivated than if they do not participate.
- (...) **10.** When a student **works individually** or autonomously, he / she feels more motivated than when he / she works in groups or pairs.
- (...) **11.** When they take part in class and when they **participate**, they feel more motivated.
- (...) **12.** If they do not participate and remain silent in class they feel less motivated.
- (...) **13.** When the FL/L2 teacher speaks in the **FL/L2** in class (e.g. French, English), they feel more motivated than when s(he) speaks in Turkish.
- (...) **14.** When the class satisfies their **needs and interests**, when the teacher evinces the relevance of what is being done in class, they feel more motivated.
- (...) **15.** Students' performances before an **audience** –be it their peers or the teacher– serves as stimulus and increases their motivation.
- (...) **16.** Students like to **compete** and surpass others when they carry out competitive activities, they increase their degree of motivation.
- (...) **17.** Students' motivation increase when they are provided with the **information** about the **objectives** and **contents** of each task.
- (...) **18.** When students are not asked in class and **do not participate**, but listen passively to what the teacher and their classmates say and do, they feel more at ease, relaxed and motivated.
- (...) **19.** When things are not done for students, but, on the contrary, they are in a situation where they can **discover** and draw their own conclusions, They feel more motivated.
- (...) **20.** When the teacher uses **audiovisuals and technological** aids (illustrations, photographs, recordings, computers, Internet, etc.), I feel more motivated than when s(he) only uses the textbook.

(Fernandez & Canado, 2010).

PART II

1. What other teaching-learning situation(s) do you think increase students' motivation in EFL class?.....

2. What other teaching-learning situations do you think have demotivating effects on learning EFL in an EFL classroom?.....



Appendix 6: Approval from Çağ University



ÇAĞ ÜNİVERSİTESİ

SAYI : 23867972/2005
KONU: Tez Anket İzni Hakkında

18.12.2018

ADANA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

1. İngiliz-Dili Eğitimi Tezli Yüksek Lisans Programında kaydını yenileyerek halen kaydı tez aşamasında devam etmekte olan 20168024 numaralı **Bircan KOYLU**, "**The Differences Between Teachers' and Students' Perceptions Related to the Motivating Effect of Teaching-Learning Situations in EFL Class**" konulu tez çalışmasını Üniversitemiz öğretim üyesi olan Dr. Öğr. Üyesi Seden TUYAN ile halen tez çalışması yürütülmektedir.
 2. Adı geçen öğrenci bu tez çalışması kapsamında Adana Seyhan İlçe Milli Eğitim Müdürlüğüne bağlı TED Adana Özel Ortaokulunda Eğitim gören 6. 7. ve 8. sınıflardaki öğrenciler ile adı geçen okulda eğitim veren İngilizce Öğretmenleri kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasının yapılması planlanmıştır.
 3. Adı geçen öğrenci bu tez çalışması kapsamında yukarıda belirtilen anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.
- Arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü



EKLERİ: 8 (Sekiz) Sayfa Anket Formları.

www.cag.edu.tr

Appendix 7: Permission from the Adana National Education Directorate



Sayı : 98258552-604.01.01-E.589298
Konu :Bircan Koylu'nun Uygulama İzni

09.01.2019

ÇAĞ ÜNİVERSİTESİNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : a)18.12.2018 tarih ve 23867972/2005 sayılı yazınız,
b) Müdürlük Makamı'nın 02.01.2019 tarihli ve 108844 sayılı onayı.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Bircan KOYLU'nun hazırladığı "*The Differences Between Teachers and Students Perceptions Related To The Motivating Effect Of Teaching- Learning Situations in EFL Class*" konulu Uygulama Çalışmasını Müdürlüğümüze bağlı ekli listede belirtilen ilçede ve okulda yapmak isteği ile ilgili ilgi (b) olur ekte sunulmuştur.

Bilgilerinizi rica ederim.

Veysel DURGUN
Vali a.
Millî Eğitim Müdürü

EK: Onay Örneği (1 Sayfa)

263
DR. İ. MAN

Güvenli Elektronik İmza
Aslı ile Aynıdır
09.01.2019

İsmail UZKUÇ
Bilgisayar İşletmeni

Adres: İl Millî Eğitim Müdürlüğü
Elektronik Ağ:
e-posta: arge01@meb.gov.tr

Bilgi için:
Tel: 0 (322) 458 83 71
Faks: 0 (000) 000 16 66

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T.C.
ADANA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 98258552-604.01.01-E.108844
Konu : Bircan KOYLU'nun Uygulama İzni

02.01.2019

MÜDÜRLÜK MAKAMINA

İlgi : a) 18.12.2018 tarihli Bircan Koylu'ya ait dilekçe.
b) Çağ Üniversitesi'nin 10/12/2018 tarihli ve 23706323 sayıyla kayıda alınan yazısı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Bircan KOYLU'nun hazırladığı *"The Differences Between Teachers and Students Perceptions Related To The Motivating Effect Of Teaching- Learning Situations in EFL Class"* başlıklı tez çalışmasını Müdürlüğümüze bağlı Seyhan ilçesinde bulunan Ted Adana Özel Ortaokulu 7. Ve 8. Sınıf Öğrencilerine uygulamak istediği ile ilgili ilgi(a,b) yazı ekte sunulmuştur.

Söz konusu uygulama çalışmasının, İlimiz İl Araştırma Değerlendirme Komisyonu'nun, 18/12/2018 tarihli "Uygundur" raporu doğrultusunda, Müdürlüğümüze bağlı Ted Adana Özel Ortaokulu 7. Ve 8. Sınıf Öğrencilerine 2018/2019 eğitim-öğretim yılında, gönüllük esasına dayanarak, eğitim-öğretimin aksatılmasına mahal vermeden yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Kazim BARAN
Müdür a.
Müdür Yardımcısı

OLUR
02.01.2019
Veysel DURGUN
Vali a.
Millî Eğitim Müdürü

Adres: İl Millî Eğitim Müdürlüğü
Elektronik AĢ:
e-posta: arge01@meb.gov.tr

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Tel: 0 (322) 458 83 71
Faks: 0 (000) 000 16 66

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8. CURRICULUM VITAE

Name & Surname : Bircan KOYLU

Birth Place and Year: Adana / 1981

E-mail: bircankoylu@gmail.com

Educational Background

Bachelor's Degree: Gazi University, Faculty of Education, English Language Teaching /2007

Master's Degree: Çağ University, Institute of Social Sciences, English Language Education / 2019

Vocational Experience

American Culture Assosiation / 2008-2010 (English Teacher)

Kökdil Language School 2011 -2013 (Head of the Department)

Akdeniz College 2014-2015 – (Head of the High School F.L. Dept)

TED Adana College-2016-2019 (English Teacher-till working)