

**CYPRUS INTERNATIONAL UNIVERSITY**

**INSTITUTE OF SOCIAL SCIENCES**

**ENGLISH LANGUAGE TEACHING DEPARTMENT**

***THE EFFECT OF TEACHER IMMEDIACY BEHAVIORS ON STUDENTS'  
MOTIVATION AND ATTITUDE TOWARDS LANGUAGE LEARNING ACCORDING TO  
THE GENDER, LEVEL, EDUCATIONAL BACKGROUND AND REGION OF THE  
STUDENTS***

**MA THESIS**

**Submitted by**

**Sibel TANRIVERDİ**

**Supervisor:**

**Assoc. Prof. Dr. Mehmet Ali YAVUZ**

**TRNC 2011**

## **ABSTRACT**

This study sought to reveal the efficacy of teacher immediacy behaviors on students' motivation and attitude towards language learning according to the gender, level, region and the high school of the students. The sample of the study consisted of the students who studying at the Preparatory Department of Foreign Languages School, Cyprus International University.

In order to answer the research questions, three questionnaires were administered to the participants; Teacher Immediacy Behaviors Questionnaire, Student Motivation Questionnaire and Student Attitude towards Language Learning Questionnaire.

According to the student perception of teacher immediacy scores, the participants were divided into two groups as group 1 who had lower scores and group 2 who had higher scores. Of 221 students, 61 were female and 80 were male. The questionnaires were administered at the end of the lesson without informing the learners and the instructors about the questionnaire to obtain more authentic results. During the administration of the questionnaires, the instructors had left the classroom. Then; the students were informed about it. After the course instructors had left the classroom, the students were informed about the administration of the questionnaires.

SPSS 17.0 was used so as to get the statistical results. T test and ANOVA were used to get the results.

The findings revealed that there was a significant difference between the motivation scores of the students with the lower immediacy perception (group 1) and those of the

students with the higher immediacy perception scores (group 2) and there is a significant difference between the female and the male students' motivation scores in group 1 and group 2, both male and female students were influenced positively from teacher immediacy behaviors. However, when the student perceptions of the teacher immediacy behaviors were compared according to the English level, region and high school types, no significant difference was found.

The findings also revealed that there was a significant difference between the language attitude scores of the students with the lower immediacy perception scores (group 1) and those of the students with the higher immediacy perception scores and while there is no significant difference between the language attitude scores of the students with the lower immediacy perception scores (group 1) and those of the students with the higher immediacy scores (Group 2) according to the female students, there is a significant difference according to the male students. On the other hand, there is no significant difference between the scores of the female students' attitudes towards language learning and their perceptions of teacher immediacy behaviors. There is a significant difference between the scores of the male students' attitudes towards language learning and their perception of teacher immediacy. There was also no significant difference according to English level, region and high school types when the student perceptions of the teacher immediacy behaviors were compared.

**Key Words: Teacher Immediacy, Nonverbal Teacher Immediacy, Verbal Teacher Immediacy, Motivation.**

## ÖZET

Bu araştırma, üniversite öğrencilerinin öğretmen yakınlık davranışına ilişkin algılarının öğretmen yakınlık davranışlarının, öğrencilerin cinsiyet, İngilizce seviyesi, yaşadığı bölge ve mezun olduğu lise türü değişkenlerine göre, güdü ve dil tutumuna etkisini incelemektedir. Araştırmanın örneklemi, Uluslararası Kıbrıs Üniversitesi Yabancı Diller Yüksek Okulu Hazırlık Bölümü'dür.

Araştırma sorularına cevap bulabilmek için, "Üniversite Öğrencilerine Yönelik Öğretmen Yakınlığı Anketi", "Üniversite Öğrencileri Motivasyon Anketi" ve "Üniversite Öğrencilerinin Yabancı Dil Öğrenmeye Tutumu" isimli üç anket kullanılmıştır. Öğretmen yakınlığı algıları sonuçlarına göre öğrenciler, yüksek puan alanlar (grup 2) ve düşük puan (grup 1) alanlar olmak üzere ikiye ayrılmıştır. Böylece, çalışmaya katılan 221 öğrenciden, 61 bayan 80 bay olmak üzere 141 öğrencinin sonuçları kullanılmıştır. Daha sağlıklı sonuç alabilmek için anketler, ders sonunda, öğrencilere ve öğretmenlere önceden haber verilmeksizin uygulanmıştır. Ders veren öğretmenler dersten çıktıktan sonra, öğrencilere anket konusunda gerekli bilgi verilmiş ve anket uygulanmıştır. (İngilizce metni de buna göre düzenliyorum)

İstatistik sonuçlara ulaşmak için, T Test ve ANOVA, SPSS 17.00 programı kullanılmıştır.

Sonuçlar, öğretmen yakınlık algısı yüksek olan ve düşük olan öğrencilerin, güdülenmelerinde anlamlı bir fark olduğunu göstermektedir. Her iki gruptaki bay

ve bayan öğrencilerin güdülenme düzeylerinde anlamlı bir fark saptanmıştır. Bu, bay ve bayan öğrencilerin öğretmen yakınlık davranışlarından olumlu etkilendiklerini göstermektedir. Ancak, öğrencilerin öğretmen yakınlık algısı sonuçları, İngilizce seviyeleri, yaşadıkları bölge ve mezun oldukları lise türüne göre incelendiğinde, anlamlı bir fark görülmemiştir.

Sonuçlar ayrıca, öğretmen yakınlık algısı yüksek olan ve düşük olan öğrencilerin, dil tutumlarında anlamlı bir fark olduğunu göstermektedir. Diğer kayda değer bir sonuç ise, 1. ve 2. Gruptaki bayan öğrencilerin öğretmen yakınlık algısı ile dil tutumu arasında anlamlı bir fark çıkmazken, erkek öğrencilerin öğretmen yakınlık algısı ile dil tutumu arasında anlamlı bir fark çıkmasıdır. Bu sonuçların yanısıra, öğrencilerin öğretmen yakınlık algısı ile dil tutumları arasında, İngilizce düzeyleri, yaşadıkları bölge ve mezun oldukları lise türü incelendiğinde, anlamlı bir fark çıkmamıştır.

**Anahtar Kelimeler: Öğretmen Yakınlığı, Sözlü Öğretmen Yakınlığı, Sözsüz Öğretmen Yakınlığı, Motivasyon.**

## **ACKNOWLEDGEMENT**

Firstly, I would like to express my sincere thanks to my supervisor Ass Prof. Dr. Mehmet Ali Yavuz for his invaluable suggestions, support, guidance, and patience in every step of my study.

I would also like to thank Prof Dr Veysel Sönmez and Doc Dr Oğuz Serin for their patience, support and understanding whenever I needed. I appreciate Ass Prof Dr Behbood Mohammadzadeh, Ass Prof Dr Nazife Aydınoglu and Prof Dr Ünsal Özünlü for teaching me from undergraduate until master's degree.

I am very glad that I have such a precious colleagues such as Aysel Mutlu, Serdar Sükan, Ceylin Özünlü and Refik Karaca. Without their moral support, it would be more difficult to finish this study.

I will not forget the valuable contributions and support of my lovely students. I have always felt their love and support in my study.

Finally, I would like to express my deepest appreciation to my parents, Yakup and Sevgi Tanrıverdi.

## **TABLE OF CONTENTS**

Abstract	ii
Özet	iv
Acknowledgements	Vi
Table of Contents	Vii
List of Tables	VII

### **CHAPTER ONE: INTRODUCTION**

1.0. Introduction	1
1.1. Background of the Study	1
1.2. Purpose of the Study	2
1.3. Research Questions	3
1.4. Significance of the Study	3
1.5. Assumptions of the Study	4
1.6. Limitations of the Study	4
1.7. Definitions	5
1.8. Organization of the Thesis	5

### **CHAPTER TWO: TEACHER IMMEDIACY AND MOTIVATION**

1.0. Introduction	6
1.1. Teacher Immediacy	6
1.1.1. Verbal- Nonverbal Immediacy	13
1.1.2. Immediacy in the Classroom	17
1.1.3. Relationships between Immediacy and Other Classroom Variables	18
1.2. Student Motivation	20
1.2.1. Types of Motivation	21
1.2.2. Motivation in the Classroom	28
1.3. The Studies on Teacher Immediacy Behaviors	30
1.4. The Relationship between Immediacy and Motivation	38
1.5. Summary of the Chapter	40

### **CHAPTER THREE: METHODOLOGY**

1.0. Introduction	41
1.1. The Research Design and the Objectives	41
1.2. Research Questions	43
1.3. Participants and the Setting of the Study	44
1.4. Materials and Procedure	44
1.5. Data and Analysis	45
1.6. Summary of the Chapter	46

### **CHAPTER FOUR: FINDINGS AND DISCUSSION**

2.0. Introduction	47
2.1. The Frequency and Percentages of the Independent Variables	47
2.2. Research Questions and Findings	52
2.2.1. Research Question 1: Is there a significant difference between the motivation scores of the students with	52

the high immediacy perceptions (Group 2) and that of the students with the low immediacy perceptions (Group 1)?	52
	54
2.2.2. Sub- Question 1: Is there a significant difference between the motivation scores of the female and male students in Group 2 and between those of the female and male students in Group 1?	55
	57
2.2.3. Sub- Question 2: Do the student perceptions of teacher immediacy change according to their levels of English such as starter, elementary, pre- intermediate and intermediate?	59
	59
2.2.4. Sub- Question 3: Do the student perceptions of teacher immediacy change according to their regions such as Aegean, Mediterranean, Marmara, Black Sea, Central Anatolia, Eastern Anatolia, South East Anatolia and Northern Cyprus?	60
	62
2.2.5. Sub- Question 4: Do the student perceptions of teacher immediacy change according to their educational background such as regular State high school, Vocational high school, Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school, Private Secondary School?	62
	62
2.2.6. Research Question 2: Is there a significance difference between the language attitude scores of the students with higher immediacy perception scores (Group 2) and those of the students with lower immediacy scores (Group 1)?	63
	62
2.2.7. Sub- Question 5: Is there a significant difference between the language attitudes towards language learning of students in Group 1 and that of Group 2 according to their gender?	63
	62
2.3. Discussion of the Findings	63
2.3.1. <b>Research Question 1:</b> Is there a significant difference between the motivation scores of the students with the high immediacy perceptions (Group 2) and that of the students with the low immediacy perceptions (Group 1)?	64
	64
2.3.2. <b>Sub- Question 1:</b> Is there a significant difference	

between the motivation scores of the female and male students in Group 2 and between those of the female and male students in Group 1?	64
2.3.3. <b>Sub- Question 2:</b> Do the student perceptions of teacher immediacy change according to their levels of English such as starter, elementary, pre- intermediate and intermediate?	64
2.3.4. <b>Sub- Question 3:</b> Do the student perceptions of teacher immediacy change according to their regions such as Aegean, Mediterranean, Marmara, Black Sea, Central Anatolia, Eastern Anatolia, South East Anatolia and Northern Cyprus?	65
2.3.5. <b>Sub- Question 4:</b> Do the student perceptions of teacher immediacy change according to their educational background such as regular State high school, Vocational high school, Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school, Private Secondary School?	66
2.3.6. <b>Research Question 2:</b> Is there a significance difference between the language attitude scores of the students with higher immediacy perception scores (Group 2) and those of the students with lower immediacy scores (Group 1)?	66
2.3.7. <b>Sub- Question 5:</b> Is there a significant difference between the language attitudes towards language learning of students in Group 1 and that of Group 2 according to their gender?	67
2.4. Summary of the Chapter	67
<b>CHAPTER FIVE: CONCLUSION AND SUGGESTIONS</b>	68
2.0. Introduction	68
2.1. Conclusion	70
2.2. Suggestions	71
2.3. Summary of the Chapter	72
<b>REFERENCES</b>	79
<b>APPENDICES</b>	

## **List of Tables**

**Table I:** An Interactive Model of Motivation

**Table II:** The Factors That Promote Intrinsic Motivation

**Table 1:** The Distribution of Group 1 and Group 2

**Table 2:** The Distribution according to the Gender of the Students

**Table 3:** The Range according to the English Levels of the Students

**Table 4:** The range of the students according to their regions

**Table 5:** The range of the students according to their high schools

**Table 6:** The Difference between Students' Perception of Teacher Immediacy and Motivation

**Table 7:** The Difference between Male and Female Students according to their Motivation Scores

**Table 8:** Students' Perception of Teacher Immediacy according to their Levels of English

**Table 9:** Students' Perception of Teacher Immediacy and the Regions of the Students

**Table 10:** Students' Perception of Teacher Immediacy and the Educational Background of the Students

**Table 11:** The Difference between Students' Perceptions of Teacher Immediacy and their Attitudes towards Language Learning

**Table 12:** The Difference between Male and Female Students according to their Attitude towards Language Learning

## **CHAPTER ONE**

### **1.0. INTRODUCTION**

In this chapter, background of the study, purpose of the study, research questions, significance of the study, assumptions of the study, limitations of the study, definitions, organization of the thesis are given.

#### **1.1. BACKGROUND OF THE STUDY**

As a language teacher, it can be said that the language is difficult to learn if the student is not motivated. For this reason, the role of the teacher is very important. It can be seen when the learners are not motivated, make use of verbal or/ and nonverbal immediacy behaviors to motivate them. It is said that teacher immediacy has a positive impact on students' learning (Andersen, 1985).

All teachers have a desire to teach their students effectively. Therefore, a teacher should know how to create motivation in the classroom and get the learners to take part in the language learning activity willingly. In order to do that, communicative acts in the classroom take the form of both verbal and nonverbal behaviors. Mehrabian (1971) mentioned to nonverbal components of communication as "silent messages" (cited in Thompson, 1992). He says that silent messages contribute as much as 93 percent of the meaning in the communication of feeling or attitudes toward others; on the other hand, verbal contributions amount to about 7 percent. Verbal and nonverbal behaviors are not only important in the daily lives, but it is also important in the classroom.

Teacher immediacy has been researched a lot in recent years, with results indicating that communication of immediacy has a positive influence on students. Verbal and non verbal immediacy have been associated with increased affective learning (Anderson, 1979) and motivation (cited in Frymier, 1993, Chrisphel, 1990; Richmond, 1990).

### **1.2. PURPOSE OF THE STUDY**

The purpose of this study is to find out whether there is an effect of teachers' immediacy behaviors on students' motivation and attitude towards English Language Learning according to their gender, level, region and educational background.

The research was administered to 221 prep-school students (141 of them were used) at CIU in the 2010-2011 Academic Years in the fall semester. The students were in beginner, elementary, pre-intermediate and intermediate levels. 3 questionnaires are given to the students: Teacher Immediacy questionnaire, Motivation questionnaire, Attitude towards English Language Learning questionnaire. The questionnaires were administered at the end of the lesson without informing the learners and the instructors about the questionnaire to obtain more authentic results. During the administration of the questionnaires, the instructors had left the classroom, then; the students were informed about it.

### **1.3. RESEARCH QUESTIONS**

**Research Question 1:** Is there a significant difference between the motivation scores of the students with the high immediacy perceptions (Group 2) and that of the students with the low immediacy perceptions (Group 1)?

**Research Question 2:** Is there a significance difference between the language attitude scores of the students with higher immediacy perception scores (Group 2) and those of the students with lower immediacy scores (Group 1)?

**Sub- Question 1:** Is there a significant difference between the motivation scores of the female and male students in Group 2 and between those of the female and male students in Group 1?

**Sub- Question 2:** Do the student perceptions of teacher immediacy change according to their levels of English such as starter, elementary, pre- intermediate and intermediate?

**Sub- Question 3:** Do the student perceptions of teacher immediacy change according to their regions such as Aegean, Mediterranean, Marmara, Black Sea, Central Anatolia, Eastern Anatolia, South East Anatolia and Northern Cyprus?

**Sub- Question 4:** Do the student perceptions of teacher immediacy change according to their high schools such as regular State high school, Vocational high school, Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school, Private Secondary School?

**Sub- Question 5:** Is there a significant difference between the language attitudes towards language learning of students in Group 1 and that of Group 2 according to their gender?

#### **1.4. SIGNIFICANCE OF THE STUDY**

Learning is an act of communication and interaction (Conway, 1996). Communication among people is an important part of our lives. Learning has an important role on our

lives. The behaviors of the teacher during the learning process are very important for the quality of teaching activities and effective learning. (Conway,1996).

There are positive or negative effects of the teacher immediacy behaviors over students in the learning process. Positive immediacy behaviors and positive attitudes help the students to be successful and improve personality feelings. The students generally act like their teachers who are their model and the more positive the interaction between students and teachers is, the more positive the attitudes of the students become towards learning. The teachers are the ones who are closer to the students at school. The teacher can be the cause of positive and negative behaviors in the students' behaviors. Negative teacher immediacy behaviors and negative attitudes alienate the students from school, makes them unsuccessful and as a result of this, personality feeling cannot improve enough (Geçer, 2002). According to Devlin (1997), personality has an important effect on success as much as intelligence and genes.

As a result, immediacy can be said to be very important in English Language Teaching. As immediacy behaviors of the teachers have an important affect on students, it is vital to study teacher immediacy behaviors.

This study tries to show the importance of the teacher immediacy on students' motivation and attitude towards English language learning. Research results are thought to be helpful for the future studies in Education.

### **1.5. ASSUMPTION OF THE STUDY**

- 1.** The questionnaires used in this research are valid and relied.

2. The ideas of the participants are supposed to reflect the truths as the participants are volunteers.

### **1.6. LIMITATIONS OF THE STUDY**

2. The research is limited to Cyprus International University, Foreign Language School.
3. The research is limited with Preparatory Department beginner, elementary, pre-intermediate, intermediate levels.
4. The research is limited with the answers given to the questionnaires.

### **1.7. DEFINITIONS**

**Immediacy:** communication behaviors that enhance physical and psychological closeness with another (Frymier, 1993)

**Motivation:** Usova and Gibson (1986): “the extent to which certain stimuli, objects, or events affect the occurrence or nonoccurrence of the behavior in question” (cited in Crump, 1996).

“The process that initiates guides and maintains goal- oriented behaviors.”

(<http://psychology.about.com/od/mindex/g/motivation-definition.htm>)

## **1.8. ORGANIZATION OF THE THESIS**

There are five chapters in this study. Chapter one includes the introduction part, background, purpose, significance, assumptions and limitations of the study. In chapter two literature reviews of immediacy and motivation are given. Chapter three is the methodology part of the study. In this chapter research design, the objectives, participants, the setting of the study, data collection methods and data analysis are stated. Chapter four consists of findings of the research and it also includes the discussion part. Chapter five is the final part of the study which includes conclusion and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. INTRODUCTION**

In this chapter, the researches about teacher immediacy and theoretical ideas are given.

#### **2.1. TEACHER IMMEDIACY**

İzgören (2000) stated that people use three channels while communicating with the others: statement, voice and body language (Kanmaz, 2008).

One of the studies dealing with the three channels used by communicator belongs to Prof Dr Albert Mehrabian and Ferris (1967). In his first study, subjects were asked to listen to a recording of a female saying the single word 'maybe' in three tones of voice to convey liking, neutrality and disliking. In his second study, Subjects listened to nine recorded words, three conveying liking (honey, dear and thanks), three conveying neutrality (maybe, really and oh) and three conveying disliking (don't, brute and terrible).

([http://changingminds.org/explanations/behaviors/body\\_language/mehrabian.htm](http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm) )

The words were spoken with different tonalities and subjects were asked to guess the emotions behind the words as spoken. The experiment finding was that tone carried more meaning than the individual words themselves.

The subjects were then shown photos of female faces with the same three emotions and were asked to guess the emotions in the recorded voices, the photos and both in combination.

The photos got more accurate responses than the voice, by a ratio of 3:2.

According to this research,

- 7% of message pertaining to feelings and attitudes is in the words that are spoken.
- 38% of message pertaining to feelings and attitudes is paralinguistic (the way that the words are said).
- 55% of message pertaining to feelings and attitudes is in facial expression.

(<http://www.businessballs.com/mehrabiancommunications.htm>).

This is also true for all classroom interactions between the teacher and the students; as the teachers are communicators in a class, they use these three channels in the classroom, but generally the importance of words, paralinguistic and facial expression are not well-known.

However, according to Izgören (2000), this percentage cannot be the same in every conversation. The effects of words, paralinguistic and facial expression can change with respect to the people's cultural level, topics that are talked about, atmosphere and whether the message is used to give the idea or to express the feeling (Kanmaz, 2008).

Mehrabian was the first who described the idea of "immediacy" (1969) with the light of communication and the importance of communication in the classroom. Immediacy was

conceptualized by Mehrabian as “communication behaviors that enhance physical and psychological closeness with another” (Frymier, 1993).

Mehrabian (1981) states that immediacy derived from nonverbal communication in theory and it include feelings, attitudes, likes and dislikes. He indicates that the behaviors including nonverbal communication are the symbols which affect our emotional states, attitudes, interests and choices. Geçer (2002) mentioned that immediacy behaviors show positive evaluation and concern. However, avoidance remarks the dislike, lack of concern and anxiety (Geçer, 2002). Mehrabian (1981) defined immediacy as a communication behavior. Immediacy behaviors are said to increase the nonverbal attraction towards others, on the other hand, it decreases the distance between the people.

It was further developed by Andersen (1979) and others as communication behaviors which reduce psychological and physical distance between interactants. Immediacy behaviors were first known as just non verbal immediacy, then verbal immediacy behaviors were added and it was qualified as a positive communication between teacher and the student. Teacher immediacy shows the verbal and nonverbal communication skills of the teacher, the relationship between the teacher and students becomes closer through immediacy behaviors (Andersen, 1979).

In Andersen’s study (1979), he defined teacher immediacy as the teaching behaviors that enhance closeness to/ and nonverbal interactions with another. The affective activities of the teacher foster this closeness.

([http://technologysource.org/article/bringing\\_affective\\_behavior\\_to\\_elearning/](http://technologysource.org/article/bringing_affective_behavior_to_elearning/)) .

The teachers with high immediacy behaviors were perceived better than the teachers with low immediacy behaviors. Andersen (1985, cited in Geçer, 2002) emphasizes that the teacher immediacy behaviors show the clarity of the communication and the affability and it increases sincerity of the communication between people.

Immediacy decreases the psychical and psychological distance between students and teachers. For example, Heiser (1972, cited in Geçer, 2002) showed in his study that the students felt distant from their teachers when the teachers sat on their chair and on the desk, or stood behind their desk. However, when the teacher walked around the desks and moved in the classroom, the students thought their teachers as more friendly and effective.

Mehrabain (1981) asserted that touching is an important behavior as a sign for immediacy and concern. Researches carried out on touching showed that the human beings or the people that are liked are touched more than the ones that are not liked. In other words, if someone likes another, he/ she want to touch him/ her.

Eye- contact is also a very important behavior of immediacy. Mehrabain (1981) defended that the instructor's making eye- contact in the classroom shows the effectiveness of the instructor.

According to the research of Breed (1971) about university students indicated that negative feelings and attitudes had occurred due to the lack of eye- contact of the instructor in the classroom. The students remarked that they concentrated more on their instructors and the lesson in consequence of eye- contact.

Smiling is another vital immediacy behavior (Mehrabain, 1981). Mehrabain (1981) says that smiling is the concern between interactants. When someone smiles, the other interlocutor is likely to smile, that is why smiling is seen as a warmth sign between people. Andersen (1979) expresses that smiling is the center of immediacy.

Body movements of the instructor provide both visual and audial stimulation for the students. Andersen (1979) put forward that all body movements have a positive relationship with the students' perception of teacher immediacy. Mehrabian (1981) stated that using a lot of body movements reveal cooperation with the students in instructional communication.

The tune of the voice is also included in important teacher immediacy behaviors and it stimulates interpersonal relationships (Andersen, 1979). In accordance with Andersen (1979), tune of the voice is important for the approach of the students to the lesson and the teacher.

Teacher's using humor, praising student's behaviors and studies, being eager to meet with the students at or out of school are also counted as verbal teacher immediacy behaviors. Talbert and Beran (1999, cited in Geçer, 2002) explained that verbal immediacy behaviors are defined, understood and applied much better than nonverbal immediacy in the classroom.

Mehrabian mentioned the immediacy principle to describe the process whereby "people are drawn towards persons and things they like, evaluate highly, and prefer, and they avoid from moving away things they dislike, evaluate negatively, or do not prefer" (1971, cited in Georgakopoulos, 2003) Wiener and Mehrabian define immediacy as "the

relationship between the speaker and the objects he (or she) communicates about, the addressee of his(or her) communication, or the communication, itself” (1968, cited in Tinley, 2008). Bolls, Tan and Austin (1997) defined teacher immediacy as “the reduction of psychological or physical distance” between teacher and student (cited in Tinley, 2008).

Mehrabian’s (1971) approach/ avoidance theory is based on the assumption that people move toward people and objects that they like and away from which they dislike. This idea of decreasing distance, both physically and psychologically, between communicators is one of the central themes of communication study and relationship development. “Immediacy behaviors are primarily means of expressing approval of others and sending invitations to continue communicating” (Kloft, 1991, Cited in Pottee, 1998). According to Approach- Avoidance Theory of Mehrabian (1969,1971,1981), when the students like their teacher, by the teachers’ use of affinity-enhancing communication strategies that decrease the physical and/ or psychological distance between teacher and students, students are more motivated to engage in interaction with the teacher and ultimately learn more from that teacher. Gorham (1988) claims that there needs to be a good relationship between teacher and students for affective learning. In the research of Clark (2002), it is emphasized that a smile or just a relaxed body position can be helpful in the achievement of affective communication as well as immediacy between a student and a teacher. “We thus know that teachers who verbalize the positive results of on-task behavior are perceived as more immediate than those who verbalize the negative consequences of failing to comply that a particular set of power messages is likely to be related to increase learning.”(Gorham,1988). Clark

(2004) declared that if the teacher is boring for the student and the student cannot make a connection with the teacher, immediacy cannot be achieved. If a teacher has the kind of connection to his/ her students where immediacy has been achieved, the learning that takes place becomes more affective (Clark, 2004).

Student motivation was introduced simultaneously by Christophel and Richmond as a possible mediating variable between teacher immediacy and student learning (Christophel and Richmond, 1990, cited in Frymier). Richmond and Christophel found immediacy to be positively associated with motivation and motivation to be positively associated with affective and cognitive learning (Richmond, 1990, cited in Frymier, 1993).

With Christophel's research (1990), the correlation between teacher immediacy and student motivation and teacher immediacy and student's learning were investigated. Before Christophel's study, Anderson also studied teacher immediacy and solidarity as predictors of teaching effectiveness in 1978 and 1979. Andersen (1979) distinguished teacher immediacy and solidarity by defining teacher immediacy as "the nonverbal behavior manifestation of high affect" and solidarity as "the internal affective state". Her results showed that teacher immediacy was highly correlated with student effect toward the instructor and averagely correlated with student effect toward course content and with student behavioral commitment. She could not find any significant results about the relationship between teacher immediacy and cognitive learning. Richmond and Gorham (1987) stated in their research it can be assured that a teacher who increases immediacy with students is likely to generate more student learning. The

behaviors most likely to accomplish this objective at the college level appear to be vocal expressiveness, smiling, and having a relaxed body position.

In a following up study to Andersen's (1979), Richmond, Gorhom and McCroskey (1987) predicted that the more immediate a teacher is, the more affective the communication.

Richmond, Gorhom, & McCroskey (1987) mentioned that immediacy behaviors influence perceptions of physical and psychological closeness can be communicated through a variety of channels (i.e. eye contact, gestures, words). On the other hand, it is also stated in Gilstrap's study that "these behaviors are not immediate in and of themselves, but lead to perceptions of immediacy by others". Gilstrap (2004) gave an example from Frymier's study in 1994 which is pointed out that smiling is not immediacy, but is a behavior that leads to perceptions of immediacy, therefore although a sender may be sending immediate messages; it is the receiver's perception of such behaviors that influences the social interactions. Gilstrap (2004) claims although immediacy generally benefits interactions, exceptions occur when it is forced as a function of the environment. Mehrabian (1971) argues that everyone has their limits for immediacy, even with people they like, and when it is excessive or forced by the environment it has negative outcomes (Gilstrap, 2004). That is why Mehrabian (1971) suggests that the "ideal environment" is one which provides opportunities for both immediacy and privacy, with immediacy contacts and use of immediacy behaviors being a matter of choice.

### **2.1.1. VERBAL AND NON-VERBAL IMMEDIACY**

When it is turned back to the first stages of the immediacy, after Mehrabian, Andersen (1979) checked the importance of teacher immediacy in postsecondary education and suggested this definition: “Teacher immediacy is conceptualized as those nonverbal behaviors that reduce physical and/or psychological distance between teachers and students”. The definition was extended by Gorham (1988) through the inclusion of verbal interaction that increased psychological closeness between teachers and students.

Andersen first investigated teacher nonverbal immediacy in the classroom and found that teacher immediacy is positively related to students’ affective learning, but teacher immediacy is not associated with cognitive learning as measured by performance on a multiple choice test (Andersen, 1979, cited in Frymier, 1993). Although Andersen did not find a relationship between teacher immediacy and cognitive learning, Kelley and Gorham demonstrated such a relationship in a controlled setting where affect for the instructor was minimized (Kelley and Gorham, 1988, cited in Frymier, 1993).

Additional support for the immediacy- cognitive learning relationship was provided by Richmond et al (1987) who were able to discriminate high learners from low learners using student reports of teacher immediacy.

Thereafter, Frymier (1993) stated that teacher immediacy behaviors were distinguished between teachers’ verbal and non-verbal immediacy behaviors. Verbal immediacy includes the use of humor, frequent use of student name, using “we” or “our”, encouragement of discussion and following up on student-initiated comments, encouraging future contact with students, and sharing of personal examples; while

nonverbal immediacy includes smiling, eye contact, vocal expressiveness, smiling, positive use of gestures, a relaxed body position and body movement behaviors done by the instructor (Kucuk, 2009).

Mehrabian (1971) claims that nonverbal immediacy behaviors are actually abbreviated forms of approach and avoidance (cited in Saechou, 2005).

Immediacy has a great influence on nonverbal human interactions therefore improving relationships between teachers and students. According to McCroskey (1996), “nonverbal messages are believed to be the stimuli which are primarily responsible for effective communication”; therefore, nonverbal immediacy can also be associated with cognitive learning (cited in Clark, 2004). The importance of nonverbal communication is important when examining the effect that it has on the development of children all the way into adolescence. Research has been conducted between teacher immediacy and cognitive learning; therefore further research into the effects of such a relationship is necessary to examine the potential for achieving immediacy between teachers and students in the classroom, “Nonverbal communication researchers from both Communication and Psychology have begun to study the development of communication behavior in children” (Anderson, 1985, cited in Clark, 2004).

Teacher immediacy behaviors are divided into two scales as verbal and nonverbal immediacy (Geçer, 2002). Verbal immediacy scale was developed by Gorham (1988) and nonverbal immediacy scale was developed by Richmond, Gorham and McCroskey (1987). There are positive and negative items in teacher immediacy scale. The rating of negative items is calculated opposite of positive ones and the comment of these items is

done converting them into positive. Geçer (2002) stated that teacher immediacy behaviors are listed as follows:

*Nonverbal Teacher Immediacy Behaviors*

1. The teacher stands behind the desk.
2. The teacher uses body movement during the lecture.
3. The teacher uses a monotonous and boring voice.
4. The teacher looks at the class while speaking.
5. The teacher smiles at the class while speaking.
6. The teacher seems anxious during the lecture.
7. The teacher touches the students.
8. The teacher walks around the class during the lecture.
9. The teacher sits on the desk or chair during the lecture.
10. The teacher looks at his/ her notes or board during the lecture.
11. The teacher stands behind his/ her desk or the bench during the lecture.
12. The teacher has a relaxed body position during the lecture.
13. The teacher smiles at the students one by one during the lecture.
14. The teacher uses different types of intonation during the lecture.

*Verbal Teacher Immediacy Behaviors*

1. The teacher uses personal examples or mentions his/ her experiences out of class.
2. The teacher asks questions and encourages the students to speak.
3. The teacher attends to the discussions that are started by the students even though these discussions are not included into syllabus.

4. The teacher uses humor in class.
5. The teacher calls the students by their names.
6. The teacher calls me by my name.
7. The teacher establishes a dialogue before and after the class.
8. The teacher establishes a dialogue with me before, after or out of class.
9. The teacher calls the class as “my class” and the studies as “my study”.
10. The teacher calls the class as “our class” and the studies as “our study”.
11. The teacher gives verbal or written feedback to my studies.
12. The teacher asks questions and encourages answering even to the ones who do not want to talk in class.
13. The teacher gets the opinions of the students about the homework, the deadline of the homework and the discussion topics.
14. The teacher tells the students that if they have any questions or anything to discuss, they can phone him/ her or they can meet out of the class.
15. The teacher asks the questions which have one and definite answers.
16. The teacher asks questions which show the opinions of the students.
17. The teacher praises the behavior, comment and study of the students.
18. The teacher makes negative comments on the behavior, comment and study of the students and shows the mistakes on them.
19. The teacher has an argument with the class or one by one irrelevant to the course.

### **2.1.2. IMMEDIACY IN THE CLASSROOM**

Communication education researches enlarged immediacy studies on education, especially on university setting (Gilstrap, 2004). Andersen (1979) indicated that in the

instructional context, immediacy behaviors increase the perceptual impulse during the interaction in the classroom, and / or immediacy behaviors reduce physical and psychological distance. Two types of behaviors that decrease student perception of physical and psychological distance include nonverbal and verbal immediacy. Andersen means that verbal and nonverbal teacher immediacy behaviors reduce the physical and psychological distance between the teacher and the students.

In traditional classrooms, researchers found that teachers' immediacy behaviors can lessen the psychological distance between themselves and their students, leading to more effective learning and motivation (Kelley & Gorham 1988; Gorham, 1988; Christophel, 1990; Myers et al., 1998; Menzel & Carrel, 1999).

Albers (2001) pointed out that most of the research into the effects of immediacy on the learning of students in the classroom setting has been based on immediacy as a whole and not broken apart into verbal and nonverbal immediacy. Albers (2001) also stated that the research so far has shown a positive correlation between the use of immediacy behaviors and the overall learning of the student (Allen, & Shaw, 1990; Christophel, 1990; Rodriguez, Plax, & Kearney, 1996; Menzel, & Carrell, 1999).

### **2.1.3. RELATIONSHIPS BETWEEN IMMEDIACY AND OTHER CLASSROOM VARIABLES**

Most immediacy research is in the classroom, though some has been conducted in other interpersonal situations such as roommates, colleagues or spouses (Rocco, 2007).

Immediacy is Positively Correlated with:

- Student affect and affective learning (Gorham, 1988), even in large classes (Messman & Jones-Corley, 2001), and even when workload demands are high (Mottet, Parker-Raley, Cunningham, Beebe, & Raffeld, 2006)
- Student cognitive learning (Chesebro & McCroskey, 2001; Christophel, 1990; Kelley & Gorham, 1988; Titsworth, 2001), though a smaller relationship was found than for affective learning.
- Perceived instructor competence, caring and trustworthiness (Thweatt, 1999)
- Positive student evaluations (Moore, Masterson, Christophel, & Shea, 1996)
- Student state motivation (Christophel, 1990; Christophel & Gorham, 1995; Frymier, 1994)
- Attitude and background homophily with instructors (Rocca & McCroskey, 1999)
- Interpersonal attraction (all 3 forms: task, physical, and social attraction), (Rocca & McCroskey, 1999)
- Perceived teacher assertiveness and responsiveness (Thomas, Richmond, & McCroskey, 1994)
- Student attendance and participation (Rocca, 2004)
- Out-of-class communication between professors and students (Jaasma & Koper, 1999)

Immediacy is Negatively Correlated with:

- Verbal aggression (Rocca & McCroskey, 1999)
- Student resistance (Kearney, Plax, Smith & Sorensen, 1988)

- Distance education classrooms (decrease in immediacy; Carrell & Menzel, 2001,Bozkaya,2008)  
[\(<http://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html>\)](http://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html)

## **2.2. STUDENT MOTIVATION**

Williams and Burden (1997) said that motivation would be one of the most important factors on students' learning. It is assumed that a student can learn only if he / she wants to learn. It can be also said that the term motivation is composed of many different items such as curiosity, desire to achieve and interest, that is why motivation can be varied to many branches.

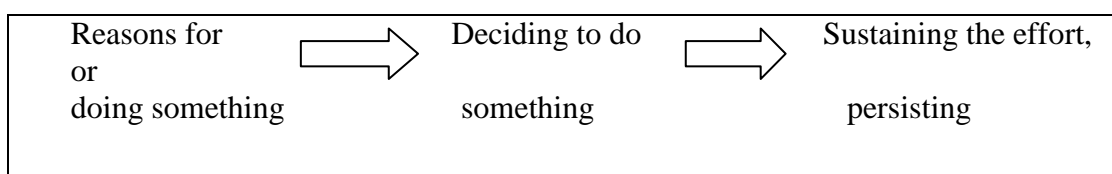
Usova and Gibson (1986) defined motivation as “the extent to which certain stimuli, objects, or events effect the occurrence or nonoccurrence of the behavior in question” (cited in Crump, 1996). Harmer (2001) also mentioned that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.

Brown (2000) points out that “a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement” (cited in Harmer, 2001). An adult who starts going to the gym, for instance, may hope that a new body image will help ego enhancement and be stimulated by the active nature of this new move (Harmer, 2001).

According to Velez (2007), motivation is the characteristic that is required in order to achieve anything in life; without it one can give up at the first sign of adversity. It means to inspire, instigate and encourage a person to do their best. Motivation will

compel a person to think "If I can't, then I must" and will cause them to do whatever it takes to become successful. If one inspires motivation it can change his/ her life. One will be inspired to get what he/ she wants regardless of what people tell him/ her that one cannot do. Sasson (2007) also states that learning a second language cannot be able to occur without a key factor - motivation.

Williams and Burden (1997) present three stages for motivation: In the first stage, there are reasons for undertaking a particular activity. Second one is what is involved in deciding to do something: what makes people choose to embark on a particular task and to invest time and energy in it. An individual may have strong reasons to do something, but not actually decide to do it. The third stage is that people need to maintain the effort required to complete the activity to their own satisfaction. William and Burden (1997) also underline that these stages will take place within a social context and culture which influence choices made at each stage.



**Table I: An Interactive Model of Motivation (Williams and Burden, 1997)**

Williams and Burden (1997) emphasize that motivation is more than arousing interest. It also includes sustaining that interest and investing time and energy into putting in the necessary effort to achieve certain goals.

### 2.2.1. TYPES OF MOTIVATION

William and Burden (1997) stated that in focusing on the reasons why people choose to act in certain ways, it becomes definite that these reasons for our actions fall into

different types. There may be many reasons for doing the actions: it can be enjoyable, or in spite of not being interesting, the performance of the action can be useful to obtain something else. Therefore, cognitive psychologists draw a distinction between intrinsic and extrinsic motivation.

*Extrinsic Motivation* is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel (Harmer, 2001). According to Csikszentmihalyi and Nakamura (1989), when the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial rewards, the motivation is likely to be extrinsic (cited in Williams and Burden, 1997).

*Intrinsic Motivation*, on the other hand, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer, 2001). Csikszentmihalyi and Nakamura (1989) stated that when the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself, then the motivation is likely to be intrinsic (cited in Williams and Burden, 1997).

Malone and Lepper (1987) defined intrinsic motivation more simply in terms of “what people will do without external inducement”. Intrinsically motivating activities are those in which people will engage for no reward other than the interest and enjoyment that accompanies them. Malone and Lepper (1987) have integrated a large amount of research on motivational theory into a synthesis of ways to design environments that are intrinsically motivating. This synthesis is summarized in Table II. As it is seen from the

table, factors that enhance motivation are subdivided into individual factors and interpersonal factors. Individual factors are individual in the sense that they operate even when a student is working alone. Interpersonal factors, on the other hand, play a role only when someone else interacts with the learner.

<b>Table II. The Factors That Promote Intrinsic Motivation ( Malone and Lepper ,1987)</b>		
<b>Factor</b>	<b>Description</b>	<b>Related Guidelines</b>
<b>Challenge</b>	People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.	<ol style="list-style-type: none"> <li>1. Set <i>personally meaningful goals</i>.</li> <li>2. Make attainment of goals <i>probable but uncertain</i>.</li> <li>3. Give enroute <i>performance feedback</i>.</li> <li>4. Relate goals to learners' <i>self esteem</i>.</li> </ol>
<b>Curiosity</b>	Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity.	<ol style="list-style-type: none"> <li>1. Stimulate <i>sensory curiosity</i> by making abrupt changes that will be perceived by the senses.</li> <li>2. Stimulate <i>cognitive curiosity</i> by making a person wonder about something (i.e., stimulate the learner's interest).</li> </ol>
<b>Control</b>	People have a basic tendency to want to control what happens to them.	<ol style="list-style-type: none"> <li>1. Make clear the <i>cause and-effect relationships</i> between what students are doing and things that happen in real life.</li> <li>2. Enable the learners to believe that their work will lead to <i>powerful effects</i>.</li> </ol>

		<ol style="list-style-type: none"> <li>3. Allow learners to <i>freely choose</i> what they want to learn and how they will learn it.</li> </ol>
<b>Fantasy</b>	Learners use mental images of things and situations that are not actually present to stimulate their behavior.	<ol style="list-style-type: none"> <li>1. Make a <i>game</i> out of learning.</li> <li>2. Help learners imagine themselves <i>using</i> the learned information in real- life settings.</li> <li>3. Make the fantasies <i>intrinsic</i> rather than extrinsic.</li> </ol>
<b>Competition</b>	Learners feel satisfaction by comparing their performance favorably to that of others.	<ol style="list-style-type: none"> <li>1. Competition occurs naturally as well as artificially.</li> <li>2. Competition is more important for some people than for others.</li> <li>3. People who <i>lose</i> at competition often suffer more than the winners' profit.</li> <li>4. Competition sometimes reduces the urge to be helpful to other learners.</li> </ol>
<b>Cooperation</b>	Learners feel satisfaction by helping others achieve their goals.	<ol style="list-style-type: none"> <li>1. Cooperation occurs naturally as well as artificially.</li> <li>2. Cooperation is more important for some people than for others.</li> <li>3. Cooperation is a useful <i>real-life skill</i>.</li> <li>4. Cooperation requires and develops <i>interpersonal skills</i>.</li> </ol>

<b>Recognition</b>	Learners feel satisfaction when others recognize and appreciate their accomplishments.	<ol style="list-style-type: none"> <li>1. Recognition requires that the process or product or some other result of the learning activity be <i>visible</i>.</li> <li>2. Recognition differs from competition in that it does not involve a comparison with the performance of someone else.</li> </ol>
--------------------	--	--

Lightbown and Spada (1999) mentioned that teachers have no effect on a learner's intrinsic motivation for learning a second language. Learners come into the classrooms from different backgrounds and life experiences, all of which have contributed to their attitudes toward and motivation to learn the target language.

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people (Harmer, 2001). With this concept, Harmer (2001) defined some sources of motivation as follows:

*The society we live in:* Harmer (2001) claimed that outside any classroom there are attitudes to language learning and the English language. Harmer (2001) asked some questions:

“How important is the learning of English considered to be in the society? In a school situation, for example, is the language learning part of the curriculum of high or low status? If the school students are offered the choice of two languages to learn, which one would they choose and why? Are the cultural images associated with English positive or negative?”

Harmer (2001) said that all these views of language learning influence the attitude of the students to the language being studied, and the nature and strength of this attitude can have a profound effect on the degree of the motivation the student brings to class and whether or not that motivation continues. It cannot change for the adult students as they decide on their own to study English, they will bring with them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or negative.

*Significant Others:* Apart from the culture of the world around students, their attitude to language learning can be affected by the influence of the people who are close to them. Harmer (2001) claims that the attitude of parents, older siblings and students' peers can be crucial. Harmer (2001) also states that if they are critical of the subject or activity, the student's own motivation may suffer and if they are enthusiastic learners, however, they may take the student along with them.

*The Method:* Harmer (2001) explains that it is vital that both teacher and the students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be affected, but when both are comfortable with the method being used, success is much more likely.

*The Teacher:* Harmer (2001) points out that a major factor in the continuance of a student's motivation is the teacher. One of the most important roles of a teacher is to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. Increasing and directing student

motivation is one of a teacher's responsibilities. Harmer (2001) emphasizes there are three areas where the behavior of the teacher can directly influence the students' continuing participation:

- *Goals and Goal Settings:* Harmer (2001) claims that the motivation is closely bound up with a person's desire to achieve a goal. A distinction needs to be made between long- term and short- term goals.

Long- term goals may include the mastery of English, the passing of an exam (at the end of a year), the possibility of a better job in the future, etc. Short term goals might be the learning of a small amount of a new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week.

Harmer (2001) suggests that teachers need to recognize that long- term goals are vitally important but that they can often seem too far away. When English seems to be more difficult than the student had expected, the long- term goals can appear or disappear at random.

On the other hand, short- term goals are by their nature much closer to the student's day- to- day reality (Harmer, 2001). Harmer (2001) states if the teacher can help students in the achievement of short- term goals, this will have a significant effect on their motivation.

- *Learning Environment:* Although the teacher cannot choose the actual classrooms, they can do a lot about their appearance and the emotional atmosphere of the lessons. Both of these can have a powerful effect on the initial and continuing motivation of the students. Harmer (2001) thinks that when students walk into an

attractive classroom at the beginning of a course, it may help to get their motivation for the process going. When they come to an unattractive place, motivation may not be initiated in this way.

According to Harmer (2001), emotional atmosphere is more important than the appearance of the classroom. That is why the teachers have to be careful about how they respond to students, especially in the giving of feedback and correction and there is a need for a supportive, cooperative environment to suit the various learner types.

Kerssen (1997) mentioned that based on Skinner's theory (1953) reinforcement theory, a reward- based approach claims that students' learning motivation is enhanced through praise and other reinforcement. Bandura (1986) said that students' actions are shaped using circumstantial praise, which is thought to increase their self- efficacy by promoting their confidence in their capabilities (cited in Kerssen, 1997). According to Kerssen, it is argued that praise can supplant intrinsic motivation as students' reason for learning. In response, reward theorists focused that motivational praise must be sincere, immediate, specific, and target students' effort as the reason for their success.

### **2.2.2. MOTIVATION IN THE CLASSROOM**

Deniz, Avşaroğlu, Fidan (2006) mentioned that the physical environment of a class is not enough in order to teach properly. The behaviors of the teachers also are another important point that enhance teaching/ learning in the classroom.

Midgley, Feldloufer ve Eccles (1989) found that there is a significant relationship between the behavior of the teachers and the students' level of learning. It is stated that students' feeling of self- efficacy that is created by the teacher has an important effect on the motivation of the student (cited in Deniz, Avşaroğlu, Fidan, 2006).

Deniz and et. al. (2006) stated that the behavior of the teacher has an influence on the behavior of the student directly or indirectly. In some behavioral problems, involuntary and instant response of the teacher can create undesired behaviors of students. Not only the teaching method but also the approach that is used by the teacher while changing or improving the student behaviors, gaining new behavioral patterns is very important.

Lightbown and Spada (1999) suggest that if the teacher can make the classroom places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals are challenging but manageable and clear, and where the atmosphere is supportive and non- threatening, the teacher can make a positive contribution to students' motivation to learn.

Crookes and Schmidt (1991) point to several areas where educational research has reported increased levels of motivation for students in relation to pedagogical practices (cited in Lightbown and Spada, 1999):

*Motivating Students into the Lesson:* According to Crookes and Schmidt (1991) at the opening stages of the lessons, it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students (cited in Lightbown and Spada, 1999).

*Varying the Activities, Tasks, and Materials:* Crookes and Schmidt (1991, cited in Lightbown and Spada, 1999) mentioned that students are reassured by the existence of classroom routines which they can depend on, but lessons which always consist of the same routines, patterns and formats have been shown to lead to decrease in attention and an increase in boredom. Varying the activities, tasks, and materials can help to avoid this and increase students' interest levels.

*Using Co-operative rather than Competitive Goals:* Co-operative learning involves techniques in which students have to work together in order to finish a task or solve a problem. These techniques have been found to enhance the self- confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play. Knowing that their team- mates are counting on them can increase students' motivation (Crookes and Schmidt, 1991, cited in Lightbown and Spada, 1999).

Cook (1996) remarks that in the classroom, the teacher may face some problems in which motivation of second language learning is deep- rooted in the students' minds and in their cultural background. This is incorporated in Gardner's socio- educational model of second language learning. According to Gardner's model (Kelly,2004);

Instrumental and Integrative Motivation. Kelly (2004) stated that second language (SL) research on motivation has followed a different track and has been dominated by one theory in particular (Clément et al., 1994; Crookes & Schmidt, 1991; Gardner, Day, & MacIntyre, 1992; Ramage, 1991). In 1959, Gardner and Lambert divided the motivation to learn a language into two types, *instrumental* motivation and *integrative* motivation. Integrative motivation is characterized by a positive attitude

towards the speakers and culture of the target language, while instrumental motivation is characterized by learning the language for practical purposes, such as gaining employment or passing a test.

Integrative motivation is highly correlated with achievement, so of the two orientations, integrative motivation has usually been held as superior (Crookes & Schmidt, 1991). This is not necessarily Gardner's position since he states the social context might make an instrumental orientation better in some situations and an integrative orientation better in others (Williams, 1997). Kelly (2004) notes that the theories related to integrative motivation, most of which imply its superiority, can be summarized as five hypotheses:

1. *The integrative motive hypothesis*: an integrative motive will be positively associated with SL achievement.

2. *The cultural belief hypothesis*: cultural beliefs influence the development of the integrative motive and the degree to which integrativeness and achievement are related.

3. *The active learner hypothesis*: integratively motivated learners are successful because they are active learners.

4. *The causality hypothesis*: integrative motivation is a cause; SL achievement, the effect.

5. *The two-process hypothesis*: aptitude and integrative motivation are independent factors in second language learning.

Additionally, Cook (1996) claims that whatever the teacher does may be powerless against the many other influences on the students.

### **2.3. THE STUDIES ON TEACHER IMMEDIACY BEHAVIORS**

The studies done about teacher immediacy behaviors and the effect of it on students are as follows:

According to a research named “Kuşaklar Çatışması” (Generation Gap) and studied by Tezcan (1981), the students defined the teacher behaviors as strict and indifferent. The students described “a beastly teacher” as the teacher, who does not know the topic properly, is not competent in his/ her branch, is not serious in the classroom. A beastly teacher is also described as a teacher who,

- threatens the students with marks,
- asks questions in the exam from the topics that are not mentioned in the classroom,
- gives punishment,
- is reckless about the problems of the students,
- is strict,
- is intolerant,
- is humiliating,
- is derisive,
- is selfish,
- is discriminatory,

- is unfair,
- is pessimistic,
- is prejudiced.

According to the students “an adored teacher” is a teacher, who can explain topics comprehensibly, is knowledgeable, does not attach importance on marks, is honest, is outgoing, is tolerant, is mature, reassures, can create good relationships with the students, and is objective and fair.

Ann (1985, cited in Geçer, 2002) investigated the effects of nonverbal teacher immediacy behaviors, especially facial expression and touching on the students’ expressing of themselves. Two experimental conditions in which there are positive and neutral behaviors are created. 32 female and 32 male students were chosen randomly from a college in Canada. 2 female and 2 male teachers who would have positive and neutral behaviors were chosen in order to be observed. In the neutral behavior environment, the teacher had a neutral facial expression, little smile, no eye contact and nodding, but there was no touching. In the positive behavior environment, the teacher smiled nodded, used eye contact. Expressing themselves was handled as an independent variable. In order to measure “expressing themselves”, the sentences started with “I” were considered. At the end of the research, the value of students’ expressing themselves was seen higher in positive teacher behavior environment.

Plax, Kearney, McCroskey and Richmond (1986) had a research program about the generation of a communication-based theory of teacher influence designed to enhance student on-task behaviors that resulted in optimal student cognitive and affective

learning. The research tested related behavioral alteration techniques and a model that had developed as a function of nonverbal teacher immediacy. The role of nonverbal teacher immediacy behaviors on students' attitude and verbal control strategies was observed. The relationship between the behavioral alteration techniques of the teacher and the affective learning of the students with nonverbal teacher immediacy behaviors was observed. Three variables, behavioral alteration techniques of the teacher, teacher immediacy and affective learning of the students were used. As a result, there was a positive and significant relationship between nonverbal immediacy behaviors of the teacher and the affective learning of the students. Further, there was a relationship between the behavioral alteration techniques of the teacher and the students' perception of affective learning.

Richmond, Gorham and McCroskey (1987) searched whether there was a relationship between nonverbal immediacy behaviors of the teachers and cognitive learning of the students at the university classrooms. In the study, a nonverbal immediacy scale with 14 items and a scale of cognitive learning were used. The immediacy scale that was used in the study was developed by Andersen through the instrument of students' reports. Two different researches were studied over 719 students who attended Basic Communication Course. In the first study, half of the students who participated to the research were asked to write for the question of "If you were the best teacher at the university?" in order to find out the potential effect of the teacher immediacy behaviors on the students. The rest of the students were asked to write for the question of "If you were the worst teacher at the university?". In the second study, half of the participants were asked to fill in the questionnaire so as to find out the real impacts of the teacher immediacy

behaviors over their learning. As a result, the higher the teacher immediacy behaviors were, the more students learn. The study also showed that voice statements, smiling and relaxed body position have positive effects on students' learning. It was also found out that there is a relationship between immediacy behaviors of the teacher and cognitive learning of the students. It was concluded that all of the immediacy behaviors are not very important for the students. Voice statements, smiling and relaxed body position are very important, however, looking at the students instead of looking at the board and the notes and walking around the students also seem important to the students. Using gestures during a conversation has little contributions to the second study. In the first study, there was a significant relationship between using gestures during a conversation and students' learning. Few students viewed touching as an important manner. In conclusion, the higher teacher immediacy behaviors were, the higher the students had cognitive learning levels.

Pektaş (1988, cited in Geçer, 2002) surveyed the impact of nonverbal teacher immediacy behaviors on students' learning. The results show that nonverbal immediacy behaviors of the teacher have no effect on students learning.

Arnold and Roach (1989) studied with two universities and 300 students. These students were asked to describe the nonverbal behaviors of their teachers. The results show that nonverbal immediacy behaviors of the teachers have an important effect on the students' perception about their teachers and the course and their attitudes towards their course.

In the study of Neill (1989), the impact of the poise and the facial expression of the teachers were observed through the reaction of the students. The findings show that the poise and the gestures of the teachers have little impact on students; on the other hand, smiling and frowning have an important impact on the students. Touching and gestures that are used to explain something are seen as positive behaviors while gestures that are used in order to control the students are seen as negative behaviors.

Christophel (1990) first searched the relationship between immediacy behaviors of the teacher and the motivation of the students. Then, she combined these two factors and searched for the impact of it on students' learning. The study was applied to university students and immediacy, motivation and learning scales were used. The results show that teacher immediacy behaviors have a positive effect on students' learning. It is stated that teacher immediacy behaviors have an important role on students' motivation.

According to the research of Butland and Beebe (1992), teacher immediacy behaviors are important variables in education communication. A questionnaire was prepared on the basis of implicit communication theory so as to explain how teacher immediacy behaviors activate the learning of the students. 625 undergraduate students answered the questionnaires. The results show that verbal and nonverbal immediacy behaviors of the teacher have an important effect on cognitive and affective learning of the students. Implicit communication theory is observed to support the learning.

Deryakulu (1992, cited in Aktaş, 2007) searched for the reasons of the factors that obstruct teacher immediacy behaviors with the basis of students' perceptions. The results show that crowded classrooms and unfair behaviors of the teacher are selected as

the main reasons. Other reasons are as follow: being nonassertive, those are the characteristic of the students in the classroom, personal characteristics of the teacher, inadequacy of the teacher. Those factors do not show any difference according to the academic title and gender.

Frymier (1993) searched for the relationship between teacher immediacy behaviors and the motivation of the students. Frymier used the variables of teacher immediacy behaviors such as, smiling, nodding, being comprehensible, using eye contact and miming etc. Some points were emphasized, for instance, teacher's giving feedback, praising, positive reinforcement and calling the students with their names. The results show that smiling and miming are the important factors in the students' perception of teacher immediacy behaviors. The research shows that the students with low or moderate motivation become more motivated with the help of positive immediacy behaviors.

McDowell (1993) investigated graduate teaching assistance (GTA's) perceptions of aspects teaching and teaching styles. 32 departments of the university attended the research. The results showed that the personality of the teachers has an important effect on students' education. The teacher's being cheerful, lively and caring towards students has a more positive effect on the students.

Çakmak (1995, cited in Taş, 2009) studied the students' expectation of teacher behaviors at university. When the student expectations are analyzed, the most important one is "the teacher should be fair", "the teacher should understand the students" and "the teachers should communicate with the students about every issue".

Christophel and Gorham (1995) searched for the relationship between teacher immediacy behaviors and the motivation of the students. At the end of the study, a significant relationship between teacher immediacy behaviors and motivation was found. It is concluded that there is a significant relationship between teacher immediacy behaviors and cognitive and effective learning of the students. According to the participants, the high level of student motivation is engaged with the students themselves; however, low level of student motivation is engaged with the teacher behaviors. At the beginning and the end of the semester, there is no significant difference between the motivation of the students and the verbal immediacy behaviors of the teacher; on the other hand, there is a significant difference between the motivation of the students and the nonverbal immediacy behaviors of the teacher. The results of the correlations between teacher immediacy behaviors and the motivation levels of the students also are meaningful.

Kurt and Kurt (1999, cited in Geçer, 2002) searched for the effects of teacher immediacy behaviors on students' motivation and success. The results show that there is a significant relationship between verbal immediacy behaviors of the teachers and the motivation of the students, whereas, there is no significant relationship between nonverbal immediacy behaviors of the teachers and the motivation of the students. There is also no significant relationship between immediacy behaviors of the teachers and the success of the students.

Baringer and McCroskey (2000) examined the student immediacy in the classroom. Lecturers from a variety of branches participated in the research. The research shows that using eye contact, facial expression, voice, gestures and concern are concluded as

important immediacy behaviors. There is a significant relationship between nonverbal immediacy behaviors of the teachers and the motivation of the students. The immediacy behaviors of the students such as sitting in the front in the classroom, using eye contact with the teachers, smiling to the teachers, etc. have positive effects on the motivation of the teachers. As a result, immediacy behaviors have positive effects on both parts (both teachers and students) and if students have positive immediacy behaviors towards his/her teacher, the teacher will have positive immediacy behaviors towards students and vice versa.

Frymier and Houser (2000) examined the relationship between teacher and the students as an interpersonal relationship. The scales of communication skills, immediacy behaviors, motivation, and learning are used. It is concluded that good communication skills are preferred by the students. The students stated that communication skills are very important for the motivation and learning. Teacher immediacy perceptions of the female students are higher than those of male students. The correlation among immediacy, motivation, learning and communication skills are higher in the results of female students. It is mentioned that the relationship between teacher and the students becomes closer with the help of immediacy behaviors.

Geçer (2002) examined the level of the teacher immediacy throughout the primary, secondary and higher education; whether there is a difference due to some variations and fields (science, physics, math's, social sciences, geography, foreign language); and the effect of these immediacy behaviors on students' success, attitude and motivation. It is observed that teachers of primary, secondary and higher education show a medium level teacher immediacy behavior. It is also observed that that teacher immediacy

behavior has a low connection with student success, and a medium connection with the student attitude and motivation.

Aktaş (2007) tried to find out whether secondary student perception of teacher immediacy behavior varies according to type of school, course content, gender of student, gender of teacher and educational background of the parents, and the relationship between the attitude and motivation of the students. Results indicate that there is a relationship between students' perception of teacher immediacy behaviors and motivation. It is also concluded that as the mothers' level of education increases, teachers' immediacy level also increases.

#### **2.4. THE RELATIONSHIP BETWEEN IMMEDIACY AND MOTIVATION**

Christophel concluded that immediacy has to first modify state motivation in order to impact learning (Christophel, 1990, cited in Frymier, 1993). In addition to investigating the impact of teacher immediacy on students' motivation to study, Christophel also utilized a split class methodology to eliminate required half of a class to complete the learning measures and the other half of the class to complete the teacher immediacy scale. Using this methodology, Christophel was able to replicate previous research findings of a research of a positive association between teacher immediacy and student learning, "indicating earlier discoveries were not simply an artifact of measurement" (Christophel, 1990, cited in Frymier, 1993).

In this investigation, a correlation between teacher immediacy and students' learning and between teacher immediacy and student motivation are also found. The research

indicates that teacher immediacy mediates state motivation which impacts learning (Christophel, 1990, cited in Thompson, 1992).

Orpen (1994) mentioned that according to the process model of instruction (Nisbet and Entwistle, 1988), student learning is influenced not only by what is taught in relation to students' interests and abilities and even how it is taught, but also by the relationship between teacher and students.

Lightbown and Spada (1999) indicated that the principal way that teachers can influence learners' motivation is by making the classroom a supportive environment in which students are stimulated, engaged in activities which are appropriate to their age, interests and cultural backgrounds, and where students can experience success. This can contribute to positive motivation, leading to greater success.

From another perspective, Ellis (1993) has made the point that the teacher needs to explore the factors involved in motivating students to do tasks as this is over which the teacher has some control (cited in Hedge, 2000).

## **2.5. SUMMARY OF THE CHAPTER**

In this chapter, literature reviews of teacher immediacy and student motivation are given. In addition, teacher immediacy and motivation in the classroom and previous studies about teacher immediacy are explained.

## **CHAPTER THREE: METHODOLOGY**

### **3.0. INTRODUCTION**

In this chapter, the objectives, the methodological procedures, the subjects and the setting of the study are given.

#### **3.1. THE RESEARCH DESIGN AND THE OBJECTIVES**

In education science, test scores, the percentages, grade point averages, ratings, frequencies and the like are given as numbers are a useful way to simplify information (Fraenkel- Wallen, 2006). Those kinds of studies are descriptive studies.

Valdez (2010) described descriptive study given below:

Descriptive research is concerned with the description of data and characteristics about a population. The goal is the acquisition of factual, accurate and systematic data that can be used in averages, frequencies and similar statistical calculations. Descriptive studies seldom involve experimentation, as they are more concerned with naturally occurring phenomena than with the observation of controlled situations.

..... Descriptive research can often be made clearer by using descriptive statistics. Descriptive statistics can present quantitative information in a manageable form, providing simple summaries. Statistical tools can also assisting the creation of graphs for the visualization of the data. Unlike inferential statistics, descriptive statistics make no attempt to reach conclusions or make inferences from the available data.

( [http://www.ehow.com/about\\_6663890\\_meaning-descriptive-method-research\\_.html](http://www.ehow.com/about_6663890_meaning-descriptive-method-research_.html) )

Fraenkel and Wallen (2006) claimed that data could be categorized as categorical and quantitative data. Fraenkel and Wallen (2006) defined quantitative data:

Quantitative data are obtained when the variable being studied is measured along a scale that indicates how much of the variable is presented. Quantitative data are reported in terms of scores. Higher scores indicate that more of the variable (such as weight, academic ability, self- esteem, or interest in mathematics) is present than do lower scores. Some examples of quantitative data follow:

- The amount of money spent on sports equipment by various schools in particular district in a semester (the variable is amount of money spent on sports equipment)
- SAT scores (the variable is scholastic aptitude)
- The temperatures recorded each day during the months of September through December in Omaha, Nebraska, in a given year (the variable is temperature)
- The anxiety scores of all first- year students enrolled at San Francisco State University in 2002 (the variable is anxiety). (p: 190)

In this research, it is aimed to find out whether there is a relationship between teachers' immediacy behaviors and students' motivation and students' attitude towards learning English. In order to get data, three questionnaires were used.

### 3.2. RESEARCH QUESTION

**Research Question 1:** Is there a significance difference between the motivation scores of the students with higher immediacy perception scores (Group 2) and that of the students with lower immediacy scores (Group 1)?

**Research Question 2:** Is there a significance difference between the language attitude scores of the students with higher immediacy perception scores (Group 2) and that of the students with lower immediacy scores (Group 1)?

**Sub- Question 1:** Is there a significant difference between the motivation scores of the female and male students in Group 2 and that of the female and male students in Group 1?

**Sub- question 2:** Do the student perceptions of teacher immediacy change according to their levels of English such as starter, elementary, pre- intermediate and intermediate?

**Sub- Question 3:** Do the student perceptions of teacher immediacy change according to their regions such as Aegean, Mediterranean, Marmara, Black Sea, Central Anatolia, Eastern Anatolia, South East Anatolia and Northern Cyprus?

**Sub- Question 4:** Do the student perceptions of teacher immediacy change according to their high schools such as regular State high school, Vocational high school, Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school, Private Secondary School?

**Sub- Question 5:** Is there a significant difference between the language attitudes towards language learning of students in Group 1 and that of Group 2 according to their gender?

### **3.3. PARTICIPANTS AND THE SETTING OF THE STUDY**

This study was conducted at Foreign Languages School, Cyprus International University at Northern Cyprus, Lefkoşa in 2010-2011 academic years with the permission from the university presidency. All the participants in this research were prep- school students in three classes of starter level, seven classes of elementary level, three classes of pre- intermediate level and one of intermediate level. There were 221 students in total from Turkey and Northern Cyprus. After getting the results of the questionnaires, 221 students were divided into two according to their perceptions of teacher immediacy behaviors as group 1 who scored lower in the test and group 2 who scored higher in the test. Group 1 consisted of 63 students and group 2 consisted of 78 students. The ages of the students ranged from 17 and 25 years old.

### **3.4. MATERIALS AND PROCEDURE**

Three questionnaires named Teacher Immediacy Behaviors Questionnaire consisting of 48 questions, Student Motivation Questionnaire consisting of 12 questions and Students' Attitude towards English Learning Questionnaires consisting of 30 questions were administered. The personal information part consisted of the name, gender, level of the students, the region where they lived and the high school they graduated. They did not have to write their names but had to write the other independent questions. The questions were asked in Turkish as the native language of the participants was Turkish.

All three questionnaires were Likert type scale. These were; “hiçbir zaman” (never), “bazı zaman” (sometimes), “ara sıra” (occasionally), “genellikle” (generally), and “her zaman” (always). Three questionnaires were developed by Aynur Kolburan Geçer.

The questionnaires were administered to the students at the end of a lesson without informing the learners and the instructors about the questionnaire to obtain more authentic results. During the administration of the questionnaires, the instructors had left the classroom, after; the students were informed about it. While giving the questionnaires, the researcher asked the students to answer the questions by considering their last lesson. The students were informed that none of the instructors would be given the questionnaires.

The questionnaires are given as Appendix 1-2-3.

### **3.5. DATA AND ANALYSIS**

The data got from three questionnaires were loaded to the computer by coding. SPSS 17.0 was used in order to get the results.

1. The results of Students’ Perceptions of Teacher Immediacy Behaviors Questionnaire and Student Motivation Level according to the gender of the students were found by T Test,
2. The results of Students’ Perceptions of Teacher Immediacy Behaviors Questionnaire according to the English level of the students were found by ANOVA,
3. The results of Students’ Perceptions of Teacher Immediacy Behaviors Questionnaire according to the region of the students were found by ANOVA,

4. The results of Students' Perceptions of Teacher Immediacy Behaviors Questionnaire according to the high school of the students were found by ANOVA,
5. The results of Teacher Immediacy Behaviors Questionnaire and Student Attitude towards Language Learning were found by T Test,
6. The results of Teacher Immediacy Behaviors Questionnaire and Student Attitude towards Language Learning according to according to the gender of the students were found by T Test.

### **3.6. SUMMARY OF THE CHAPTER**

In this chapter, the methodology, design and procedure of the research were described.

It can be concluded that in this research three questionnaires were used in order to obtain the answers of the research questions. The results were calculated by SPSS with the use of T test and ANOVA.

The following chapter is concerned with the findings and discussions.

## **CHAPTER FOUR: FINDINGS AND DISCUSSION**

### **4.0. INTRODUCTION**

In this part, the findings and the comments about the results of the study obtained from the Teacher Immediacy, Student Motivation and Attitudes towards Language Learning questionnaires administrated to the students of the Preparatory Department, the School of Foreign Languages, and Cyprus International University are presented in this chapter.

First of all, the demographic properties of the students are presented, and then the evaluations of the sub-questions are grouped and given in tables.

#### **4.1. THE FREQUENCY AND PERCENTAGES OF THE INDEPENDENT VARIABLES**

In this part, the frequencies and percentages of the independent variables, personal information of the students such as; genders, levels of English, the regions they come from and the high schools they graduated from are presented.

In this study, the attendants are divided into two groups as group 1 and group 2. The students in group 1 are the last 63 students who scored the lower (140,00 point and lower) in the student perceptions of teacher immediacy behaviors, in contrast to group 1, the students in group 2 are the first 78 students who scored higher (160,00 point and more) in the student perceptions of teacher immediacy behaviors. So table 1 gives the distribution of group 1 and group 2.

**Table 1: the Distribution of Group 1 and Group 2**

<b>Groups</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Group 1	63	44,7
Group 2	78	55,3
Total	141	100,0

Table 2 gives the distribution according to the gender of the students.

**Table 2: the Distribution according to the Gender of the Students**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Female	61	43,3
Male	80	56,7
Total	141	100,0

When Table 2 is examined, it is seen that 61 (43, 3 %) of the students in this research are female; 131 (56, 7 %) of them are male.

The range of the students according to their English levels is given in the table below.

**Table 3: the Range according to the English Levels of the Students**

<b>English Levels of Students</b>	<b>Frequency</b>	<b>Percentage ( % )</b>
Starter	44	31,2
Elementary	71	50,4
Pre-Intermediate	24	17,0
Intermediate	2	1,4
Total	141	100,0

When table 3 is examined, it is seen that 44 (31, 2 %) of the students are in Starter level, 71 (50, 4 %) of the students are in Elementary level, 24 (17, 0 %) of the students are in Pre- Intermediate level and 2 (1, 4 %) of the students are in Intermediate level.

The range of the students according to their regions is given in table 3.

**Table 4: The range of the students according to their regions**

<b>Regions</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Aegean	19	13,5
Mediterranean	20	14,2
Marmara	26	18,4
Black Sea	15	10,6
Central Anatolia	13	9,2
Eastern Anatolia	10	7,1
South East Anatolia	11	7,8
Northern Cyprus	27	19,1
Total	141	100,0

When table 4 is examined, it is seen that 19 (13,5 %) of the students are from Aegean, 20 (14,2 %) of the students are from Mediterranean, 26 (18,4 %) of the students are from Marmara, 15 (10,6 %) of the students are from Black Sea, 13 ( 9,2 %) of the students are from Central Anatolia, 10 (7,1 %) of the students are from Eastern Anatolia, 11 (7,8 %) of the students are from South East Anatolia and 27 (19,1 %) of the students are from Northern Cyprus.

The range of the students according to their high schools is given in table 4.

**Table 5: The range of the students according to their high schools**

<b>Educational Background of the students</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Regular State school	66	46,8
Vocational school	29	20,6
*Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school	26	18,4
Private Secondary School	20	14,2
Total	141	100,0

In this part, high school types are given. Regular state high schools in Turkey give general education and the education language is Turkish. Vocational high schools' education is based on the jobs or the departments of the students and their education language is Turkish. In the third part, as there was little number of students from Anatolian high school, Anatolian Science School, Teacher High School, Super high school; all of them are given in the same category. Anatolian High schools and Super High Schools give general education of all departments but the education language is English. The education of Anatolian Science Schools is based on numerical courses and the education language is English. Teacher high schools teach in English and their courses are focused to raise teachers. Private secondary schools do not belong to the state; they generally belong to a foundation or a person. For all these schools, the students have to learn English for one year at least in prep schools.

When table 5 is examined, it is seen that 66 (46, 8 %) of the students were the graduates of state school, 29 (20, 6 %) of the students were graduated from vocational school. In

this research, as the number of the students from Anatolian high school, Anatolian Science School, Teacher High School and Super high school are not too much, they are gathered as one option. So 26 (18,4 %) of the students were graduated from Anatolian high school, Anatolian Science School, Teacher High School and Super high school; 20 (14,2 %) of the students were graduated from private secondary school.

## **4.2. RESEARCH FINDINGS**

In this study, the questionnaires were administered to 221 students of prep school. Then the participants are divided into two groups as group 1 and group 2. Group 1 consisted of 63 students who scored 140, 00 point or lower in the questionnaire of student perceptions of teacher immediacy behaviors, group 2 consisted of 78 students who scored 160, 00 point or more in the questionnaire of student perceptions of teacher immediacy behaviors.

### **4.2.1. Research Question 1:**

*Is there a significant difference between the motivation scores of the students with the high immediacy perceptions (Group 2) and that of the students with the low immediacy perceptions (Group 1)?*

This table shows that there is a significant difference ( $P < 0, 05$ ). To determine whether there was a significant difference between two groups, T Test was applied.

**Table 6: The Difference between Students' Perception of Teacher Immediacy and Motivation**

	<b>n</b>	<b>m</b>	<b>sd</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Group 1</b>	63	34,96	6,65	3,29	0,01	P < 0,05*
<b>Group 2</b>	78	39,37	8,75			

**n: number    m: mean    sd: standard deviation    t: t value    p: level of significance p < 0.05**

**\*T test is significant at the 0,05 level (2- tailed)**

The motivation scores of the students in group 2 differ from those with group 1 according to the students' perception of teacher immediacy behaviors.

As can be seen in Table 6, the number of group 1 students is 63 whereas the number of group 2 students is 78. The mean of group 1 is 34, 96; while the mean of group 2 is 39, 37. The standard deviation in group 1 is 6, 65; and that of group 2 is 8, 75.

The mean values of motivation scores of group 2 have a much higher mean score than those of group 1, and the T- test result shows that there is a significant difference between two groups at the P < 0,05 significance level, this indicates that group 2 students are more motivated owing to teacher immediacy behaviors.

#### **4.2.2. Sub- Question 1:**

*Is there a significant difference between the motivation scores of the female and male students in Group 2 and between those of the female and male students in Group 1?*

This table shows that there is a significant difference between the female and male students' motivation scores in group 1 and group 2 according to the results obtained from T Test.

**Table 7: the Difference between Male and Female Students according to their Motivation Scores**

		n	m	sd	t	P	Level of significance
Female Students	Group 1	32	33,75	7,24	2,11	0,03	P< 0,05*
	Group 2	29	38,13	8,93			
Male Students	Group 1	31	36,22	5,83	2,19	0,03	P< 0,05*
	Group 2	49	40,10	8,65			

**n: number    m: mean    sd: standard deviation    t: t value    p: level of significance p< 0.05**

**\*T test is significant at the 0,05 level (2- tailed)**

Table 7 shows that the number of female students in group 1 is 32, while the number of female students in group 2 is 29. The mean of the female students in group 1 is 33, 75; whereas the mean of group 2 is 38, 13. The standard deviation of the females of group 1 is 7, 24; but the standard deviation of the females of group 2 is 8, 93. This indicates that female students in group 2 are more motivated than females of group 1 with the help of teacher immediacy behaviors.

The number of male students in group 1 is 31; yet in group 2 it is 49. The mean of the male students in group 1 is 36, 22; however the mean of the male students in group 2 is 40, 10. The standard deviation of the males of group 1 is 5,83; but the standard deviation of the males of group 2 is 8, 65. This indicates that male students in group 2 are more motivated than males of group 1 due to the teacher immediacy behaviors.

The T- test result shows that there is a significant difference between two groups at the  $P < 0,05$  significance level; this indicates that the motivation levels of both female and male students are affected positively by the teacher immediacy behaviors.

#### 4.2.3. Sub- Question 2:

*Do the student perceptions of teacher immediacy change according to their levels of English such as starter, elementary, pre- intermediate and intermediate?*

This table shows that there is no significant difference ( $P > 0,05$ ). To determine whether there was a significant difference between two groups, ANOVA was applied.

**Table 8: Students' Perception of Teacher Immediacy according to their Levels of English**

	Levels of English	n	m	Sd	F	P	Level of Significance
	<b>Starter</b>	44	151,90	23,12	0,243	0,866	P > 0,05
	<b>Elementary</b>	71	149,35	22,89			
	<b>Pre-Intermediate</b>	24	147,54	22,93			
	<b>Intermediate</b>	2	143,00	89,09			

**n:** number    **m:** mean    **sd:** standard deviation    **F:** t value    **p:** level of significance  $p < 0.05$

As can be seen in Table 8 the number of the starter level students is 41, the number of elementary students is 71, the number of pre- intermediate students is 24, and the number of intermediate students is 2.

The mean of the starter level is 151, 90, the mean of the elementary level is 149, 35, the mean of the pre- intermediate is 147, 54 and the mean of the intermediate level is 143,

00. According to the mean values, it can be said that starter students have a higher perception of teacher immediacy.

The standard deviation of starter level is 23, 12, the standard deviation of elementary level is 22, 89, the standard deviation of pre- intermediate level is 22, 93 and the standard deviation of intermediate level is 89, 09.

The F value is 0, 243 and P value is 0, 866. This means that there is no significant difference among the students' perception of teacher immediacy of starter, elementary, pre- intermediate and intermediate levels students. In other words, there is no significant relation between students' perception of teacher immediacy and their levels of English.

#### 4.2.4. Sub- Question 3:

*Do the student perceptions of teacher immediacy change according to their regions such as Aegean, Mediterranean, Marmara, Black Sea, Central Anatolia, Eastern Anatolia, South East Anatolia and Northern Cyprus?*

This table shows that there is no significant difference ( $P > 0, 05$ ). To determine whether there was a significant difference between two groups, ANOVA was applied.

**Table 9: Students' Perception of Teacher Immediacy and the Regions of the Students**

<b>Regions</b>	<b>N</b>	<b>M</b>	<b>sd</b>	<b>F</b>	<b>P</b>	<b>Level of Significance</b>
<b>Aegean</b>	19	144,68	23,09			
<b>Mediterranean</b>	20	157,50	21,55			
<b>Marmara</b>	26	144,00	31,12			
<b>Black Sea</b>	15	154,33	22,00			

<b>Central Anatolia</b>	13	140,15	25,78	1,394	0,213	P > 0,05
<b>Eastern Anatolia</b>	10	151,90	18,66			
<b>South East Anatolia</b>	11	160,90	15,54			
<b>Northern Cyprus</b>	27	149,85	21,19			

**n:** number    **m:** mean    **sd:** standard deviation    **F:** t value    **p:** level of significance  $p < 0.05$

Table 9 shows that the number of students from Aegean is 19, the number of the students from Mediterranean is 20, the number of students from Marmara is 26, the number of students from Black Sea is 15, the number of students from Central Anatolia is 13, the number of students from Eastern Anatolia is 10, the number of students from South East Anatolia is 11, the number of students from Northern Cyprus is 27.

The mean of students from Aegean is 144, 68, the mean of students from Mediterranean is 157, 50, the mean of students from Marmara is 144, 00, the mean of students from Black Sea is 154, 33, the mean of students from Central Anatolia is 140, 15, the mean of students from Eastern Anatolia is 151, 90, the mean of students from South East Anatolia is 160, 90, the mean of students from Northern Cyprus is 149, 75.

The standard deviation of Aegean region students is 23, 09, the standard deviation of Mediterranean region students is 21, 55, the standard deviation of Marmara region students is 31, 12, the standard deviation of Black Sea region students is 22, 00, the standard deviation of Central Anatolia region students is 25, 78, the standard deviation of Eastern Anatolia region students is 18, 66, the standard deviation of South East

Anatolia region students is 15, 54 and the standard deviation of Northern Cyprus region students is 23, 92.

According to the mean values, the students from South East Anatolia have a higher perception of teacher immediacy than the other regions.

The F value is 1,394 and P value is 0, 213. So there is no significant difference between the students' perception of teacher immediacy and the region of the students. In other words, the students' perception of teacher immediacy does not change according to the region of the students.

#### **4.2.5. Sub- Question 4:**

*Do the student perceptions of teacher immediacy change according to their educational background such as regular State high school, Vocational high school, Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school, Private Secondary School?*

This table shows that there is no significant difference between students' perception of teacher immediacy and their secondary educational background ( $P > 0, 05$ ). To determine whether there was a significant difference between two groups, ANOVA was applied.

**Table 10: Students' Perception of Teacher Immediacy and the Educational Background of the Students**

<b>Educational Background of the students</b>	<b>N</b>	<b>M</b>	<b>Sd</b>	<b>F</b>	<b>P</b>	<b>Level of Significance</b>
<b>Regular State High school</b>	66	152, 65	22,56	0, 804	0,494	P > 0,05
<b>Vocational High school</b>	29	145, 13	17,65			
<b>Anatolian high school etc.</b>	26	150, 03	26,05			
<b>Private Secondary School</b>	20	146,50	32,39			

**n:** number    **m:** mean    **sd:** standard deviation    **F:** t value    **p:** level of significance  $p < 0.05$

Table 10 shows that there are 66 students from regular state high schools, 29 students from vocational high schools, 26 students from Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school, 20 students from private secondary schools.

The mean of the regular state school students is 152, 65, the mean of the vocational high school students is 145, 13, the mean of Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school students is 150, 03, the mean of the private secondary school students is 146,50.

The standard deviation of regular state high school is 22, 56, that of the vocational high school is 17, 65, that of Anatolian high school/ Anatolian Science School/ Teacher High

School/ Super high school students is 26, 05, and that of private secondary school students is 32, 39.

According to these values, regular state high school students have a higher perception of teacher immediacy than the others.

The F value is 0,804 and the P value is 0,494. This means that there is no significant difference between students' perception of teacher immediacy and their educational background. It can also be said that the student perceptions of teacher immediacy do not change according to their educational background.

#### 4.2.6. Research Question 2:

*Is there a significance difference between the language attitude scores of the students with higher immediacy perception scores (Group 2) and those of the students with lower immediacy scores (Group 1)?*

This table shows that there is a significant difference between two groups ( $P < 0, 05$ ) according to the results obtained from the T test.

**Table 11: The Difference between Students' Perceptions of Teacher Immediacy and their Attitudes towards Language Learning**

	N	m	Sd	T	P	Level of significance
<b>Group 1</b>	63	88,15	8,77	3,54	0,001	P < 0,05*
<b>Group 2</b>	78	94,43	11,62			

n: number    m: mean    sd: standard deviation    t: t value    p: level of significance  $p < 0.05$

\*T test is significant at the 0,05 level (2- tailed)

The language attitude scores of the students in group 2 differ from those in group 1 according to the students' perception of teacher immediacy behaviors.

As can be seen in Table 10, the number of the students in group 1 is 63 whereas the number of the students in group 2 is 78. The mean of group 1 is 88, 15; while the mean of group 2 is 94, 43. The standard deviation in group 1 is 8, 77; and that of group 2 is 11, 62.

The mean of the student attitude scores in group 2 towards language learning is much higher than that of group 1, and the T- test result shows that there is a significant difference between two groups at the  $P < 0, 05$ ; this indicates that group 2 students have a positive attitude towards language learning depending on teacher immediacy behaviors.

As P value is 0,001, it can be concluded that there is an important effect of teacher immediacy behaviors on students' attitudes towards language learning.

#### **4.2.7. Sub- Question 5:**

*Is there a significant difference between the language attitudes towards language learning of students in Group 1 and that of Group 2 according to their gender?*

This table shows that there is no significant difference between the female students' attitude scores towards language learning in group 1 and group 2. However, there is a significant difference between the male students' attitude scores towards language learning in group 1 and group 2 according to the results obtained from T Test.

**Table 12: the Difference between Male and Female Students according to their Attitude towards Language Learning**

		n	m	Sd	T	P	Level of significance
Female Students	Group 1	32	89,09	9,21	0,90	0,37	P > 0,05
	Group 2	29	91,37	10,56			
Male Students	Group 1	31	87,19	8,34	3,68	0,00	P < 0,05*
	Group 2	49	96,24	11,94			

**n: number    m: mean    sd: standard deviation    t: t value    p: level of significance p < 0.05  
\*P < 0,05\*- there is a significant difference**

Table 11 shows that the number of female students in group 1 is 32, while the number of female students in group 2 is 29. The mean of the female students in group 1 is 89, 09; whereas the mean of the female students group 2 is 91, 37. This indicates that female students in group 2 have a more positive attitude towards language learning than females of group 1 due to teacher immediacy behaviors. The standard deviation of the females of group 1 is 9, 21; but the standard deviation of the females of group 2 is 10, 56.

The number of male students in group 1 is 31; however in group 2 it is 49. The mean of the male students in group 1 is 87, 19; however the mean of the male students in group 2 is 96, 24. The standard deviation of the males of group 1 is 8, 34; but the standard deviation of the males of group 2 is 11, 94. This indicates that the male students in

group 2 have a more positive attitude towards language learning than the males of group 1 owing to teacher immediacy behaviors.

T value is 0, 90 for the female students in group 1 and 2, whereas it is 3, 68 for the male students in group 1 and 2.

P value is 0, 37 for the female students of group 1 and 2. There is no significant difference between the scores of the female students' attitudes towards language learning and their perceptions of teacher immediacy behaviors. P value is 0, 00 for the male students of group 1 and group 2. So, there is a significant difference between the scores of the male students' attitudes towards language learning and their perception of teacher immediacy.

This indicates that the language attitudes of the male and female students towards language learning are affected positively by the teacher immediacy behaviors.

With these findings, it can be concluded that the attitude of the female students towards language learning does not change with respect to the teacher immediacy behaviors; however it is not true of the male students. Male students need higher teacher immediacy behaviors in order to have a more positive attitude towards language learning.

#### **4.3. DISCUSSION OF THE FINDINGS**

All along this study, we have tried to provide answers to the following research questions.

**4.3.1. Research Question 1:** Is there a significant difference between the motivation scores of the students with the high immediacy perceptions (Group 2) and that of the students with the low immediacy perceptions (Group 1)?

According to the findings, there is a significant difference between the motivation scores of the students with the high immediacy perceptions (Group 2) and that of the students with the low immediacy perceptions (Group 1). In other words, the motivation scores of the students in group 2 differ from those in group 1 according to the students' perception of teacher immediacy behaviors. It can be said that students with higher perception of teacher immediacy behaviors are motivated more than those of lower ones. So teacher immediacy behaviors can be said to motivate the students in the classroom.

It can also be concluded that the students in group 2 can feel closer to their teachers and this makes them feel more comfortable and relax in the classroom.

It can be also inferred that as the students with high immediacy perception are more motivated than the other, if the teacher uses more immediacy behaviors in the classroom, the students with lower motivation can be gained to the classroom.

**4.3.2. Sub- Question 1:** Is there a significant difference between the motivation scores of the female and male students in Group 2 and between those of the female and male students in Group 1?

The findings showed that there is a significant difference between the female and male students' motivation scores in group 1 and group 2 according to the results obtained from T Test and the motivation levels of both female and male students are affected positively by the teacher immediacy behaviors.

It can mean that the teacher behaves coequally to female and male students in the classroom, teacher has a good dialogue with both male and female students and the teacher has a positive attitude towards students in the classroom, as a result of this; both male and female students are motivated with the help of teacher immediacy behaviors.

**4.3.3. Sub- Question 2:** Do the student perceptions of teacher immediacy change according to their levels of English such as starter, elementary, pre- intermediate and intermediate?

According to the ANOVA results, the student perceptions of teacher immediacy do not change according to their levels of English such as starter, elementary, pre- intermediate and intermediate. In other words, there is no significant relationship between students' perception of teacher immediacy and their levels of English.

It means that no matter which level the student is, teacher immediacy behaviors can be affective. It can also be concluded that the teacher can use teacher immediacy behaviors without considering the level of the students.

**4.3.4. Sub- Question 3:** Do the student perceptions of teacher immediacy change according to their regions such as Aegean, Mediterranean, Marmara, Black Sea, Central Anatolia, Eastern Anatolia, South East Anatolia and Northern Cyprus?

The results show that there is no significant difference between the students' perception of teacher immediacy and the region of the students. In other words, the students' perception of teacher immediacy does not change according to the region of the students.

With respect to the results of ANOVA, it can be said that the region of the students does not make any sense in their perception of teacher immediacy behaviors.

In conclusion, it can be said that the teacher can use immediacy behaviors without considering the region of the students.

**4.3.5. Sub- Question 4:** Do the student perceptions of teacher immediacy change according to their educational background such as regular State high school, Vocational high school, Anatolian high school/ Anatolian Science School/ Teacher High School/ Super high school, Private Secondary School?

According to ANOVA results, there is no significant difference between students' perception of teacher immediacy and their secondary educational background. It can also be said that the student perceptions of teacher immediacy do not change according to their educational background.

Even though the students come from different educational background, their perception of teacher immediacy behaviors is the same. As a result, the teacher can use teacher immediacy behaviors in the classroom without distinguishing the educational background of the students.

**4.3.6. Research Question 2:** Is there a significant difference between the language attitude scores of the students with higher immediacy perception scores (Group 2) and those of the students with lower immediacy scores (Group 1)?

With respect to the results of T Test, it can be seen that there is a significant relationship between students' perception of teacher immediacy and their attitudes towards language learning. As P value is 0,001, it can be concluded that there is an important effect of teacher immediacy behaviors on students' attitudes towards language learning.

It can be concluded from the findings that if the teacher uses immediacy behaviors in the classroom, it has a positive effect on the students' attitude towards language learning. It can be said that if the students do not have a positive attitude towards language learning, the teacher can help the students by using immediacy behaviors.

**4.3.7. Sub- Question 5:** Is there a significant difference between the language attitudes towards language learning of students in Group 1 and those in Group 2 according to their gender?

The findings show that there is no significant difference between the female students' attitude scores towards language learning in group 1 and group 2. However, there is a significant difference between the male students' attitude scores towards language learning in group 1 and group 2 according to the results obtained from t test.

This indicates that the language attitudes of the male and female students towards language learning are affected positively by the teacher immediacy behaviors.

With these findings, it can be concluded that the attitude of the female students towards language learning does not change with respect to the teacher immediacy behaviors. If the language attitude of a female student is high, it will not change with teacher behaviors; however it is not true of the male students. Male students need higher teacher immediacy behaviors in order to have a more positive attitude towards language learning. The teacher can use more immediacy behaviors in the classroom for the male students so as to enhance their attitude towards language learning.

#### **4.4. SUMMARY OF THE CHAPTER**

In this chapter, the findings and the discussions of this research are given. The results of the research questions are presented with tables and explanations.

## **CHAPTER FIVE: CONCLUSION AND SUGGESTIONS**

### **5.0. INTRODUCTION**

This chapter presents the conclusion and the suggestions of the study.

### **5.1. CONCLUSION**

In this study, the efficacy of teacher immediacy behaviors on students' motivation and attitude towards language learning according to the gender, level, region and the high school of the students has been investigated. The sample of the study consisted of Preparatory Department of Foreign Languages School, Cyprus International University.

In order to answer the research questions, three questionnaires were administered to the participants; Teacher Immediacy Behaviors Questionnaire, Student Motivation Questionnaire and Student Attitude towards Language Learning Questionnaire.

According to the student perception of teacher immediacy scores, the participants were divided into two groups as group 1 who had lower scores and group 2 who had higher scores. Of 221 students, 61 were female and 80 were male. When the participants were divided into two groups, 63 of them was in group 1 and 78 of them was in group 2. 61 students were female while 80 students were male. The questionnaires were administered at the end of the lesson without informing the learners and the instructors about the questionnaire to obtain more authentic results. During the administration of the questionnaires, the instructors had left the classroom, after; the students were informed about it.

SPSS 17.0 was used so as to get the statistical results. T test and ANOVA were used to get the results.

The findings revealed that there was a significant difference between the motivation scores of the students with the lower immediacy perception (group 1) and those of the students with the higher immediacy perception scores (group 2) and there is a significant difference between the female and the male students' motivation scores in group 1 and group 2, both male and female students were influenced positively from teacher immediacy behaviors. However, when the student perceptions of the teacher immediacy behaviors were compared according to the English level, region and high school types, no significant difference was found.

The findings also revealed that there was a significant difference between the language attitude scores of the students with the lower immediacy perception scores (group 1) and those of the students with the higher immediacy scores and even though there was no significant difference between the language attitude scores of the students with the lower immediacy perception scores (group 1) and those of the students with the higher immediacy scores according to the female students, there was a significant difference according to the male students. There was also no significant difference according to English level, region and high school types when the student perceptions of the teacher immediacy behaviors were compared.

## 5.2. SUGGESTIONS

In this part, the suggestions are stated.

1. This study involves the effects of teacher immediacy behaviors. Similar studies should be carried out at different institutions.
2. As can be seen in the research, teacher immediacy behaviors have an important impact on students. For this reason, the teachers should improve themselves not only academically but also behaviorally. The teachers should be careful with their behaviors in the classroom.
3. Workshops about teacher immediacy behaviors should be arranged for the current and prospective teachers in order to emphasize the importance of the issue.
4. The teachers should be cheerful, lively and patient to the students in the classroom. Being a strict in order to establish authority in the classroom was prevalent in the past, but these days, instead of that, the teachers should communicate and try to understand their thoughts and needs.
5. This research can be studied with distance learning students.
6. This study can be examined in different kinds of regions and schools such as secondary, primary, etc.
7. Teacher immediacy behaviors can be connected with classroom management.
8. The student and teacher perceptions of teacher immediacy behaviors can be compared with the help of reports.
9. This study can be varied by studying at public and private schools.

**10.** Pre- service training of the teachers should include communication skills and communication with the students in/ out of classroom. These courses should be emphasized by the lecturers.

### **5.3. SUMMARY OF THE CHAPTER**

This chapter has discussed the conclusions of the study and has given suggestions for the studies in this area.

## REFERENCES

- Aktaş,G.** (2007). *Ortaöğretim Öğrencilerinin Algıladıkları Öğretmen Yakınlığı ile Güdülenme Düzeyleri Arasında İlişki: İstanbul İli Örneği*. Summited in Partial Fulfillment of the Requirements for the Degree of Master in Social Sciences Institution, Yeditepe University.
- Albers, D.L** (2001). *Nonverbal Immediacy in the Classroom*. Department of Psychology, Missouri Western State University.  
<<http://clearinghouse.missouriwestern.edu/manuscripts/236.php>> Date: 12.07.2011
- Andersen,J. F.** (1979). *Teacher Immediacy as aPredicator of Teacher Effectiveness*. Communication Year Book. New Brunswick, NJ: Transaction.
- Arnold, V. D., Roach T. D.** (1989). *Teaching: A Nonverbal Communication Event*. Eric No: EJ396204.
- Baringer, D. K., McCroskey, J.** (2000). *Immediacy in the Classroom: Student Immediacy*. Eric No. EJ604646.
- Bozkaya, M., Aydın,I,E.** (2008). *The Relationship between Teacher Immediacy Behaviors and Learners' Perceptions of Social Presence and Satisfaction in Open and Distance Education: The Case of Anadolu University Open Education Faculty*. The Turkish Online Journal of Educational Technology – TOJET July 2008 ISSN: 1303-6521 volume 7 Issue 3 Article 7
- Breed, G.** (1971). *Nonverbal Behavior and Teaching Effectiveness*. Vermillian University of South Dakota. ERIC NO: ED196849.
- Butland, M. J., Beebe S. A.** (1992). *A Study of the Application of Implicit Communication Theory to Teacher Immediacy and Student Learning*. Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, November 18- 21, 1992). Eric No. ED346532.

**Chapman, A.** (1995- 2010). *Transactional Analysis*.

<<http://www.businessballs.com/mehrabiancommunications.htm> > Date: 20. 03. 2010

**Christophel, D. M.** (1990). *The Relationship Among Teacher Immediacy Behaviors, Student Motivation and Learning*. Eric No. EJ414768.

**Christophel, D. M., Gorham, J.** (1995). *A Test- Retest Analysis of Student Motivation, Teacher Immediacy and Perceived Sources of Motivation and Demotivation in College Classes*. Eric No. EJ517581.

**Clark, M.L.** (2004). *Touch between Students and Teachers on the Achievement of Immediacy among Elementary- Aged Students*. Summited in Partial Fulfillment of the Requirements for the Degree of Master of Arts at the University of Texas At El Paso.

**Conway, D. M.** (1996). *Only Connect: Teaching as Communication*, Retrieved July 19, 2004.

**Cook, V.** (1996). *Second Language Learning and Language Teaching*. New York: J W Arrowsmith Ltd.

**Crump, A.C.** (1996). *Teacher Immediacy: What Students Consider to be Effective Behaviors*. <<http://www.eric.ed.gov/PDFS/EJ839897.pdf>> Date: 04.05.2010.

**Danchak, M.M.** (2002). *Bringing Affective Behavior to e-Learning*. The University of North Carolina.

<[http://technologysource.org/article/bringing\\_affective\\_behavior\\_to\\_elearning/](http://technologysource.org/article/bringing_affective_behavior_to_elearning/)> Date: 12. 07. 2011.

**Deniz M., Avşaroğlu S., Fidan Ö.** (2006). *İngilizce Öğretmenlerinin Öğrencileri Motive Etme Düzeylerinin İncelenmesi*. Eğitim Fakültesi Dergisi Cilt: 7 Sayı:11 Bahar 2006, s. 61- 73.

**Devlin, B.** (1997). *Intelligence, Genes and Success*. New York: Heredity Publishes

- Fraenkel, J. R., Wallen N. E.**(2006). *How to Design and Evaluate Research in Education*. Sixth Edition. New York: McGraw- Hill.
- Frymier, A.B.** (1993). *The Impact of the Teacher Immediacy on Students' Motivation over the Course of a Semester*. Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach FL, November 18-21, 1993).
- Frymier, A. B., Houser, M. L.** (2000). *The Teacher- Student Relationship as An Interpersonal Relationship*. Eric No. EJ611047.
- Geçer, A. K.** (2002). *Öğretmen Yakınlığının Öğrencilerin Başarıları, Tutumları ve Güdülenme Düzeyleri üzerinde Etkisi*. Summited in Partial Fulfillment of the Requirements for the Degree of Doctor of Education at Ankara University.
- Georgakopoulos, A.** (2003). *A Cross-Cultural Examination of Immediacy and Teacher Effectiveness*. A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy.
- Gilstrap, M. C.** (2004). *Closing in on Closeness: Teacher Immediacy as a Form of Emotion Labour*. Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy at Purdue University.
- Gorham,J.** (1988). *The Relationship between Verbal Teacher Immediacy Behaviors and Student Learning*. Communication Education 37.
- Harper, J.** (2001). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- Hedge T.** (2000). *Teaching and Learning in the Language Classroom*. China: Oxford University Press.

**Kanmaz, F.**(2008). *İlköğretim Birinci Kademe Öğrencilerinin Başarılarında Öğretmen Yakınlık Davranışlarını Etkisi*. Summited in Partial Fulfillment of the Requirements for the Degree of Master in Social Sciences Institution, Yeditepe University.

**Kelly, C.**(2004). *A Review of Traditional and Current Theories of Motivation in ESL*.

< <http://www.osaka-gu.ac.jp/php/kelly/papers/motivation.html> >

**Kerssen- Griep J. D.** (1997). *Teacher Communication and Student Motivation to Learn: Competence as Classroom Facework*. A Dissertation Submitted in Partial Fulfillment of the Requirements for the Doctor of Philosophy Degree at the University of Washington.

**Kucuk, M.** (2009). *Teacher Immediacy Behaviors and Participation in Computer Mediated Communication*. Turkish Online Journal of Distance Education-TOJDE April 2009 ISSN 1302-6488 Volume: 10 Number: 2 Article 13.

**Lightbown P. M., Spada N.** (1999). *How Languages are Learned*. China: Oxford University Press.

**Malone, T. W., Lepper, M. R.** (1987). *Making Learning Fun: A Taxonomy of Intrinsic Motivations for Learning*. In R. E. Snow & M. J. Farr (Eds.), *Aptitude, Learning and Instruction: III. Cognitive and affective process analyses*. Hillsdale, NJ: Erlbaum.

**McDowell, E. E.** (1993). *An Exploratory Study of GTA's Attitudes towards Aspects of Teaching and Teaching Styles*. Paper presented at the Annual Meeting of Speech Communication Association (79th, Miami Beach, FL., November 18-21, 1993). Eric No. ED370147. < <http://www.eric.ed.gov/PDFS/ED370147.pdf> >

**Mehrabian, A.** (1981). *Silent Messages: Implicit Communication of Emotions and Attitudes*. Washington: Belmont C.A.

**Neill, S. R. St. J.** (1989). *The Effects of Facial Expressions and Posture on Children's Reported Responses to Teacher Nonverbal Communication*. British Educational Research Journal, Vol. 15, No. 2.

**Orpen, C.** (1994). *Academic Motivation as a Moderator of the Effects of Teacher Immediacy on Student Cognitive and Affective Learning.*

< [http://findarticles.com/p/articles/mi\\_qa3673/is\\_n1\\_v115/ai\\_n28648919/](http://findarticles.com/p/articles/mi_qa3673/is_n1_v115/ai_n28648919/) > Date: 12.07.2011.

**Plax, T.G., Kearney, P., McCroskey, J. C., Richmond, V.P.** (1986). *Power in the Classroom VI: Verbal Control Strategies, Nonverbal Immediacy and Affective Learning.* Communication Education.35, 43- 55. <

<http://www.jamesmccroskey.com/publications/133.pdf> >

**Pottee,N.** (1998). *An Examination of Cultural Influences on Teacher Immediacy on Teacher Immediacy and Student Motivation: Multiple Case Studies of Japanese High School Classrooms.* A Dissertation Submitted in Partial Fulfillment of the Requirements for the Doctor of Philosophy Degree in Department of Speech Communication in the Graduate School Southern Illinois University at Carbondale.

**Richmond, V. P., Gorham J. S., McCroskey J. C.** (1987). *The Relationship between Selected Immediacy Behaviors and Cognitive Learning.* Communication Year Book. P: 574- 590. <<http://www.jamesmccroskey.com/publications/140.pdf> > Date: 11. 02. 2010.

**Rocco, K.** (2007). *Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning.* Presented in St. John's University.

<<http://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html>> Date: 12.07.2011.

**Saechou, T.**(2005). *Verbal and Nonverbal Immediacy: Sex Differences and International Teaching Assistants.* Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy at Louisiana State University.

**Sasson, D.** (2007). *An Introduction to Three Types of Motivation in Second Language Learning.*

<[http://www.associatedcontent.com/article/192110/an\\_introduction\\_to\\_three\\_types\\_of\\_motivation.html](http://www.associatedcontent.com/article/192110/an_introduction_to_three_types_of_motivation.html)>

**Taş, S.** (2009). *Öğretim Elemanlarının Sınıf İçi ve Sınıf Dışı Davranışlarının Öğretim Elemanı- Öğrenci İletişimine Yansımaları.* Journal of Süleyman Demirel University Institute of Social Sciences. Year:2009/1, Number: 9.

<[http://sosyalbilimler.sdu.edu.tr/PDF/yil5\\_sayi9\\_12.pdf](http://sosyalbilimler.sdu.edu.tr/PDF/yil5_sayi9_12.pdf)>

**Tezcan, M.** (1981). *Eğitim Sosyolojisine Giriş.* Ankara Üniversitesi Eğitim Fakültesi Yayınları No:91, Ankara.

**Thompson, C.** (1992). *The Relationships among Teachers' Immediacy Behaviors, Credibility, and Social Style and Students' Motivation and Learning: Comparisons Among Cultures.* Summited in Partial Fulfillment of the Requirements for the Degree of Doctor of Education at West Virginia University.

**Tinley, S.G.**(2008).*Teaching with Immediacy: A Relational Study of African American Male High School Students and Their White Female Language Arts Teachers Engaged in A Journal Dialogue.* Summited in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Steinhart School of Culture, Education, and Human Development, New York University.

**Valdez, A.** (2010). *What is the Meaning of the Descriptive Method in Research?.* eHow web page. [http://www.ehow.com/about\\_6663890\\_meaning-descriptive-method-research\\_.html](http://www.ehow.com/about_6663890_meaning-descriptive-method-research_.html)

(22.06. 2011).

**Velez, S.** (2007). *What Is Motivation*.

< <http://ezinearticles.com/?What-Is-Motivation&id=945902>>

**Violette, J.L.** (2002). *Immediately Clarifying Classroom Interactions: An Examination of Student Immediacy, Teacher Clarity, Teacher Gender and Student Gender on Student Affective, Cognitive and Behavioral Learning*. Submitted in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy at the University of Kentucky.

**Williams M., Burden R. L.** (1997). *Psychology for Language Teachers A Social Constructivist Approach*. Cambridge: Cambridge University Press.

Changing Minds 2002-2011. Massive Content -- Maximum Speed

[http://changingminds.org/explanations/behaviors/body\\_language/mehrabian.htm](http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm)

Date: 23. 06.2011.

<[http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edpsy5\\_intrinsic.htm](http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edpsy5_intrinsic.htm)>

Date: 26. 05. 2010.

<<http://psychology.about.com/od/mindex/g/motivation-definition.htm>>

Date: 18.02.2010

## APPENDICES

### APP 1:

#### Yükseköğretim Düzeyinde Öğretmen Yakınlık Davranışları Ölçeği

Sevgili Arkadaşlar,

Bu anket, öğretim elemanlarının öğrenciler ile olan iletişimde gösterdikleri yakın davranışlarla ilgili düşüncelerinizi öğrenmek için hazırlanmış cümlelerden oluşmaktadır. Bu cümlelerin hiçbirinin kesin olarak doğru cevabı yoktur. Bunun için vereceğiniz cevaplar sizin kendi görüşlerinizi yansıtmalıdır.

Arastırmanın geçerliliği için lütfen bütün soruları okuyunuz ve soruların tümünü cevaplandırınız. Sizce en doğru olan seçeneği doğru yere işaretlemeye dikkat ediniz. Gösterdiğiniz ilgi ve işbirliği için teşekkür ederiz.

Danışman

Okutman

Doç. Dr. Mehmet Ali Yavuz

Sibel TANRIVERDİ

#### Kişisel Bilgiler

Adınız Soyadınız :

Seviyeniz :

Cinsiyetiniz : Kız ( ) Erkek ( )

Yaşadığınız Şehir :

Mezun Olduğunuz Lise Türü :

	Hiç	Biraz	Kararsızım	Çok	Pekçok
Davranışlar	1	2	3	4	5
1. Öğretim elemanı ödevler, ödevlerin teslim tarihi ve tartışma konularıyla ilgili bizlerin görüşlerini sorar.					
2. Öğretim elemanı soracak sorularımız ve tartışmak istediğimiz herhangi bir şey olduğunda kendisine telefon etmemizi ve gerekirse sınıf dışında görüşmemizi ister.					
3. Öğretim elemanı bizim derste sıkıldığımızı görmekzlikten gelip ders anlatmaya devam eder.					
4. Öğretim elemanı doğru bir davranışım sonucunda takdir ve iltifat eder.					
5. Öğretim elemanımız sınıfta bizimle çeşitli konularla					

( örneğin güncel konular, sınıf sorunları, mesleki konu vb.) ilgili konuşur.					
6. Öğretim elemanı bize yakınlık içeren sözcükler kullanır (Arkadaşlarım, öğretmenim vb.).					
7. Öğretim elemanı beni “adıyla” çağırır.					
8. Öğretim elemanı sınıf dışında sorduğum sorulara içtenlikle cevap verir.					
9. Öğretim elemanı yanlış yaptığımda beni kırmadan yanlışlarımı düzeltir.					
10. Öğretim elemanı yanlış yaptığımda beni rencide edici sözler söyler.					
11. Öğretim elemanı yaptığım çalışmaları destekleyerek bana motive edici sözler söyler.					
12. Öğretim elemanı derste benimle birebir diyalog (konuşma) kurar.					
13. Öğretim elemanı yanlış davranışta bulunduğumda benimle alaycı bir tarzla konuşur.					
14. Öğretim elemanı beni her gördüğünde hal- hatırımı sorar.					
15. Öğretim elemanı sınıfta dersle ilgili sorduğum sorulara içtenlikle cevap verir.					
16. Öğretim elemanı yanlış bir davranışta bulunduğu bizden özür diler.					
17. Öğretim elemanı derste bana konuşma hakkı vererek benim düşüncelerimi alır.					
18. Öğretim elemanı sınıf dışında bizimle sohbet eder (kantinde, kafede,bahçede vb.).					
19. Öğretim elemanı konuşurken sınıfa gülümser.					
20. Öğretim elemanı bana güvenir ve bunu bana hissettirir.					
21. Öğretim elemanı yaptığım doğru bir davranış sonucunda bana sıcak bir şekilde gülümser.					
22. Öğretim elemanı derse geç gelen öğrenciye elinin tersiyle kapıyı işaret eder.					
23. Öğretim elemanı bana “arkadaş” gibi yaklaşır.					
24. Öğretim elemanı herhangi bir sorun yaşadığımda benimle ilgilenir.					
25. Öğretim elemanı konferans, maç, tiyatro vb. etkinliklere bizlerle birlikte katılır.					
26. Öğretim elemanı okul dışında beni görünce selam verir, konuşur veya gülümser.					
27. Öğretim elemanı dersi anlatırken kendimi azarlanmış gibi hissediyorum.					
28. Öğretim elemanı derse zorunlu olarak girdiğini belirten sınırlı davranışlarda bulunur.					
29. Öğretim elemanı bize lise öğrencisi gibi davranır.					
30. Öğretim elemanı ders sırasında bizler arasında ayırım yapar.					
31. Öğretim elemanımız bize sevdiğini ve değer					

verdiğini davranışlarıyla hissettirir. (ör: elini omuzumuza atar, sıramıza oturur)					
32. Öğretim elemanı ders anlatırken genellikle oturur, hareketsizdir.					
33. Öğretim elemanı ders anlatırken sürekli olarak notlarına bakar.					
34. Öğretim elemanı bana karşı hoşgörülüdür.					
35. Öğretim elemanı ben konuşurken ilgili ve dikkatli bir şekilde beni dinler.					
36. Öğretim elemanı derste dikkatimi ve ilgimi toplayabilmem için farklı ses tonları kullanır.					
37. Öğretim elemanı derste güçlük çektiğim konularda benimle ilgilenir.					
38. Öğretim elemanı ders anlatırken kaşlarını çatar ve ciddi bir yüz ifadesi takınır.					
39. Öğretim elemanı sorduğum soruları duymazlıktan gelerek geçiştirir.					
40. Öğretim elemanı aynı ses tonu (monoton) ile dersi anlatır.					
41. Öğretim elemanı ders anlatırken yalnız ön saflara bakar.					
42. Öğretim elemanı ders anlatırken somurtur.					
43. Öğretim elemanı bana küçümser bir ifade ile bakar.					
44. Öğretim elemanı sürekli olarak bize otoritesini hissettirmeye çalışır.					
45. Öğretim elemanımız alçakgönüllüdür.					
46. Öğretim elemanı benim duygu ve düşüncelerimi anlamaya çalışır.					
47. Öğretim elemanı düz bir yüz ifadesiyle ders anlatır.					
48. Öğretim elemanın ders anlatırken gergin bir vücut pozisyonu vardır.					

APP 2:

## Yükseköğretim Düzeyinde Gudu Ölçeği

Sevgili arkadaşlar, aşağıdaki maddeler bu derse ilişkin duygularınızı belirlemeye yöneliktir. Dersle ilgili duygunuzu en iyi açıklayan sözcüğün sırasındaki seçiminizi o rakamın altındaki kutu içine çarpı (X) işareti koyarak belirtiniz.

### Kişisel Bilgiler

Adınız Soyadınız :

Seviyeniz :

Cinsiyetiniz : Kız ( ) Erkek ( )

Yaşadığınız Şehir :

Mezun Olduğunuz Lise Türü :

	Hiç	Biraz	Kararsızım	Çok	Pekçok
<b>Bu derste kendimi;</b>	1	2	3	4	5
1. Güdülenmiş hissettim					
2. İlgili hissettim					
3. Katılımcı hissettim					
4. Teşvik edilmemiş hissettim					
5. Derse çalışmada istekli göründüm					
6. Arzulu buldum					
7. Cesaretlendirilmemiş gördüm					
8. Canlı Hissettim					

9. İsteksiz hissettim					
10. Heyecanlı (çoşkulu) hissettim					
11. Hareketli hissettim					
12. Etkilenmemiş hissettim					

Katkılarınız için teşekkür ederim.

*Sibel Tanrıverdi (Uluslararası Kıbrıs Üniversitesi Yabancı Diller Yüksekokulu)*

### Yükseköğretim Düzeyinde Yabancı Dil Tutum Ölçeği

Sevgili arkadaşlar;

Bu anket sizin yabancı dil derslerinizle ilgili düşünceleriniz öğrenmek için hazırlanmış cümlelerden oluşmaktadır. Bu cümlelerin hiçbirinin kesin olarak doğru cevabı yoktur. Bunun için vereceğiniz cevaplar sizin kendi görüşlerinizi yansıtmalıdır. Her cümle ile ilgili görüşlerinizi belirtirken, önce cümleyi dikkatle okuyunuz.

**Bütün soruları mutaka cevaplayınız ve her cümle için sadece bir kutucuğu işaretleyiniz.**

	Asla Katılmıyorum	Katılmıyorum	Kararsızım	Genellikle Katılıyorum	Tamamen Katılıyorum
Aşağıdaki ifadeleri ne ölçüde onayladığınızı ya da reddettiğinizi, her ifade için karşılarna size uygun gelen seçeneklerden sadece birine X işareti koyunuz.	1	2	3	4	5
1. Yabancı dil dersi çok sevdiğim dersler arasındadır.					
2. Yabancı dil dersi çalışmak beni dinlendirir.					
3. Yabancı dil dersindeki konular azaltılsa mutlu olurum.					
4. Yabancı dil dersi çalışırken canım sıkılır.					
5. Yabancı dil dersiyle uğraşmak beni eğlendirir.					
6. Boş zamanlarımda yabancı dil dersi çalışmaktan zevk alırım.					
7. Yabancı dil dersinden korkarım.					
8. Yabancı dil dersi çalışmak beni yorar.					
9. Yabancı dil dersi bana korkutucu görünür.					
10. Yabancı dil dersindeki soruları çözmekten					

zevk alırım.					
11. Yabancı dil dersi, derslerin en güzelidir.					
12. İleride, yabancı dil dersiyle yakından ilgili bir meslek seçmeyi isterim.					
13. Yabancı dil dersinden hiç hoşlanmam.					
14. Programda yabancı dil dersinin saatlerinin sayısı azaltılsa mutlu olurum.					
15. İleride, yabancı dil dersiyle ilişkisi en az olan bir meslek seçmek isterim.					
16. Yabancı dil dersiyle ilgili elime geçen her soruyu çözmek isterim.					
17. Yabancı dil dersi konusundaki herşey ilgimi çeker.					
18. Dersler arasında en çok yabancı dil dersinden hoşlanırım.					
19. Yabancı dil dersiyle ilgili oyunlardan hoşlanırım.					
20. Mümkün olsa, yabancı dil dersi yerine başka bir ders alırım.					
21. Yabancı dil dersiyle ilgili ödevlerimi sıkılmadan zevkle yaparım.					
22. Yabancı dil derslerini mecbur olduğum için çalışıyorum.					
23. Boş zamanlarımda yabancı dil dersiyle ilgili soruları çözmek bana zevk verir.					
24.. Yabancı dil dersiyle ilgili sorunun cevabını bulmak için kendi kendime uzun bir zaman harcamaktansa, onu bir bilenden öğrenmeyi tercih ederim.					
25. Yabancı dil dersinde kendimi rahat hissedirim.					

26. Diğer derslere göre yabancı dil dersini daha büyük bir zevkle çalışırım.					
27. Bana göre, yabancı dil dersi en çekici derstir.					
28. Yabancı dil dersinin içindeki konular azalsa sevinirim.					
29.Yabancı dil dersinde çekinirim.					
30. Yabancı dil dersine, sadece sınıf geçmek için çalışıyorum.					