

**T.C.  
ISTANBUL AYDIN UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES**



**AN INVESTIGATION INTO STUDENTS' AND TEACHERS' PERCEPTIONS OF  
THE FACTORS MOTIVATING HIGH SCHOOL STUDENTS TO PARTICIPATE  
IN ENGLISH CLASSES AT INTERNATIONAL SCHOOLS IN ISTANBUL**

**MASTER'S THESIS**

**Ahmet TAB**

**Department of English Language Teaching  
English Language Teaching Program**

**July, 2022**



**T.C.**  
**ISTANBUL AYDIN UNIVERSITY**  
**INSTITUTE OF GRADUATE STUDIES**



**AN INVESTIGATION INTO STUDENTS' AND TEACHERS' PERCEPTIONS OF  
THE FACTORS MOTIVATING HIGH SCHOOL STUDENTS TO PARTICIPATE  
IN ENGLISH CLASSES AT INTERNATIONAL SCHOOLS IN ISTANBUL**

**MASTER'S THESIS**

**Ahmet TAB**

**(Y2112. 021060)**

**Department of English Language Teaching**

**English Language Teaching Program**

**Thesis Advisor. Assist. Prof. Dr. Osman SABUNCUOĞLU**

**July, 2022**



**ONAY FORMU**





## **DECLARATION**

I hereby declare with respect that the study “An Investigation into Students’ and Teachers’ Perceptions of the Factors Motivating High School Students to Participate in English Classes at International Schools in Istanbul”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are all mentioned in the bibliography. (04/06/2022)

Ahmet TAB



## **FOREWORD**

Firstly, I would like to express my sincere gratitude to my thesis advisor, Assist. Prof. Dr. Osman Sabuncuođlu for his advice, patience, support, and significant guidance during this process.

In addition, I would like to express my deep appreciation to my family for their unconditional love and support through my endless education process.

I am also grateful to all participants of the international schools in Istanbul for their cooperation. They have been very helpful in the process of data collection of this study.

Finally, I want to thank my friends whose friendship and assistance have always been a source of energy.

July 2022

Ahmet TAB



# **AN INVESTIGATION INTO STUDENTS' AND TEACHERS' PERCEPTIONS OF THE FACTORS MOTIVATING HIGH SCHOOL STUDENTS TO PARTICIPATE IN ENGLISH CLASSES AT INTERNATIONAL SCHOOLS IN ISTANBUL**

## **ABSTRACT**

Motivating students to participate and engage in English classes has recently become a key interest of research as student motivation is a common problem English language instructors face in the language classroom. Although there is much research on learners' attitudes towards student motivation and engagement, teachers' perceptions of the research topic are not available in the literature. This study aims to explore students' and teachers' perceptions of motivating students to participate in English classes at international schools in Istanbul. To achieve the objectives of the research, a mixed-methods research design involving the elements of qualitative and quantitative data was adopted. The participants were 100 students and 109 teachers. A questionnaire for students and a questionnaire for teachers were administered at two international schools in Istanbul. The findings of the study demonstrate that both students and teachers perceive teacher personality and teaching skills as the most important motivational factors. The results also show that there is a difference between students and teachers' perceptions of impacts of the integrative factors, teachers' praise, self-confidence and course-specific factors. However, as far as the demographic variables are concerned, the results reveal that there is no significant difference between teachers' demographic variables and their perceptions of the motivational factors. For example, teachers' perceptions of the motivational factors do not change, considering different age groups. Some recommendations were made about the ways to motivate students to participate and engage in English classes.

**Key Words:** Motivation, Personality, Skills, Self-Confidence, Praise



# İSTANBUL'DAKİ ULUSLARARASI LİSELERDE İNGİLİZCE ÖĞRENME MOTİVASYONU İLE İLGİLİ ÖĞRETMEN VE ÖĞRENCİLERİN TUTUMLARI

## ÖZET

Öğrenci motivasyonunun İngilizce öğretmenlerinin karşılaştığı yaygın bir sorun olması, İngilizce derslerinde öğrencileri derse katılıma ve ilgilenmeye motive etmeyi son yıllarda önemli bir araştırma konusu yapmaktadır. Literatürde öğrencilerin öğrenci motivasyonuna karşı tutumlarını ölçen çalışmalar olmasına rağmen, öğretmenlerin algılarını ölçen çalışmalar mevcut değildir. Bu çalışmanın amacı, İstanbul'da bulunan uluslararası okullarda İngilizce derslerine öğrenciyi katılıma motive etme konusuyla ilgili öğrenci ve öğretmen tutumunu araştırmaktır. Bu hedefleri gerçekleştirmek amacıyla, nicel ve nitel bilgi toplama araçlarını içeren karma yöntemle bilgi toplama süreci gerçekleştirilmiştir. Araştırma, İstanbul'da bulunan iki uluslararası okulda 100 öğrenci ve 109 öğretmenin katılımcı olduğu anket ve mülakattan oluşmaktadır. Araştırma bulguları, öğretmen ve öğrencinin öğretmenin kişiliğinin ve öğretmenlik becerilerinin en önemli motivasyon sebebi olduğunu ortaya koymaktadır. Ayrıca, araştırma bütünlümcü motivasyon, pozitif geri bildirim, öz güven ve ders içeriği ile ilgili öğrenci ve öğretmenin bakış açılarında bir fark olduğunu göstermektedir. Ancak, demografik bilgiler açısından, sonuçlar öğretmenlerin demografik bilgileri ve tutumları arasında önemli bir fark olmadığını göstermektedir. Örneğin, öğretmenlerin yaşları değerlendirildiğinde, öğrenci motivasyon algıları değişim göstermemektedir. Sonuç bölümünde öğrenciyi İngilizce derslerine katılıma ve ilgilenmeye motive etme ile ilgili çeşitli öneriler sunulmuştur.

**Anahtar Kelimeler:** Motivasyon, Kişilik, Beceriler, Öz Güven, Geri Bildirim



## TABLE OF CONTENT

<b>FOREWORD</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>ÖZET</b> .....	<b>vii</b>
<b>ABBREVIATIONS</b> .....	<b>xiii</b>
<b>LIST OF TABLES</b> .....	<b>xv</b>
<b>LIST OF FIGURES</b> .....	<b>xvii</b>
<b>I. INTRODUCTION</b> .....	<b>1</b>
A. Introduction.....	1
B. Background to the Study.....	1
C. Statement of Research Problem.....	4
D. Aims and Questions of the Study.....	5
E. Rationale of the Study.....	5
F. Significance of the Study.....	6
G. Brief Outline of the Thesis.....	6
H. Definition of Key Terms.....	7
<b>II. LITERATURE REVIEW</b> .....	<b>9</b>
A. Introduction.....	9
B. Definition of Motivation in Educational Contexts.....	9
C. Motivation in L2 Learning Contexts.....	11
D. Phases of Motivation in L2 Learning.....	13
1. The social-psychological period.....	14
a. The socio-educational model.....	15
b. Linguistic self-confidence theory.....	17
2. The cognitive-situated period.....	17
a. Self-determination theory.....	18
b. Attribution theory.....	19
3. The process-oriented period.....	20
a. The process model of L2 motivation.....	21

4.	The socio-dynamic period.....	21
a.	Key aspects of the socio-dynamic period.....	22
i.	Changeability .....	22
ii.	Complexity .....	23
iii.	Dependency on context .....	23
b.	Motivation and Individual Differences (IDs).....	24
5.	Affective differences .....	25
a.	Anxiety .....	25
b.	Attitude.....	25
c.	Willingness to communicate (WTC).....	26
d.	Well-being.....	27
6.	Cognitive differences .....	29
a.	Language aptitude .....	29
b.	Language learning strategies .....	30
E.	Motivational Strategies in the L2 Classroom.....	31
1.	Motivational teaching strategies.....	32
a.	Dörnyei and Csizér's motivational strategies.....	32
b.	Dörnyei's (2001) categorisation of motivational strategies .....	33
c.	Teachers' perceptions of Dörnyei's (2001) motivational strategies .....	34
F.	Participation .....	35
1.	Definition of participation.....	35
2.	Advantages of participation .....	36
G.	The Relationship Between Motivation and Participation .....	36
H.	Motivational Strategies for Active Student Participation in English Classes	37
1.	Using a wide variety of activities .....	37
2.	Implementing project-based learning.....	38
3.	Promoting authenticity .....	39
4.	Deploying storytelling.....	40
I.	Factors Influencing Learners' Motivation for Participation in English Classes	41
1.	Teachers and teacher skills.....	41
2.	Course-specific motivational factors.....	42
3.	Classroom-specific motivational factors .....	43
4.	Parents .....	43

J. Conclusion .....	44
<b>III. METHODOLOGY.....</b>	<b>47</b>
A. Introduction .....	47
B. Research Design.....	47
C. Setting, Participants and Sampling .....	48
D. Data Collection Instruments.....	49
1. The questionnaires .....	50
E. Research Hypotheses .....	50
F. Data Collection Procedure .....	51
G. Data Analysis Procedure .....	51
H. Validity and Reliability .....	52
I. Normality Tests .....	53
J. Conclusion .....	55
<b>IV. FINDINGS AND RESULTS .....</b>	<b>57</b>
A. Introduction .....	57
B. The Results of the Questionnaire for Students.....	57
1. Students' perceptions of the factors motivating them to participate in English classes .....	57
2. Students' perceptions of the most important three motivational factors....	63
3. The Results of the Questionnaire for Teachers .....	63
4. The results of the demographic variables.....	64
a. ANOVA of teachers' ages and their perceptions of the factors motivating students to participate in English classes .....	65
i. An Independent Samples T-Test of teachers' genders and their perceptions of the factors motivating students to participate in English classes.....	66
b. ANOVA of teachers' qualifications and their perceptions of the factors motivating students to participate in English classes.....	67
c. ANOVA of teachers' teaching experience and their perceptions of the factors motivating students to participate in English classes .....	69
5. Teachers' perceptions of the factors motivating students to participate in English classes .....	70
6. Teachers' perceptions of the most important three motivational factors...	77

C. The Comparison between the Results of the Questionnaire for Teachers and the Questionnaire for Teachers .....	78
D. Conclusion.....	79
<b>V. DISCUSSION AND CONCLUSION.....</b>	<b>81</b>
A. Introduction .....	81
B. Discussion of Research Questions .....	81
1. How do international high school students see student motivation to participate in English classes?.....	81
2. What are the most important factors that motivate students to participate in English classes?.....	82
3. What is the relationship between teachers' demographic variables (age, gender, qualifications and teaching experience) and their perceptions of student motivation to participate in English classes? .....	83
4. How do international high school teachers see student motivation to participate in English classes?.....	84
5. Is there a difference between international high school students' and their teachers' perceptions of student motivation? .....	87
C. Limitations of the Study .....	87
D. Pedagogical Implications .....	88
E. Recommendations for Further Research .....	90
<b>VI. REFERENCES .....</b>	<b>91</b>
<b>APPENDIX .....</b>	<b>111</b>
<b>RESUME.....</b>	<b>125</b>

## **ABBREVIATIONS**

**CELTA** : Certificate in English Language Teaching to Adults

**CLT** : Communicative Language Teaching

**DELTA** : Diploma in English Language Teaching to Adults

**EFL** : English as a Foreign Language

**ELT** : English Language Teaching

**IDs** : Individual Differences

**L2** : Second/Foreign Language

**SPSS** : Statistical Package for Social Sciences

**TESOL** : Teaching English to Speakers of Other Languages

**WTC** : Willingness to Communicate



## LIST OF TABLES

Table 1 Ten Commandments for Motivating Language Learners .....	33
Table 2 Reliability.....	53
Table 3 Tests of Normality of the Likert Scales .....	53
Table 4 Descriptive Statistics of the Skewness and Kurtosis of the Likert Scales ....	54
Table 5 Descriptive Statistics of the Student Participation Scale .....	58
Table 6 The Agreement Percentage (%) of Likert Scales in the Questionnaire for Students.....	60
Table 7 Sociodemographic Variables .....	64
Table 8 The Relationship between Teachers' Ages and their Perceptions of Motivational Factors .....	65
Table 9 The Group Statistics of Teachers' Genders and their Perceptions of Motivational Factors .....	66
Table 10 The Relationship between Teachers' Qualifications and their Perceptions of Motivational Factors .....	68
Table 11 The Relationship between Teachers' Teaching Experience and their Perceptions of Motivational Factors .....	69
Table 12 Descriptive Statistics of Student Participation as Viewed by Teachers .....	71
Table 13 The Agreement Percentage (%) of Likert Scales in the Questionnaire for Teachers .....	74
Table 13 The Agreement Percentage (%) of Likert Scales in the Questionnaire for Teachers .....	75
Table 14 The Correlation between Students' and Teachers' Responses to Likert Scale Statements .....	78



## LIST OF FIGURES

Figure 1 Teachers' Age Groups and their Perceptions of Motivational Factors.....	66
Figure 2 Teachers' Genders and their Perceptions of Motivational Factors.....	67
Figure 3 Teachers' Qualification Groups and their Perceptions of Motivational Factors .....	68
Figure 4 Teachers' Teaching Experience Groups and their Perceptions of Motivational Factors.....	70



# **I. INTRODUCTION**

## **A. Introduction**

Motivation has long been a key factor within foreign language (FL) learning and teaching (Dörnyei, 2001b; Oxford, 1994; Oxford & Shearin, 1994). All of the studies conducted in this field indicate that learners with a high level of motivation perform better than those with a low level of motivation. However, there is an overall lack of research regarding students' and teachers' perceptions of the factors motivating high school students to participate in English classes. This research aims to identify and evaluate students' and teachers' perceptions of the motivational factors that help students to engage more in English classes. This chapter provides an introduction to the study by first discussing the background and context. Then, it goes on to the research problem, the research aims, objectives and questions, the rationale, the significance, the brief outline of the thesis and finally definitions of key terms used in the study.

## **B. Background to the Study**

The nature and role of motivation in education has been researched by many theorists and practitioners. Historically speaking, motivation has a deep relationship with psychology. Weiner (1990) describes the relationship between motivation and psychology as, "Initially, the experimental study of motivation (the Latin root of *motive* means to move) is linked with the search for the motors of behaviour" (p. 617). He associates motivation with psychological concepts, such as instinct, drive, arousal, need and energisation. Achievement and behaviour are also other key concepts that have close ties with motivation, especially in the late 1960s. Robbins and Judge (2013) evaluate Maslow's approach to motivation and claim "a person will generally be driven to act not only because of the external factor, but also because he or she has a need to be fulfilled" (p. 203). The following years are considered as a continuation of the dominant theoretical approaches in the 1970s.

Weiner (1990) summarises the dominant theoretical approaches as, “Attribution theory, achievement motivation, anxiety, self-esteem, curiosity and, to a much lesser extent, level of aspiration, affiliation, biochemical correlation of motivation, and reinforcement” (p. 620). Since 1990, motivation has been investigated according to topics, such as casual attributions, self-efficacy, individual differences, anxiety about failure, competitive versus cooperative contexts, intrinsic and extrinsic rewards, and praise. In short, theories on motivation should assume that motivation is constant, never ending, fluctuating, and complex, and that it is an almost universal characteristic of practically every human being (Maslow, 1987).

In academic learning settings, the development of learner motivation is a central concept. Bhoje (2015) states that the improvement of student motivation is very important because it not only moves them to higher levels of achievement, but it also enables them to “seek out challenges, take risks and persist in the face of difficulty” (p. 2). Thus, learners gain more confidence in their abilities in the classroom. In addition, the growth of learner motivation depends on and is influenced by many factors. Motivation is influenced by how individuals choose to invest their time, how much energy they expend in any given task, how they think and feel about the task, and how long they persist in the task (Bakar, 2014, as cited in Filgona et al., 2020). Moreover, it is believed that teachers are perceived to be a key factor in promoting student motivation in the class. According to Renandya (2014), if teachers are caring, supportive, humorous, enthusiastic and helpful, students are likely to be more motivated. Likewise, Nunan (1992) argues that when teachers are open, understanding and sympathetic, students can develop their motivation and become active participants in the class.

Theorists and scholars working in the field of language learning have been preoccupied with the analysis of phases which second language acquisition (SLA) motivation has gone through for over six decades. The first pioneers, who paved the way for much research about the first phase, are Robert Gardner and Wallace Lambert (1959) in Canada, where they investigated the relationship between social-psychological effects of second language learning (SLL) and motivation. Social psychological perspectives on language learning motivation emphasise the role of learners’ social context and social interactions. Ushioda and Dörnyei (2012) explored the relationship between motivation to acquire a second language and motivation to

learn a school subject and said "... learners are expected not simply to acquire knowledge of the language but to identify with the target language community and adopt their distinctive speech behaviours and styles" (p. 396). The second phase, which Dörnyei calls 'the cognitive-situated period of motivation' is based on the cognitive theories in educational psychology in specific settings like the classroom. In this period, According to Brown (2006), "Motivation places much more emphasis on the individual's decisions..." (p. 168). The decisions may include the specific goals that will be approached or the degree of effort that will be put into by the individual. The third phase is called the 'process-oriented phase'. This phase depends on the motivational change. To further clarify, student motivation is not stable; it can change over periods of time. The fourth phase is called the 'socio-dynamic phase'. The socio-dynamic phase focuses on the dynamic nature of motivation. That is, there is a tendency to study this field in the context of self and identity. In addition to its dynamic nature, Al-Hoorie (2017) points out that motivation to learn English is "witnessing the emergence of various themes, such as the affective, unconscious and long-term aspects" (p. 1). However, there is a consensus among theorists and scholars that L2 motivation is global, a multifaceted rather than a uniform variable and no available theory has yet managed to represent it in its total complexity (Dörnyei, 1998).

Motivation for participation in English classes has recently attracted more attention. Classroom participation is a result of good learning and teaching. Dancer and Kamvounias (2005) have investigated the relationship between motivation and participation and indicated that there are five aspects of this process: preparation, contribution to discussion, group skills, communication skills and attendance. In order to increase participation in language classrooms, communicative language teaching (CLT) emphasises the role of in-class group discussion in fluency development. Wade (1994) suggests that an ideal classroom is a classroom where all learners learn, discuss ideas with their group, participate in the whole-class discussion and listen to other contributions made by other learners. Thus, motivation and participation are two important concepts that cannot be separated from each other. The study carried out by Tasgin and Tunc (2018) shows that there is a strong relationship between motivation and participation in class. They also claim that motivation is the force that drives students' participation. In brief, this section

reviewed definition, promotion of classroom participation and the relationship between motivation and participation.

There are some researchers who conducted research on different types of motivation. One of the distinctions made is identified as integrative and instrumental motivation. Integrative motivation presents the desire to integrate and communicate with the culture and society of the target language. However, through instrumental motivation, students learn a language to attain instrumental advantages such as getting a better job (Hudson, 2000). Another distinction is made between intrinsic and extrinsic motivation. While “intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination” (Deci, 1975, as cited in Brown, 2006), extrinsically motivated behaviours are fuelled by rewards from outside, such as grades or job promotion (Harmer, 2007b).

### **C. Statement of Research Problem**

For many years, a great wealth of theoretical studies has been conducted on the factors that motivate students to learn English. However, a large number of students in Turkey learn English without having the motivation to participate in English classes. The study conducted by Akay (2017) about Turkish high school students' demotivation in English classes reveals that their motivation decreases most in high school period. Moreover, most of the research conducted on L2 motivation in the literature only explores students' perceptions of motivational factors to participate in English classes. There is not much research investigating teachers' views in the Turkish context. This is a big gap that needs to be filled in the literature. Furthermore, there is an overall lack of research regarding how to investigate students' and teachers' perceptions of the factors that motivate students to participate in English classes, as stated earlier. In this regard, Le (2020) states that “there is no study which looks at teachers' and students' perceptions together although English classroom is deniably a co-production between teacher and students” (p. 2). Therefore, this study is carried out with an attempt to shed lights on learners' and teachers' views of the factors motivating students to participate in English classes. The second attempt is to find out any possible mismatches between the perceptions of these two groups.

#### **D. Aims and Questions of the Study**

As there is not much research into students' and teachers' attitudes towards motivational factors, this study aims to explore these two groups' perceptions of the factors that motivate high school students at the age of 18 to participate in English classes in international schools in Istanbul. The first objective is to identify students' and teachers' perceptions of motivational factors. The meaning of motivation and the influence of motivational factors on students and teachers will be investigated. The second objective is to evaluate students' and teachers' perceptions of motivational variables. The effectiveness of these variables will be evaluated, too. The third objective is to compare and contrast these perceptions to find out if there are any similarities and differences. In short, this paper aims to identify, evaluate and analyse the perceptions of the aforementioned two groups.

This study seeks to find answers to the following research questions:

- What do international high school students think about the effect of motivational factors on student participation in English classes?
- What are the three most important factors that motivate students to participate in English classes?
- What is the relationship between teachers' demographic variables (age, gender, qualifications and teaching experience) and their perceptions of the factors that motivate students to participate in English classes?
- What do international high school teachers think about the effect of motivational factors on student participation in English classes?
- Is there a difference between international high school students' and their teachers' perceptions of student motivation?

#### **E. Rationale of the Study**

There are multiple reasons for conducting this study. The first reason is to identify the factors that influence students' motivation to participate in English classes and find the most effective ones in Turkish context. The second reason is to prove or disprove the hypothesis that high school teachers have a very important role in motivating their students to participate. The third reason is to investigate high

school students' perceptions of motivational factors and learn to what extent they are motivated. The fourth reason is to examine the relationship between teachers' demographic variables and their perceptions of the factors that motivate their students to participate. The last reason is to explore the relationship between motivational factors and participation that leads to successful language learning.

#### **F. Significance of the Study**

The study results are expected to make significant contributions to the relationship between motivation and foreign language learning and teaching. Initially, the findings will provide valuable data regarding students' and teachers' perceptions of the factors that motivate students to participate in English classes. In addition, they will add to the growing research concerning teachers' perceptions of these factors. They will contribute to the related literature by bridging any possible gaps between students' and teachers' perceptions of motivational factors as well. Furthermore, they will offer important insights into the area of how to enhance student motivation for participating in English lessons depending on their attitudes. The study, therefore, will have significant implications for the students and teachers within the international school context in Turkey.

#### **G. Brief Outline of the Thesis**

The study contains five chapters. Chapter one is the introductory chapter that introduces the study to the reader. Chapter two is the literature review. It will review the related literature in detail. That is, the notion and importance of motivation and participation in language learning/teaching will be presented in detail. The relationship between these two notions and the motivational factors will also be concentrated on. Chapter three is the methodology. It will present the research methodology that will be employed in the study. In this chapter, concepts such as research design, participants and setting, data collection instruments, data collection procedure and data analysis procedure will be described in detail. Chapter four is the findings and discussion. It will analyse and interpret the data collected from the questionnaire for students and the questionnaire for teachers. In other words, this chapter will present detailed answers to the research questions. Finally, chapter five will summarise the findings and make some recommendations.

## H. Definition of Key Terms

**Student motivation:** A force or influence that causes learners to engage in learning tasks, such as participating in English classes to get the desired outcomes.

**Motivational factors:** Variables, including teachers and parents, that determine the level and strength of motivation.

**Demotivation:** A feeling or state of unwillingness to engage in learning tasks.

**Student participation:** Taking part in classroom group activities or discussions organised by teacher and students.





## **II. LITERATURE REVIEW**

### **A. Introduction**

This study investigates students' and teachers' perceptions of the factors motivating high school students to participate in English classes at international schools in Istanbul. First, this chapter starts by defining motivation in educational contexts and in second/foreign language (L2) learning contexts. Next, phases of motivation and individual differences in second/foreign Language (L2) motivation are presented. Then, motivational strategies in the L2 classroom are reviewed. Moreover, participation and the relationship between motivation and participation are explored. Motivational strategies for active participation are also focused on. Finally, the factors that motivate high school students to participate in English classes are investigated.

### **B. Definition of Motivation in Educational Contexts**

Motivation in educational psychology is a complicated and multifaceted term that can be defined differently from different perspectives. To start with, motivation has been perceived to be a force that makes individuals move toward a particular purpose. The term motivation originates from the Latin word 'dimovere-movere', which means 'to move' in English in the dictionary of Word Hippo; Ryan and Deci (2000) write "to be motivated means to be moved to do something." (p.54). They differentiate between unmotivated individuals who have no impetus or inspiration to act, whereas the motivated ones are those who are energised or activated to achieve a task. Likewise, Brown (1987) describes motivation as an inner drive, impulse, emotion or desire that makes individuals move toward a particular action. Furthermore, other researchers consider motivation to be a predictor of learners' success or failure. For instance, Brown (2006) views motivation to be the most frequently used term for explaining the success or failure of any complex task. To be specific, because teachers are convinced that the concept of motivation is critical for

second language success, Dörnyei (1994) calls for more education-friendly research on language motivation; that is, more research should be conducted in the field of student motivation. In this regard, while a behavioural perspective associates motivation with external forces, such as teachers, peers, educational atmosphere, etc., a constructivist perspective relates motivation to a social context in which learners differ because of their motivation. For example, as Dörnyei (2000a) argues that one way of motivating learners is to reward them, Williams and Burden (1997) declare that each learner is motivated differently in a social and cultural context where interaction assumes critical importance not only among learners themselves, but also between learners and significant other people.

In addition to the above-mentioned definitions of motivation, some other scholars define the term in the frameworks of behaviour and goals. In this connection, motivation is an energy that makes individuals behave in a certain way. As Dörnyei (1998) states, “Motivation is responsible for determining human behaviour by energising it and giving it direction,” (p.117). Similarly, Slavin (2000) defines it as the effect of needs, hopes and desires on the intensity and direction of behaviours. The importance of behaviour in motivation is undeniable in that motivation creates and guides purposeful behaviour, involving many systems and structures within the body and brain (Ratey, 2001). More importantly, the role that goals play in motivating students is worthy of consideration. According to Harmer (2007a), motivation is a kind of internal drive that pushes someone to do things in order to achieve a particular goal; Ruesch (2009) also says that motivation is connected with an individual’s personal, scholastic and professional goals, as well as their self-concept and imagined or real identities (2009). Another definition of motivation by Williams and Burden (1997) highlights the goal of learning; they consider motivation as “a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal” (p. 120). Thus, motivation is defined as a goal-directed behavior that is affected by one or more internal (such as self-confidence, anxiety, etc.) or external forces. The link between goal and behaviour is expressed by Fernández and Cañado (2001) who suggest that behaviour is dependent on the individual’s expectations of success, as well as on his/her incentives to reach the goal. Gardner (1985) adds that motivation consists of

four aspects: a goal, effortful behaviour, a desire to get the goal, and attitudes toward the activity. Having said that, the following can be inferred about student motivation:

- Good learning outcomes and students' success cannot be attained without motivation (Dörnyei and Csizér, 1998).
- Motivation is not something that a student has or does not have; it varies from one moment to another according to the learning context (Ellis, 1997).
- A motivated learner sets goals and desires, assumes responsibility, increases his/her efforts, and appreciates the learning process (Masgoret and Gardner, 2003).

### **C. Motivation in L2 Learning Contexts**

Defining and understanding motivation in L2 learning contexts is an even more complex area to tackle than other educational contexts (where other school subjects are concerned). Indeed, the L2 research community is abundant with definitions of motivation, yet it is not possible to condense the term into one single definition. Gardner (1985) defines L2 motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p. 10). Besides, Dörnyei and Ottó (1998) offer a general and comprehensive definition of L2 motivation as “dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out” (p. 64). Another recent definition by Dörnyei (2019) describes the components of motivation; he reports “motivation .... concerns the choice and direction of a particular action, the effort expended on it and the persistence with it” (p. 61). He highlights the need for more theoretical and empirical research on the concept of effort because maintenance or persistence of effort has not received enough attention in literature. Within this stream, researchers interested in the field of L2 motivation have attempted to explore the nature of language motivation. Schumann (1986) suggests that motivation involves the learner's reasons for attempting to acquire the second language. These reasons, such as admiration of

people of the target language can affect the level of learner motivation and competence in the L2 learning. Crookes and Schmidt (1991) say that in second-language acquisition (SLA) theory, motivation is concerned with various aspects of personality and emotion because such affective factors may play a role in language acquisition; that is, motivation for language learning and acquisition is affected by internal or external factors. McDonough (2007) further clarifies that motivation is what drives individuals to take actions, such as learning English or teaching it. This definition directs learners' attention toward: (a) the reasons why they want to learn, (b) the strength of their desire to learn, (c) the kind of person they are, and (d) the task, and their estimation of what it requires of them.

Additionally, two frameworks of L2 motivation presented by Crookes and Schmidt (1991) and Dörnyei (1994) provide significant implications for promoting learner motivation. Firstly, Crookes and Schmidt's (1991) theory suggests that language learning can take place both inside and outside the classroom. That is to say, learning can be actualised in formal and informal settings because the main motivational concepts are the same: the learner needs to take advantage of opportunities for learning, persist at what is basically a difficult task and benefit from factors that facilitate such persistence. Thus, the relationship between motivation and language learning is analysed in terms of four levels:

- *The micro level:* the link between attention and motivation is undeniably important. Thus, attention and persistence are main motivational factors. Attention can be divided into directed attention (deciding to attend to a learning task) and selective attention (attending to specific aspects of language input).

- *The classroom level:* this level concerns interest, activities, need for affiliation (through interaction and group work), feedback, issue of extrinsic rewards, effects of student self-perception, past experiences and materials.

- *The syllabus/curriculum level:* the academic programs should be designed to meet the students' needs, which in turn, will lead to high levels of motivation and success.

- *Outside the classroom (long-term learning):* one of the characteristics of good foreign language learners is their striving to find ways to contact and keep in touch with native speakers of the target language. Long-term learning can be attained

by preparing learners to become autonomous.

Another comprehensive and effective framework of L2 motivation is Dörnyei's (1994) model of language motivation. The model explores L2 motivation in classroom settings with regard to three levels:

- *The language level:* involves learners' cultural and intellectual attitudes toward the target language community, as well as pragmatic benefits, such as good marks. The social context is important in this level.

- *The learner level:* concerns a learner's need for achievement, which can be determined by previously developed characteristics, such as self-confidence, language use anxiety, self-efficacy, and perceived language competence.

- *The learning situation level:* concerns situation-specific factors in the classroom atmosphere. These factors include:

- a. Course-specific motivational components: associated with the syllabus, the teaching materials and the learning activities. They are also related to: the extent to which the course generates interest, relevance to learners' needs, expectancy of success and satisfaction with learning outcomes.

- b. Teacher-specific motivational components: associated with the influence of teacher's behaviour, teaching style and teaching strategies on students' motivation.

- c. Group-specific motivational components: associated with concepts, such as interaction in the group, group cohesiveness, group norms and structure, teaching goals and the reward system.

#### **D. Phases of Motivation in L2 Learning**

The wide range of aspects and perspectives on L2 motivation can be grouped into four periods: the social-psychological period, the cognitive-situated period, the process-oriented period and the socio-dynamic period. First, as the name suggests, the social-psychological period is identified with its explicit focus on social and psychological aspects involved in L2 learning. Gardner and Lambert (1972) state that success in mastering an L2 depends not only on the learner's intellectual abilities and aptitude, but also on the learner's perceptions of the other ethnolinguistic group, his/her attitudes towards representatives of that group and his/her "willingness to

identify enough to adopt distinctive aspects of behaviour, linguistic and non-linguistic, that characterise that other group” (p. 132). While the social psychological factors are emphasised in the first phase of motivation research, the attention in the cognitive-situated period has been centered on the cognitive factors that affect motivation in a particular situation, such as in the classroom. According to Heinzmann (2013), “Cognitive theories of motivation stress the importance of mental structures, beliefs and cognitive processing” (p. 24). That is, the cognitive-situated perspectives have shifted focus into cognitive variables, such as expectancy of success, attitudes toward a particular task, etc. To further clarify, as far as expectancy of success is concerned, students will not have the motivation to learn a language if they expect to fail. To this end, as the perspectives in the first two periods have explored the relationship between motivation and L2 proficiency, the process-oriented perspectives have concentrated on the dynamic nature of motivation. In other words, Ushioda and Dörnyei (2012) claim that learners’ motivation to learn a language can change “during the learning process, whether during engagement in a task, through successive lessons, or across the broader time span of a course of study” (p. 397). Hence, the process-oriented perspectives have paved the way for the emergence of the socio-dynamic period in which L2 motivation is investigated as being not only dynamic, but also complex in nature. Csizér (2020) suggests that the dynamic complexity of L2 motivation in classroom settings comes from not only the interaction among students, but also from the fact that motivation guides learning over a number of lessons and over a period of weeks, months and school years.

### **1. The social-psychological period**

Research into L2 motivation in the social-psychological period has been centered around the learner’s social context and social interactions. To start with, social psychological perspectives on L2 motivation were pioneered by Wallace Lambert and Robert Gardner between 1959 and 1990 in the bilingual social context of Canada. The two authors consider second languages to be a tool of communication among various ethnolinguistic communities; they also conceive motivation to learn the language of the other community to be the energy for increasing intercultural interaction and communication (Dörnyei & Ushioda, 2011). Their theories have set the stage for almost all L2-motivational research. Moreover, they see motivation as a significant cause of variability among learners and an

important factor that can influence language learning achievement. Al-Hoorie (2017) maintains that Lambert and Gardner's research puts explicit emphasis on the notion that learning an L2 is different from other school subjects because L2 learning additionally demands openness to the L2 group and willingness to identify with features from it. In this regard, Gardner has developed the socio-educational model whereas Clement and his colleagues have investigated the linguistic self-confidence theory. Heinzmann (2013) states that Gardner's model is the most influential model of motivation that has emerged from social psychological research. As far as the linguistic self-confidence is concerned, Johnson and Johnson (1999) state that self-confidence is a mixture of lack of anxiety, good opinions of one's own proficiency, as well as using L2 outside the classroom.

#### **a. The socio-educational model**

Gardner and Lambert argue that L2 learners' motivation can be understood in terms of integrative orientation and instrumental orientation. To begin with, the central idea behind the concept of integrative orientation is that learners will not have the motivation to learn a language if they do not have a sense of integration with the target language community. Integrative orientation reflects the admiration and positive attitudes toward the second language speaking community and the wish to communicate with the members of that society (Gardner & Lambert, 1972). This implies that L2 learners are interested in integrating themselves with the culture of the L2 group, as well as interacting with that group. This type of orientation is also characterised by the desire to identify with members of the other language ethnolinguistic community to adopt some aspects of their behaviour, such as their language, style of speech and ways of life (Gardner, 2001). Therefore, learners who have integrative orientation reflect some sort of psychological and emotional identification with the target language community; this identification has a direct effect on L2 learning behaviour (Dörnyei, 2003). On the other hand, instrumental orientation indicates that learners learn a language to obtain some instrumental gains, such as good marks. Brown (2006) declares that instrumentally oriented learners learn an L2 to attain practical benefits including: getting a better job, earning a higher salary or passing a required exam. Thus, in the framework of instrumental orientation, pragmatic goals are considered to be the driving force of L2 learning (Gardner & Lambert, 1972).

In this connection, depending on cultural settings, the empirical studies on the integrative and instrumental orientation have demonstrated mixed results in terms of the superiority of one orientation over another. Initially, it is claimed that integrative orientation has better effects on achievement and long-term motivation than instrumental orientation. For example, a study conducted by Gardner and Lambert (1972) on students learning French in Canada has clarified that learners, who have the desire to become a part of the French culture, are more successful than those learning French for just instrumental goals. Similarly, in a large-scale study in Hungary, Dörnyei and Clement (2001) have documented integrative orientation to be the most effective component of participants' language-related dispositions, determining choice for future language studies and the amount of effort students intend to put into the learning process. On the other hand, taking the social context into consideration, the results of many empirical studies have indicated that instrumentally oriented learners are more motivated to learn than integratively oriented students. For instance, in a study carried out by Kachru and Nelson in India (1996), they point out that learners of English can be successful with instrumental goals as opposed to integrative orientation. Another study conducted by Gardner and Lambert (1972) in the Philippines has documented the instrumental orientation to be effective for the students in this social context. They attribute this effectiveness of the instrumental orientation to the significant role English language plays in economics and education in the Philippines. Similar results have been detected by Nikolov's (1999) study exploring the motivational factors of three groups of children (aged six and fourteen) in Hungary; the study notes that eleven and twelve-year-old children are motivated instrumentally. However, no single orientation can lead to high achievement in language learning; some students in some contexts are successful when they are integratively oriented, while others are motivated by instrumental goals. Brown (2006) declares that both integrative and instrumental orientation may be significant factors for successful language learning. He bases this contention on the concept that international students learning English in the United States for academic purposes can not only achieve their academic goals, but they can also succeed in creating some kind of integration with the culture and people of the United States.

## **b. Linguistic self-confidence theory**

Linguistic self-confidence theory was first introduced by Clement et al. (1977) as a factor motivating second language acquisition. In fact, linguistic self-confidence theory reflects the ability to communicate and use the language outside the classroom. According to Dörnyei (1998), “Self-confidence in general refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently” (p. 123). In a similar way, Clement (1980) defines the concept as being capable of accomplishing tasks successfully. In Clement’s theory, linguistic self-confidence is generated through contact (interaction) between second language learners and members of the other language community. In multi-linguistic communities, the quality and quantity of the interactions will not only determine learners’ motivation to learn and use the language, but they will also strengthen identification with the L2 group. Clement and Kruidenier (1985) assert that contact with the other language community is an effective way to initiate and develop self-confidence. However, in foreign language learning settings, learners who do not have direct contact with the members of the L2 group have the chance of indirect contact with the L2 culture through the media (Clement et al., 1994; Dörnyei, 1998). In this sense, linguistic self-confidence concerns self-perceptions of communicative competence and self-appraisals of L2 proficiency. While communicative competence is related to the social construct, L2 proficiency is linked with the cognitive dimension. Noels et al. (1996) describe the concept of linguistic self-confidence as self-perceptions of communicative competence accompanied with low levels of anxiety in using the second language.

## **2. The cognitive-situated period**

The need to move from the macro social-psychological perspectives to micro cognitive-situated perspectives has been affirmed by a number of scholars working in the field of L2 motivation. In this sense, the cognitive-situated period is characterised by attempting to both understand how the learners’ mental beliefs affect their motivation, and to direct attention to the classroom setting without ignoring the social psychological influences on L2 learning. According to Ushioda and Dörnyei (2012), this period is identified with: (a) the desire to explore L2 motivation in the framework of the cognitive theories in the motivational psychology, and (b) the hope to shift focus from the multi-linguistic communities and learners’ attitudes to L2

learning to a more situated investigation of motivation in a particular setting. Boo et al. (2015) mention that much effort is expended to make L2 motivation research more classroom-centered and education-friendly. This effort has led some scholars to call this period the educational period, such as Al-Hoorie (2017), who sees that Gardner's model has some issues to discuss. The first issue that in the time of global English, integration with the native speakers of English becomes less meaningful; the second issue is related to the fact that some integrative and instrumental orientation cannot be distinguished from each other. These challenges have led to the emergence of the cognitive-situated period. In this regard, two notable theories provide an insight into this period: self-determination theory and attribution theory. Dörnyei (1994) argues that cognitive theories of motivation consider motivation to be a function of learners' thoughts and beliefs rather than their needs, drives or states; the thoughts and beliefs are the source of action.

#### **a. Self-determination theory**

Deci and Ryan's (1985) self-determination theory categorises motivation into two key terms: intrinsic and extrinsic motivation. Intrinsic motivation stems from a learner's sense of self and refers to the motivation for performing an activity because it is interesting and challenging. Intrinsically motivated learners perform a task for its own sake, for pleasure and satisfaction attained from engaging in this task; these learners also have the curiosity to learn with an attitude of willingness that reflects their inner acceptance of tasks of novelty and aesthetic value (Deci et al., 1991; Dörnyei, 1998; Ryan & Deci, 2000a). Thus, learners with intrinsic motivation have the inherent tendency to learn, explore, and exercise and extend their capacities (Ryan & Deci, 2000b). Additionally, it is a common belief that self-determination (i.e., autonomy) is one of the preconditions of intrinsic motivation. Heinzmann (2013) argues that to intrinsically motivate learners, teachers have to allow them to make choices and to feel responsible for their actions. Deci and Ryan (1985) state that while threats, deadlines and imposed goals decrease intrinsic motivation, acknowledgement of feelings, and opportunities for self-initiating and self-regulating (i.e., learners initiate and regulate their own learning) increase intrinsic motivation because of the feeling of autonomy. Moreover, intrinsic motivation can be classified into three types in terms of learners' pleasure or satisfaction (Noels, 2001). The first type is an intrinsic-knowledge orientation, in which students have a sense of pleasure

because they are able to develop their knowledge and satisfy their curiosity about a particular topic. The second type is an intrinsic-accomplishment orientation, in which students experience feelings of pleasure and enjoyment because of the ability to master a difficult task. The third type is an intrinsic-stimulation orientation, in which students enjoy the sounds, melody and rhythm of the language.

On the other hand, extrinsic motivation comes from outside and refers to the motivation for performing an activity to achieve some instrumental goals. Brown (2006) states that extrinsic motivation is fuelled by a reward from outside of the self; the rewards can be money, prizes, grades or punishment avoidance. However, this does not mean that extrinsically motivated learners do not experience a sense of pleasure in performing activities, but the rewards override feelings of being satisfied or interested in the activities (Le, 2020). Extrinsic motivation is classified into three types in terms of motivation and self-determination. That is, these types are classified according to the extent to which the motivation is internalised (self-determined). The first type is external regulation, which is the least self-determined type. Reasons for learning a language come from outside of the learner, such as feedback from the teacher. The second type is introjected regulation, which refers to externally imposed rules that the student has to follow in order not to feel guilty, such as school norms (Dörnyei & Ushioda, 2011). The third type is identified regulation, which is the most self-determined type. This type reflects learners' interest in an activity because of its high value and usefulness. For instance, language learners who prioritise L2 proficiency in the learning process will always practise oral exercises to attain the required competence (Noels et al., 2000).

### **b. Attribution theory**

The key idea of attribution theory is that the causal attributions of learners' past failures and successes influence their future motivation. In this regard, a number of researchers have explored attribution theory with regard to causal attributions of L2 learners' past success and/or failure in a given task. For example, Weiner (1985, 1990) maintains that four main reasons are ascribed to learners' success and failure: ability, effort, difficulty of a task and luck. While ability and effort are internal attributions as they refer to learners' sense of self, difficulty of a task and luck are external attributions because they come from outside. According to Brown (2006), as failure to attain a high grade on a final exam in a language class can be explained by

some learners to be a consequence of their low ability and effort, for others it is ascribed to exam difficulty or bad luck. Furthermore, the causal attributions shed light on the link between learners' experiences of failure and/or success, and their future motivation. Dörnyei (2005) points out that if L2 learners attribute their past failure in a specific task to their poor ability, they will not try that task again. Whereas if they think that the problem concerns their lack of effort, then they will work harder. In a similar way, Heinzmann (2013) says that if language learners ascribe their success in a particular activity to luck, they will not expect to succeed in the future. Thus, L2 learners' expectation of future success will lead to a higher level of motivation.

### **3. The process-oriented period**

As the cognitive-situated period has attempted to analyse L2 motivation at a particular point in time, the process-oriented period has explored motivation over a specific period of time. Indeed, motivation is perceived to be dynamic in nature. In this regard, Ushioda and Dörnyei (2012) state that after the cognitive-situated period, many scholars have adopted "more process-oriented approaches to the analysis of L2 motivation" (p. 397). In addition, Shoaib and Dörnyei (2005) have affirmed the unstable nature of language motivation; that is, learner motivation can fluctuate during the learning process. In this connection, making a distinction between motivation to involve in language learning and motivation during involvement assumes significance. Therefore, Williams and Burden (1997) distinguish between three stages of the motivational process: reasons for doing something, deciding to do something, and sustaining the effort or persisting. The first two stages refer to how to initiate motivation, whereas the last stage reflects how to sustain the motivation. They assert that motivation is identified with not only generating learners' interest, but it is more concerned with sustaining interest until achieving some particular goals. In this respect, the dominant model in this period is Dörnyei and Ottó's (1998) process model of L2 motivation. Heinzmann (2013) states that the model is extremely comprehensive as it accommodates almost all motivational variables and outlines their contribution to different stages of the motivational process.

### **a. The process model of L2 motivation**

Dörnyei and Ottó's (1998) process model of L2 motivation involves two aspects: action sequence and motivational influences. Initially, the action sequence is divided into three distinct stages: the preactional stage, the actional stage and the postactional stage. The first stage refers to goal setting, intention formation to perform a task, and initial intention to act (Dörnyei and Ushioda, 2011). During the second stage, the focus is directed towards the implementation of what is planned in the first stage. This stage is identified with breaking down the task into manageable subtasks, and with ongoing evaluation of the implementation of subtasks to protect motivation and the learning process from personal and/or environmental distractions (Dörnyei & Ottó, 1998). The third stage involves appraisal and critical thinking of the whole completed action to develop strategies for future action. Regarding the second aspect, motivational influences are the internal and contextual motives that influence the motivational process during the three stages. For example, the first stage is influenced by a set of factors, such as attitudes toward the target language community, values associated with L2 learning, expectancy of success, level of self-determination, relevance of goals and environmental support (Dörnyei, 2000b). The motivational influences during the second stage include quality of the learning experience, perceived autonomy and progress, parents and teachers' motivational influence, competition tendencies, classroom atmosphere and group norms, and knowledge and use of self-regulatory strategies (Dörnyei, 2001b). The third stage is affected by causal attributions, self-concept beliefs and external feedback (Dörnyei & Ottó, 1998). More importantly, these influences can be positive (e.g., self-confidence, positive teacher feedback), or negative (e.g., environmental distractions).

### **4. The socio-dynamic period**

Since the process-oriented period has not fully investigated the dynamic and situated complexity of the L2 learning process, a shift into more dynamic contextual analysis of L2 motivation has become a necessity. Basically, scholars have felt the need for more focus on the complex and dynamic nature of the studies on language motivation. A dynamic system is a system that is composed of two or more elements which interact with each other and which also change over time. Ushioda and Dörnyei (2012) state that the relationship between individuals and context needs to be explored in dynamic and complex organic systems. Additionally, the emerge of

socio-dynamic period has been accompanied with a desire to integrate learner-internal attributes with learner-external motivational factors in a multi-faceted context. According to Dörnyei et al. (2014), socio-dynamic perspectives have offered a chance of removing the boundaries between qualitative and quantitative approaches to using some form of mixed methodology. Moreover, this period is characterised by the attempt to reframe language motivation in terms of contemporary theories of self and identity. Csizér (2019) points out that the actual self-concept not only changes over time, but it also dynamically interacts with the ideal L2 self. Dörnyei and Ushioda (2011) also suggest that the socio-dynamic period is characterised by its endeavour to develop research on individual's dynamic interaction with a multiplicity of internal, social and contextual factors. Thus, the socio-dynamic approach has made a shift from traditional cause-effect relationships to more complex patterns posed by L2 motivation. However, MacIntyre et al. (2015) accept that the complex dynamic approach is “more difficult to apply than traditional methods of data collection and analysis” (p.428). The difficulty stems from the absence of established research templates and guidelines to follow in this approach.

#### **a. Key aspects of the socio-dynamic period**

##### **i. Changeability**

One of the central features of socio-dynamic motivation is its continuously changeable nature. In fact, no motivational variant in the socio-dynamic context is fixed. Larsen-Freeman (2015) points out “motivation undeniably changes, sometimes often and certainly over time” (p.12). Similarly, Waninge et al. (2014) have traced the development of four language learners during their language lessons over a period of two weeks and have highlighted the changeable nature of motivation over time on an individual level. To clarify, L2 learner's motivation can be susceptible to ongoing fluctuations in terms of time scales. In other words, motivation may change from minutes to hours, days, months, or years (Waninge et al., 2014). Regarding the changeable nature of both short-term and long-term language motivation, the studies of Poupore (2013) and Dörnyei, Csizér and Németh (2006) on groups of learners reveal some fluctuation in levels of motivation. Besides, it is believed that change can even be nonlinear (i.e., unpredictable and unstable). This indicates that researchers interested in this perspective are expected to find unpredictable changes in learner's motivation to learn another language (Byrne & Callaghan, 2014).

## **ii. Complexity**

Complexity is another feature of the socio-dynamic period that allows researchers to examine the importance of interaction and collaboration in L2 classroom settings. The dynamic complexity of motivation in language classrooms stems from an interaction of different variables, such as enjoyment, confidence, anxiety and attitudes. Csizér (2020) suggests that these interactions are important to create initial conditions for student motivation and to explore how motivation develops. Initial motivation can be achieved by promoting positive attitudes towards language learning. Understanding relations among various factors that shape particular learning outcomes of L2 motivation is necessary to identify gaps in individuals' learning process (Mercer, 2016). In addition to the importance of interaction, student motivation can be enhanced by encouraging social and collaborative communication in L2 classrooms. In an atmosphere where interpersonal and group work are achieved, individual language learners are motivated if they identify with others and share similar values of L2 learning goals (Hiver & Papi, 2019). Taking time scales into account, the emergent outcomes of these interactions and collaborations can be changeable (David and Sumara, 2006) and nonlinear Csizér (2020).

## **iii. Dependency on context**

Another crucial feature of the socio-dynamic motivation is that it is context-dependent. To begin with, it is an established fact that motivation is highly sensitive to the context in which it emerges and develops. Al-Hoorie (2017) writes that learner characteristics, such as anxiety, well-being, willingness to communicate, etc. are dynamically changing in response to context and time. Larsen-Freeman (2015) argues “with the coupling of the learner and the learning environment, neither the learner nor the environment is seen as independent” (p. 16). To further clarify, the interaction between motivation and context has been described in Ushioda's (2009) Person-in-Context theory. The theory emphasises the need to understand L2 learners as persons who are located in a particular social context identified as having a unique history and culture (Dörnyei & Ushioda, 2011). The historical and cultural contexts shape and are shaped by learner motivation and identity. The theory also aims to integrate the person and the context in a dynamic and holistic way and to investigate how learner motivation develops by the complex interactions between the individual

and the context. When it comes to applying theory into practice, many empirical studies have affirmed the coupling of the learner and the learning environment. For example, the study conducted by Waninge et al. (2014) demonstrates that motivation not only changes over time on an individual level, but it is also inseparable from learner's individual learning context. Similarly, the results of two studies on two groups of English language learners in the Netherlands and Australia show that the strength of the factors, such as integrativeness, self-confidence, anxiety, etc. differ depending on the context of each study (Vahtrick & de Bolt, 2013).

#### **b. Motivation and Individual Differences (IDs)**

Researchers have been interested in investigating the characteristics that make some language learners more motivated to participate and more successful than others in the learning process. As these characteristics have been termed 'individual differences' (IDs), As Dörnyei (2005) states. "Individual differences (IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other" (p. 1). Revelle et al. (2011) declare that the twenty-first century has witnessed a revival of interest in individual differences. Furthermore, there is a consensus among scholars on the importance of differences within individuals. According to Ryan (2019), "So much of our understanding of L2 motivation has come from an individual differences perspective, along with its associated methods, and there is still the potential to further develop that understanding through persistence with this approach" (pp. 167-177). Consequently, individual differences in affective and cognitive characteristics have been widely acknowledged in L2 motivation. Affective variables describe those different feelings learners hold about themselves and their environment such as anxiety, willingness to communicate, well-being, etc. Affective variables refer to the learners' emotional characteristics and attitudes as opposed to their intellectual traits (Chastain, 1976). On the other hand, cognitive variables, which are related to thinking, are defined as the differences in individuals' preferred and habitual modes of perceiving, remembering, organising, processing, and representing information (Dörnyei, 2005). This indicates that learners can differ in their learning aptitude, learning strategies and learning skills.

## **5. Affective differences**

### **a. Anxiety**

Learner anxiety is one of the most important affective variables influencing motivation for language learning. To start with, language anxiety is identified with the worry triggered when using and learning a foreign/second language. It is believed that L2 anxiety is situation-specific that is aroused by situational factors, such as assignments, tests and having to perform in public (Horwitz, 1986; Sheen, 2011). The situational-specific anxiety is defined by MacIntyre (1999) as “the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient ...the propensity [tendency] for an individual to react in a nervous manner when speaking, listening, reading, or writing in the second language” (p.5). Indeed, learner anxiety stems from different language achievement criterion measures; it might grow out of fear of grades, speaking in front of the class, having to communicate, negative evaluations, writing academically, etc. (Dörnyei, 2005; Piniel and Csizér, 2015; Sheen, 2011). On the other hand, a number of studies indicate that language anxiety comes from learners’ poor performance in cognitive abilities, such as learning strategies or learning skills. As far as the causes of learner anxiety are concerned, the effects can be either beneficial (motivating) or inhibitory (demotivating) depending on the learner’s personality type whether he/she will be able to cope with the anxiety in a given situation. Horwitz, Horwitz and Cope argue that language anxiety includes both negative affect that might hinder learning, and personal beliefs and expectations that might deteriorate performance (1986, as cited in Gardner, 2008). However, MacIntyre (2002) declares that the overall result of being anxious could be positive due to the effort expended in response to anxiety in a particular situation. Because of the general view that regards language anxiety as a fear influencing learners’ behaviours and achievements negatively, considerable research has explored methods to decrease anxiety. An anxiety-free atmosphere, cooperative learning activities, student-centered pedagogy and positive emotional support from teachers and classmates help students learn to diminish their anxieties (Chastain, 1976; Little, 2004).

### **b. Attitude**

Understanding the differences in students’ attitudes toward socio-education motivational factors can lead to effective L2 learning and teaching. As the socio

framework is concerned, students might differ in their attitudes toward the target language speakers. Many studies have demonstrated the importance of attitudes and feelings toward the target community, for example, Jacobsen and Imhoof (1974) point out that if learners like to learn French, they should like French speakers. However, Johnson (2008) argues that this is not always the case, she states that there are some cases in which learners are not sure where the countries speaking the target language are located in the world. On the other hand, educationally speaking, learners might differ in their attitudes toward success or achievement. Learners are divided into low achievers and high achievers identified with expending much effort to obtain the desired outcomes. According to Gardner (1985), “given the same goal, two individuals could differ in their effort to achieve this goal” (p. 52). Finally, students can also differ in their attitudes toward educator teacher. Getting on well with the teacher seems to have positive effects on language learning, which is quite meaningful given that the teacher can be an important motivating factor. However, the study conducted by Naiman et al. (1978, as cited in Johnson, 2008) relates the poor performance of one of students who is described as hardworking to not getting on very well with the teacher.

### **c. Willingness to communicate (WTC)**

Willingness to communicate (WTC) is another affective variable that has witnessed considerable research attention in IDs studies. In this sense, WTC has originated in an attempt to understand why some learners are more willing to communicate than others. As WTC is highly situated and context-dependent in nature, MacIntyre et al. (1998) define it as readiness to enter into discourse at a particular time with a specific person or persons, using an L2; that is, learners’ L2 WTC initiates communication at a particular time as a result of the interaction of many internal and external variables. Dörnyei and his colleagues have proposed a pyramid model in which they argue that WLT is subsuming a range of linguistic and psychological variables, including linguistic self-confidence, the desire to communicate with a person, interpersonal motivation, intergroup attitudes, parameters of the social situation, communicative competence and experience, and various personality traits (2005). In the same model, it is a common belief that WTC is effectively enhanced by less L2 anxiety and more perceived communication competence. Consequently, many studies have investigated the variables influencing

the readiness to communicate and participate in L2 classes. For instance, Yashima (2002) has traced the development of 389 Japanese students and has affirmed that a higher level of perceived communication competence and a lower level of anxiety leads to a higher level of WTC. Researching four male Korean students at an American university for the duration of eight months, Kang (2005) has highlighted that the decision to communicate in a given situation is triggered by the psychological situated variables of excitement, security and responsibility. In accordance with the purpose of this study, it is important to deepen understanding of WTC with regard to the Turkish context. Based on quantitative data gathered from 274 university students in the department of English language teaching (ELT) in Turkey, Şener (2014) has identified self-confidence, attitude toward international community and motivation as significant factors in WTC. When factors affecting the WTC of 159 EFL students studying at a preparatory school of a state university are examined, Akay and Kurt (2009) have found that these students are willing to communicate both inside and outside the classroom and that their perceived communication competence is high; it has also been found that variables, such as syllabus topics, background knowledge, teacher and peers are important factors in WTC.

#### **d. Well-being**

Well-being is also an effective variable that promotes learner motivation for engagement in the language learning process. Indeed, literature has an abundance of definitions of well-being, yet no single measure can describe it. However, Gregersen et al. (2020) writes “well-being means having the capability to be optimistic in viewing the past, present and the future” (p. 23). Furthermore, well-being is associated with positive psychology, which is introduced by Peterson (2006) as “the scientific study of what goes right in life, from birth to death and at all stops in between” (p. 4). Therefore, the inquiry ‘how can a sense of well-being be triggered?’ assumes critical significance. Dörnyei et al. (2016) argue that goal-related activities can generate profound and overwhelming feelings of pleasure and satisfaction. They add that one’s perception of coming closer to his/her ultimate goal creates “a feeling of being in a state of harmony, of doing something that is personally rewarding, and which connects with an individual’s true sense of who they really are and where they are going in life” (p. 103). The ultimate goal stems from the self-choices which have

a deep relationship with one's sense of identity (Sheldon & Elliot, 1999). In addition, it is believed that a positive classroom atmosphere can lead to generating basic needs of well-being, such as autonomy, relatedness (socially integrated to others), and competence (Deci & Ryan, 1985; Joe, et al., 2017). To further clarify, Seligman's (2011) PERMA model, which is an acronym for positive emotions, engagement, relationships, meaning and accomplishments), indicates that well-being subsumes five elements:

- *Positive emotions*: refer to feelings of joy, happiness, satisfaction and pleasure. In this regard, Fredrickson's (2006) broaden and build theory concerns the benefits of positive feelings; the theory suggests that experiencing such feelings motivates individuals to think critically and act accordingly. The broadened aspect leads to the building of social and cognitive skills. In addition, it is noted that positive feelings generate high levels of creativity, mindfulness and curiosity (Cohn & Fredrickson, 2009).

- *Engagement*: refers to the state of being highly involved and absorbed in tasks, that are challenging and demanding. Gregersen et al. (2020) state "engaging in an activity that involves total concentration, being at the peak of one's abilities and the outside world ceasing to exist – these are the activities that give our lives meaning and enjoyment" (p. 24). Thus, engagement increases students' achievement and proficiency in language learning.

- *Relationships*: refer to being socially integrated, valued and supported by others, and contended with the social interactions. The importance of being integrated with the target community is documented by many researchers. Clement (1980) highlights that interacting with members of the speech community plays an important role in creating feelings of self-confidence and well-being for better learning outcomes. Likewise, Bagwell et al. (2005) affirm that interactions and cooperation among classmates lead to high levels of self-esteem and well-being.

- *Meaning*: refers to believing that one's actions have a purpose viewed as greater than the self. That is, to live a meaningful life in which happiness, satisfaction and well-being are experienced, one's efforts should be directed towards a valuable goal. The ideal L2 self-theory indicates that if there is a discrepancy between one's actual state and the ideal future self, identified as having a goal to achieve, then the person will have the motivation to achieve that meaningful future self (Higgins,

1987; Dörnyei & Ryan, 2015).

- *Accomplishments*: refer to notions of success and achievement within a specific field. According to Seligman (2011), accomplishment includes making progress toward goals, having the ability to do the daily activities and experiencing a sense of achievement. Thus, identifying realistic goals and making an effort to attain them generate feelings of satisfaction and pride, which in turn lead to higher levels of motivation to engage in the language learning process (Gregersen, 2019).

## **6. Cognitive differences**

### **a. Language aptitude**

Differences in L2 learning abilities have generated much research about the nature and components of the notion of language aptitude. Firstly, language aptitude has long been treated as a prominent variable responsible for effective language learning. As Gardner (2008) writes, “Language aptitude is a term that has been used to identify those ability characteristics that influence how well individuals can learn a second language” (p. 29). Similarly, Dörnyei (2005) states, “The concept of language aptitude is related to the broader concept of human abilities, covering a variety of cognitively-based learner differences” (p.31). Therefore, various studies have aimed at investigating the components of language aptitude affirming that these components interact with each other to affect language learning success. The best-known theory in this regard is Carroll’s (1981) theory of aptitude that aims to predict a student’s success in the classroom; these factors are as follows:

- *Phonemic coding ability*: students are not only required to discriminate sounds, but they are also required to code sounds and store them in their memories.
- *Grammatical sensitivity*: refers to a student’s ability to identify the grammatical functions of words in sentences.
- *Rote learning ability*: involves the ability to remember a large number of foreign words.
- *Inductive language learning ability*: is related to a student’s ability to form many sentences depending on one sample sentence (Cook, 2008).

As far as individual differences and language aptitude are concerned, a related point is the examination of learner types. It is suggested that there are analytic

foreign language learners and memory-dependent learners. That is, while some learners tend to succeed in language learning by considering language as a system of chunks or prepared patterns that make communication easier, others are memory-oriented who see language as a system whose rule-based nature can be exploited (e.g., the basic form of a tense in English can be learnt by heart) (Skehan, 1991).

## **b. Language learning strategies**

Language learning strategies are one of the most important areas of research in L2 studies. Actually, L2 learning strategies are conceived to be as techniques and procedures chosen and taken by students to promote their own learning. The notion is defined by Oxford (1999) as “specific actions, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval, or use of the new language” (p. 518). O’Malley and Chamot (1990) identify these strategies as “special thoughts and behaviours that individuals use to help them comprehend, learn, or retain new information” (p. 1). Accordingly, queries into the components of language learning strategies have been raised by researchers interested in these strategies. Cohen (2011) and Dörnyei (2005) report that students might differ in their language learning strategies that can be grouped into:

- *Cognitive strategies*: include the fundamentals of learning the target language (e.g., identification, repetition and keeping language materials in the memory) and activating what has been learned (e.g., producing and practicing words, phrases, chunks).

- *Metacognitive strategies*: include preplanning, planning, monitoring, and evaluating one’s own learning process. These strategies are important for learners who want to be autonomous and lifelong learners.

- *Social strategies*: include interaction with other learners and native speakers, and cooperation with peers (e.g., working in pairs or groups). These strategies help to practise what has been learned and to increase levels of L2 communication.

- *Affective strategies*: during the learning process, learners should keep their emotions and feelings balanced. These strategies help students become less anxious and more confident.

Furthermore, learning strategies can be assessed by self-report questionnaires. A widely employed instrument for assessing the extent to which language learning strategies are used by students is Rebecca Oxford's 'The Strategies Inventory for Language Learning (SILL)' questionnaire (1990). It involves 80 items for speakers of English who are learning another language and 50 items for students learning English as an L2. Both versions offer scales depending on six criteria: (a) remembering more effectively, (b) using mental processes, (c) compensating for missing knowledge, (d) organising and evaluating learning, (e) managing emotions, and (f) learning by cooperating with others. The criteria are related to memory, cognitive, compensation, metacognitive, affective and social strategies.

### **E. Motivational Strategies in the L2 Classroom**

Language instructors' main concern is not so much that of exploring the nature of motivation, as it is that of finding effective means and ways to motivate their students. For this purpose, a number of educators have suggested techniques that come to be known as motivational strategies. According to Guilloteaux and Dörnyei (2008), "Motivational strategies refer to instructional interventions applied by the teacher to elicit and stimulate student motivation" (p. 57). Dörnyei (2001) also points out, "Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p. 28). To further clarify, motivational teaching strategies have been devised with the desire of exploring how a teacher's motivational instruction affects his/her learners' motivation to participate in English classes. Dörnyei and Ushioda (2011) clarify that the purpose of motivational strategies is to generate and increase student motivation, maintain ongoing motivated behaviour and protect it from distractions and/or competition pressures. Furthermore, the importance of these instructional strategies comes from the fact that they can make the notion of learner motivation more applicable and manageable in the language classroom. For instance, Guilloteaux and Dörnyei's (2008) study on 27 teachers and more than 1300 students in South Korea has documented positive relations between some of the teachers' motivational practice and the students' motivated learning behaviour, such as cooperation in the class, raising hands, etc. Likewise, Bernaus and Gardner (2008) have investigated the effects of 26 motivational strategies on 31 EFL teachers and their 694 students in

Catalonia, Spain; they have highlighted a positive effect of strategy use by teachers on learners' motivational English achievement.

## **1. Motivational teaching strategies**

### **a. Dörnyei and Csizér's motivational strategies**

Dörnyei and Csizér have identified ten commandments containing a number of motivational strategies for effective language learning and teaching. To clarify, an empirical self-report questionnaire study on 200 EFL teachers in Hungary has been conducted. The teachers have been asked to evaluate a list of 51 motivational strategies with regard to how important they consider the techniques to be and how frequently they implement them in their teaching practice (Dörnyei & Csizér, 1998). Based on the results, the researchers have identified ten commandments including significant strategies to motivate language learners (See Table 2.1). To this end, these strategies have demonstrated validity in international contexts when teachers are asked about the most important ones. For example, 'setting a personal example' has been accepted by 387 Taiwanese teachers of English as the most important strategy (Cheng and Dörnyei, 2007), and second most important by American university teachers (Ruesch, et al., 2012). However, it should be noted that the study has been conducted in a European context, which means that these strategies might be implemented by one teacher or group better than another. Dörnyei and Csizér (1998) state that the validity of ten commandments cannot be assured in every cultural, ethnolinguistic and institutional setting. In addition, as the study depends on teacher beliefs rather than on their actual teaching practice, Lamb (2019) notes that the motivational strategies, which teachers are in favour of, need to be further investigated to have a general idea about how far they are actually implemented in the teaching practice.

Table 1 Ten Commandments for Motivating Language Learners

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

Source (Dörnyei and Csizér, 1998, p. 215)

### **b. Dörnyei's (2001) categorisation of motivational strategies**

The need to include the various motivational teaching strategies into a theory-based framework has been proposed by Dörnyei (2001). To begin with, Dörnyei's conceptualisation of a general framework of L2 motivation at the levels of language, learner and learning situation has been considered as the basis for devising motivational teaching strategies. While the cognitive-situated period has shifted focus to classroom-specific contexts to draw out implications related to teaching practice, Dörnyei's categorisation of motivational strategies has depended on the process-oriented model. Lamb (2019) indicates that the categorisation is built partly on Dörnyei and Csizér's ten commandments for motivating language learners. Thus, the synthesis of previous studies and research with regard to motivational teaching practice has been expanded and developed into a comprehensive categorisation of 102 motivational strategies that can be implemented in different contexts (Dörnyei, 2001); the strategies could be grouped into:

- *Creating the basic motivational conditions:* without a positive environment in the classroom, any attempts to implement other motivational strategies will not be effective. Therefore, the strategies in this category concern maintaining appropriate teacher behaviours, having a good rapport with students, creating a pleasant and supportive atmosphere in the classroom and formulating group norms to encourage a cohesive learner group.

- *Generating initial motivation:* academic language learning is often a tedious process for some learners; they may not have a clear purpose for learning an L2. Teachers, therefore, have the responsibility for increasing their students' language-

related values and attitudes, making the learning tasks relevant to their lives and promoting realistic learner beliefs, that they can succeed in achieving the learning goals.

- *Maintaining and protecting motivation*: to keep students actively involved in the long language learning process, teachers should be equipped with various strategies. These involve making the learning process enjoyable and stimulating, providing motivating and attractive tasks, helping learners identify specific goals, creating an atmosphere where anxiety is reduced and self-confidence is increased, promoting social image and cooperation among learners, and encouraging students to become autonomous.

- *Encouraging positive self-evaluation*: Dörnyei and Ushioda (2011) note “The way students feel about their past accomplishments and the reasons to which they attribute past successes and failures will significantly determine how they approach subsequent learning tasks” (P. 126). According to this, teachers need to: encourage attributions of past successes and failures to effort rather than to aptitude, provide effective and motivational feedback, increase learner satisfaction and use grades and rewards in an appropriate and motivating way.

### **c. Teachers’ perceptions of Dörnyei’s (2001) motivational strategies**

Dörnyei’s (2001) categorisation of motivational teaching strategies has proved to be valid in different contexts. In this sense, some empirical studies conducted in various settings have reached identical conclusions regarding teachers’ beliefs in the most important strategies. For example, having a good rapport with students is considered a precondition for student motivation among teachers in the USA (Ruesch, 2012), Saudi Arabia (Alrabai, 2016) and Indonesia (Lamb et al., 2016). On the other hand, other studies have demonstrated different teacher views of motivational techniques. For instance, unlike European contexts, Cheng and Dörnyei (2007) have documented that Asian teachers (e.g., Taiwanese teachers) do not consider learner autonomy as a priority in their classes. Moreover, while these teachers put explicit emphasis on group work in their teaching practice, Korean teachers are less interested in this strategy (Guilloteaux, 2013). Dörnyei’s (2001) motivational strategies have also demonstrated validity in Turkish context. Solak and Bayar’s (2014) empirical research on 122 non-native English teachers at a preparatory school of a state university has affirmed that these teachers are aware of

these motivational strategies and attempt to implement them efficiently in the language classroom. Another investigation by Uştuk (2018) in relation to 52 EFL instructors teaching English at preparatory schools in four state universities in Turkey has implicated that the strategies that are perceived as significantly more important than others are generating initial motivation, and maintaining and protecting it.

## **F. Participation**

### **1. Definition of participation**

Participation is an important aspect of student engagement in classroom-related activities and tasks. To start with, according to some researchers, participation is defined as learners' engagement in classroom discussions. Discussion practices can enhance participation by asking students effective questions (Dallimore et al., 2004; Bippus & Young, 2000). Fassinger (2000) defines the concept as any comments or questions that students offer or raise in class. In a similar way, Burchfield and Sappington describe classroom participation as "the number of unsolicited responses volunteered" (1999, p.290). Participation is also defined as learners' contributions to classroom group activities. Lansley (1994) proposes a form of collaborative development where students work in groups and engage in active debate with each other. This type of group work allows learners to question each other's assumptions and to justify their opinions. Harmer (2007a) suggests that in pairwork and groupwork, learners tend to participate more actively; they may engage in activities, such as discussing a topic, doing a role-play, working at a computer to find information about real-life activities and writing up a report. Moreover, a higher level of classroom participation can take place by encouraging effective participation, collective participation and a wide variety of activities. While effective participation is defined as a learner's highest engagement with an activity (Güneri, 2013), collective participation is achieved when students feel that participation is a responsibility of all students in the class rather than a single learner's responsibility. According to Harmer (2007a), activities and materials which often engage learners involve games, stimulating pictures, motivating stories and information-gap activities.

## **2. Advantages of participation**

The subject of classroom participation has generated plenty of attention because of its benefits for L2 learners. Obviously, classroom participation is perceived to be an effective instrument to boost learners' success in the language learning process. Learners can become critical thinkers about their education because they are able to evaluate their progress, less memorisation is done because of the ability to exchange ideas with peers and the teacher, they are more motivated, their self-confidence is increased and they can apply theory into practice (Armstrong & Boud, 1983; Crone, 1997; Girgin and Stevens, 2005; Junn, 1994; Susak, 2016). Students who show a high level of in-class participation have better satisfaction and persistence in the learning process. When learners are motivated to participate in classroom activities and discussions, they are able to: gain better learning strategies, develop communication skills and group interactions, work in a democratic society, and get higher grades (Dancer and Kamvounias, 2005; Handlesman et al., 2005; Smith, 1977; Weaver and Qi, 2005). Despite the various benefits of participation, empirical research demonstrates that just a handful of students participate actively in the classroom. For example, the study conducted by Nunan (1996), on the extent to which participation is implemented in the classroom, indicates that only one minute of a 40-minute class is spent on class participation. Similarly, depending on students' perceptions of classroom participation, Karp and Yoels' (1976) study points out that 60% of the students consider participation to be a matter of a personal choice to contribute to class discussion, and 56% view that they are responsible for contributing occasionally.

## **G. The Relationship Between Motivation and Participation**

Academics working in the field of L2 motivation demonstrate that there is a strong relationship between motivation and participation in English classes. In fact, classroom participation is perceived to be a significant result of learners' motivation to engage in the language learning process. According to Dörnyei (2019), participation involves an integrated form of motive and its behavioural outworking; that is, as motivation is concerned with learner potentials, classroom participation is related to realised learner potentials. In this regard, Mercer and Dörnyei's (2020) description of the relationship between motivation and participation does not come

any better than “motivation is undoubtedly necessary for ‘preparing the deal’, but engagement is indispensable for *sealing the deal*” (p. 6). Therefore, as motivation and participation are two related constructs, their role in learners’ achievement, progress and success assumes critical significance (Irvin et al., 2007). Furthermore, it is a common belief that classroom participation in activities or academic tasks demands not only motivation, but it also requires motivational persistence. Aypay and Eryilmaz (2011) claim that motivation and participation are intertwined; while motivation is defined as the energy of a learner’s behaviour, classroom participation is described as the link between the learner and the activity. Le (2020) considers motivation to be as the source of energy to initiate, enhance and sustain participation in the L2 learning process. Additionally, Dörnyei and Ushioda (2009) relate student motivation to concepts, such as participating in the classroom activities, making certain academic decisions and persisting in pursuing the demanding process of learning.

## **H. Motivational Strategies for Active Student Participation in English Classes**

### **1. Using a wide variety of activities**

Activities should be employed to ensure that students are fully engaged in the language learning process. In this regard, using a wide variety of activities in a way that fits the learner’s personal potential can lead to feelings of satisfaction and well-being. Waterman (1993) prefers using activities that promote “the development of one’s skills and talents, the advancement of one’s purposes in living, or both” (p. 679). He believes that engagement in these activities gives learners feelings of: (a) really being alive, (b) who they really are, (c) more intensely involved than they do in other activities, (d) that this is what they have meant to do, (e) more complete or fulfilled than they do in other activities, and (f) a special fit or meshing. On the other hand, repeated and inauthentic activities can end up with students who do not have the will to participate in English classes. Doiz et al.’s (2014) empirical research on secondary school students has declared that the repetition of particular activities, in an attempt to underpin some concepts, leads to unmotivated students. The students have indicated that they are more interested in group work activities than in individual and book activities. According to Henry and Lamb (2019), when activities are seen as inauthentic, engagement is unlikely to be as intense as in those that are

seen as authentic. Consequently, the need for authentic activities assumes critical significance. Henry et al. (2018) have clarified that exposing students to real life situations results in higher levels of participation in the classroom because of the feeling that real language is learnt. This has a direct connection with authentic materials that are defined as texts produced by native speakers for communication purposes (Bacon & Finnemann, 1990). Dörnyei et al. (2016) note the authenticity of activities helps students to engage in the learning process in ways different from those normally experienced and, accordingly, an increased attention to detail and to norms of language use becomes very apparent.

## **2. Implementing project-based learning**

Project-based learning has received considerable research in recent years worldwide. In this regard, literature abounds with sources defining project work. Generally, all projects tend to be collaborative in nature, process-oriented and resulting in tangible products (Park & Hiver, 2017). To be specific, Beckett (2002) defines a project as “a long-term (several weeks) activity that involves a variety of individual or cooperative tasks, such as developing a research plan and questions, and implementing the plan through empirical or document research that includes collecting, analyzing, and reporting data orally and/or in writing” (p. 54). Indeed, it is a common belief that the aim of project-based pedagogy is to increase learners’ communicative skills. Therefore, a project template prepared by teachers should include the following (Dörnyei et al., 2016):

- A specific target that is both relevant to students’ lives and based on real-life situations.
- A complex structure involving sub-goals that serve as progress markers and feedback providers.
- A positive atmosphere where interaction and cooperation are achieved within a cohesive group.

Despite the undeniable importance that projects have for student motivation to participate, some learners might underestimate the value of such activities. Beckett and Slater (2005) note that these students consider projects to be as not “worthwhile pursuits in ESL classes” and they are even time consuming (p. 109). This is partly related to not only teachers’ skills, but also to deficiencies in project design.

Instructors, therefore, need to prepare inspiring and creative project ideas. Muir (2019) indicates that when teachers even have a strong will to implement projects in their classes, however, a lack of training and experience can work against the desired motivational and educational outcomes.

### **3. Promoting authenticity**

Authenticity is an important quality that motivates students to participate in the language learning process. To start with, authenticity is closely related to the self-based notion (self-authenticity); Kernis and Goldman (2006) describe authenticity in terms of one's conceptualisation as being "the master of his or her own domain" (p. 293). According to Vannini and Burgess (2009), the concept is defined as "when actions are congruent with core self-conceptions, one's self is affirmed and one experiences authenticity" (p. 104). In other words, the sense of experiencing authenticity is initiated as students feel that there is a coherence between actions, such as the evaluation of one's engagement in a task, and core conceptions of the self, such as main beliefs, values and attitudes. That is, engagement in a particular task should accord with one's beliefs, values and attitudes. When the sense of self-authenticity is obtained, emotions of satisfaction, self-esteem, well-being, pleasure and mindfulness are generated (Dörnyei et al., 2016; Sheldon et al., 1997). Moreover, it is important to differentiate between authenticity of texts and tasks, on the one hand, and authenticity of the learners' evaluation of such texts and tasks on the other hand. Henry and Lamb (2019) refer to these two concepts as iconic authenticity and self-authenticity, respectively; they claim that while the self-authenticity concerns situated appraisals of one's own actions, the iconic authenticity is related to the extent to which an activity or task suits one's perceptions with regard to how an activity should be. A related point in this regard is that in order to increase students' experiences of self-authenticity, the selection of activities and materials should accord real-life situations. For this purpose, Henry (2013) proposes that teachers need to implement tasks based on learners' interests and needs. Another suggestion by Dörnyei et al. (2016) indicates the need for "centering activities around real 'authentic' problems that link learning content with the students' out-of-class activities, concerns, and interests" (p. 148). In addition, Lamb and Arisandy (2020) affirm that deploying online informal learning of English by teachers in their teaching practice can result in increased levels of motivation for participation.

#### **4. Deploying storytelling**

It is an established fact that storytelling provides a motivating context for students to actively participate in the language learning process. In fact, different definitions of storytelling emphasise its communicative nature; Merriam-Webster dictionary defines the word ‘story’, that originates from Latin *historia*, as “a connected narrative of important events especially of the remote past” (Gove, 1971). Roney (2001) describes storytelling as a co-production process “where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle” (p. 23). Another definition by McDrury and Alterio (2003) relates storytelling to human experiences in which individuals can transmit aspects of themselves, others, their real or imagined worlds and their positions in these worlds. Thus, many empirical studies have affirmed the importance of storytelling as a motivational strategy that increases students’ abilities in the language skills. For instance, Yan and Zhao’s (2019) review of 12 research-based papers by different authors have found that storytelling is an effective motivational technique to promote students’ oral proficiency in secondary and postsecondary contexts. They note that the only difference between these two contexts lies in the fact that as teachers are the main storytelling designers in secondary education, the students are the storytelling designers who depend on computers in postsecondary education. Research conducted in the Turkish context has also demonstrated the need for implementation of storytelling in L2 classrooms. In an attempt to explore digital storytelling effects on student motivation in Turkey, 60 EFL teachers have deployed the storytelling strategy in their classes. The results have indicated that after the implementation of this strategy, developments in students’ self-confidence have been noticed and that digital storytelling facilitates developing vocabulary, writing and speaking skills (Hava, 2021). Another study by Elkılıç and Akça (2008) on 21 students, aged between nine and ten, who learn English as a FL in Turkey has asked these students to complete a questionnaire about using storytelling in the class and selecting their preferred motivational activities. The results point out that the majority of participants perceive storytelling to be enjoyable, and that acting out the stories and the stories themselves are amusing activities.

## **I. Factors Influencing Learners' Motivation for Participation in English Classes**

### **1. Teachers and teacher skills**

Teacher characteristics play a significant role in learners' motivation to participate in English classes. Firstly, the importance of rapport is undeniable in this regard. According to Harmer (2007b), rapport is defined as a positive, enjoyable and respectful relationship between teacher and students, and between students themselves in the classroom. Harmer states that the interaction between teacher and students should include: recognising students (understanding their characters), listening to students, respecting them and being even-handed (treating all students equally). Student motivation for participation can also be increased by scaffolding. According to Pritchard and Woollard (2010), scaffolding is a process whereby "the teacher continually adjusts the level of his or her support in response to the learner's level of performance" (p. 49). The authors add that to provide scaffolding, teachers can take various roles, such as supporting learners' suggestions and ideas, prompting learners' thinking and progress, providing feedback, breaking down the task into easier and manageable subtasks, motivating learners at critical points in a process and highlighting the important parts of a task. In addition to establishing good rapport with learners and being a scaffolder, other characteristics can have positive effects on student motivation. For example, Scrivener (2011) says that besides being friendly to learners, more aspects should be added to the quality of how teacher and learners relate. The aspects include: empathising with students' problems, being honest, inspiring confidence, being well-organised and being non-judgemental. Renandya (2014) states that teachers who are sympathetic, open-minded, enthusiastic, having a sense of humour and patient can make their teaching motivating and enjoyable.

In addition to teacher characteristics, certain teacher skills can lead to a high level of student motivation and participation. As a starting point, teachers should have the ability to manage classes effectively. Richards (1990) writes "classroom management refers to the ways in which student behaviour, movement and interaction during a lesson are organised and controlled by the teacher" (p. 10). Effective classroom management takes place when students' independent learning abilities, productivity and achievement are increased; the main aim is to prevent the

learning and teaching process from being interrupted and to continue in a positive and well-organised learning and teaching atmosphere (Yılmaz et al., 2017). Another teacher skill that can affect learners' engagement in the language learning process is classroom organisation. Ur (2012) states that there are three types of interactional organisation in the class: some students like to work alone, others prefer groupwork, and some prefer direct interaction with the teacher. Implementing the three types in the right time in the classroom is required for effective language learning. Recognising destinations of the learning process is also a significant teacher skill that should be highlighted. Harmer (2007a) argues that when teachers implement activities in the classroom, they should explain their usefulness to students; learners should know where they are going and when they will get there. Moreover, Akoue et al., (2015) maintain that teachers can evaluate how their lessons have gone; they can also reflect on their strengths and weaknesses to develop teaching strategies.

## **2. Course-specific motivational factors**

Course-specific components, such as relevance and interest play an important role in learners' motivation to participate in the language learning process. In this sense, many researchers have emphasised the importance of making the course activities and tasks relevant to students' needs. For example, Harmer (2007b) affirms that lesson plans should be based not only on the syllabus designers' understanding of the kind of topics and tasks that will be covered during the learning process, but they should also be based on the needs and wants of the learners. For this purpose, Davies (2006), in the middle of course programmes, distributes questionnaires that ask students questions about the course itself, the materials and the learning activities to have a general idea of his students' needs and to further develop his teaching practice. Likewise, Scrivener (2011) prefers activities that directly respond to learner needs to those activities that only follow a pre-set list. Interesting activities in the classroom are also critical factors for effective learning and teaching. In this regard, Renandya (2014) suggests that the activities and teaching materials can be interesting and motivating; that is, the activities should be linguistically, cognitively, and emotionally engaging. Linguistically engaging activities are those which contain language and text features that can be processed by students and the grammatical structures are not very complicated. Cognitively interesting activities contain texts with expressions that are not beyond the reach of students; the content of these

activities is organised in a way that suits learners' comprehension and cognitive abilities. Emotionally engaging activities compel learners to involve their emotions such as suspense, joy, pity, or sympathy. To increase student participation, Dörnyei (1994) suggests designing and selecting activities that are: varied, challenging, interesting, novel and joyful.

### **3. Classroom-specific motivational factors**

Classroom-related motivational factors can be categorised into psychological and physical factors. To begin with, the psychological factors refer to the overall atmosphere in the class. It is a common belief that effective learning and teaching cannot take place unless a positive, pleasant, joyful and supportive atmosphere is dominant in the class. This atmosphere should provide students with feelings of security and belonging; so that they experience a sense of identification with the class and being an important part of it (Al-Ghafri, 2018). The ideal classroom atmosphere is described by Dörnyei (2001a) as “there is no tension in the air; students are at ease; there are no sharp\_ let alone hostile\_ comments made to ridicule each other” (p. 41). On the other hand, much research has stressed the importance of physical components of the class. For instance, Scrivener (2011) offers various ways of seating arrangement in the class, such as pairs sitting, enemy corners, opposite teams and face-to-face. According to Harmer (2007b), classroom size (large classes or small classes where one-to-one teaching takes place) can affect students' participation. Le (2020) maintains that a classroom that is equipped with a proper lightning system, air conditioning and modern facilities, such as projectors and smart boards can boost learner motivation and participation.

### **4. Parents**

Parental involvement is a vital factor in students' motivation to participate in the language learning process. No single measure can define parental involvement. However, Grolnick and Slowiaczek (1998) define the term as devoting of resources the parents have to the child; the definition indicates that parents can manifest involvement in their child's education through: going to school, caring about school, interacting with teachers and exposing the child to cognitively stimulating activities and materials, such as books and current school events. Ule et al. (2015) declare that parental involvement concerns parents' desires, plans and decisions about the child's

education and future life. According to Epstein (1992), six types of parental involvement can influence learners' success: (a) a positive home atmosphere that supports active participation, (b) interaction between schools and families for children's progress, (c) parents as volunteers who assist teachers, school staff and students in different activities and events, (d) parents as monitors who assist their children in assignments and in identifying learning strategies, (e) parents as participants in the process of decision making at schools, and (f) school facilitation of children's and parents' access to cultural and educational organisations to share responsibility for children's active learning. Furthermore, the effectiveness of parental involvement can only be established empirically. For instance, to investigate the effectiveness of parental involvement in the home-based learning activities in English, Poyraz (2017) has conducted a study on 343 parents whose children are secondary school students in Turkey. The results demonstrate that (a) when students' grades increase, parents' involvement decreases, (b) when parents' educational backgrounds increase, more attention is paid to their children's education in English, and (c) there is a relationship between parents' income and their involvement. On the other hand, a total of 165 articles, conference papers, master's theses and doctoral dissertations has been reviewed by Yilmaz et al. (2017) to analyse the variables affecting student motivation. The results have documented that parent involvement has less effect on students' success than classroom management skills and teaching methods.

## **J. Conclusion**

A variety of factors can motivate students to participate in English classes. While motivation is described as the driving force that leads toward a particular goal, participation has been perceived to be as the holy grail of the language learning process. That is, participation and motivation go hand-in-hand, the former cannot be achieved without the latter. Moreover, effective language learning and teaching can take place when learners and teachers alike become aware of the factors influencing learner success. This being the case, this chapter has attempted to identify a number of factors thought to have direct influence on learners. Thus, this study is important for the researcher to explore the degree of effectiveness of certain factors in an international school context in Istanbul. Finally, the methodology for carrying out

this study is described in the following chapter. Research design and data collection procedures will be investigated thoroughly.





### **III. METHODOLOGY**

#### **A. Introduction**

This chapter will present the research methodology that will be employed in the study. First, the research design will be explained. Second, the participants and setting will be explained. Third, data the collection instruments will presented. Fourth, the research questions hypotheses will be stated. Fifth, the data collection and analysis procedures will be described. Finally, the validity and reliability of the research instruments will be reported.

#### **B. Research Design**

The present study is descriptive in nature. In this sense, a descriptive study is a research method that provides information about the behaviour of the research group. The goal of the descriptive research is to describe a particular phenomenon and its characteristics (Nassaji, 2015). In other words, this study aims to describe what motivational factors students consider to be significant in their language learning process. Moreover, descriptive research includes both quantitative and qualitative data. Qualitative research includes data gathering procedures that lead to numerical data which is analysed by statistical techniques. Almalki (2016) states that qualitative research is a deductive approach that is based on testing a theory that is represented by numbers and analysed by statistical techniques. Likewise, Dörnyei (2007) states that the qualitative method postulates three key stages in the research process: a) identifying a problem, b) creating an initial hypothesis, and c) testing the hypothesis by collecting and analysing empirical data using standardised procedures. On the other hand, qualitative research includes data gathering procedures that originate from open-ended research questions and lead to non-numerical data that is analysed by non-statistical techniques. In this regard, Patton (2001) notes that the aim of the qualitative research is to explore a given social problem and to understand it from different perspectives. However, combining qualitative and quantitative

methods enables researchers to make use of both approaches and to gain deeper insights into the problem under investigation. Dörnyei and Ushioda (2011) state that there are three main reasons for applying the mixed-methods approach: to get a full understanding of the research problem, to validate the results and to compare the collected data. In this study, quantitative data is the main source of statistical data and the qualitative data is used to check participants' perceptions in more detail. Consequently, this study employs a mixed-methods approach.

The study also carries aspects of triangulation. According to Denzin (2012), triangulation is divided into four types, namely: a) data triangulation: the use of multiple data sources in a single study, b) investigator triangulation: the use of multiple investigators/researchers to study a particular phenomenon, c) theory triangulation: the use of multiple perspectives to interpret the results of a study, and d) methodological triangulation: the use of multiple methods to conduct a study. In the current study, data triangulation is used because the questionnaire contains closed-ended items and one open-ended item. Besides, methodological triangulation involving two research instruments is used in this study.

### **C. Setting, Participants and Sampling**

This research aimed at identifying students' and teachers' perceptions of motivation. It was conducted at two private international schools located on the European side of Istanbul, Turkey. The first school is Alfayez International School in Bağcılar in Istanbul. The students are from more than 34 nationalities. The programmes offered at this school teach Arabic and English (Cambridge Programme) where education starts from kindergarten to twelfth grade. When students graduate from high school, they get their certificates that are accredited by the Turkish Ministry of National Education and the Turkish Ministry of Foreign Affairs. The second school is Aljazari International School of Science and Technology in Küçükçekmece in Istanbul. The students and staff are from different nationalities with more than 1280 students and 1180 staff. As far as the curriculum of Aljazari school is concerned, students have the chance to access a meaningful and high-quality American curriculum by applying the recent methods of teaching. The program offered at this school starts from kindergarten until grade 12 (age 18).

Two different groups of participants are selected for the study. The first group

of participants are international high school teachers who have agreed to participate in the study. This group consists of 109 participants with different qualifications and teaching experience. The sample consists of a total of 50 male and 59 female EFL instructors. The demographic data concerning age, gender, qualifications and teaching experience are collected through an online questionnaire and analysed statistically, using Statistical Package for Social Sciences SPSS (version 24). The second group of participants are international high school students who are at the age of 18 and who have agreed to participate in the study. This group of participants consists of 100 students who have been attending international schools for at least one year. which makes them knowledgeable about the school and the teaching context. The students also have sufficient knowledge of English, which enables them to respond to the questionnaire.

Furthermore, there are two main types of sampling: probability and non-probability sampling. In probability sampling, the respondents are chosen randomly to take part in a study. Every respondent has an equal chance of being selected for a study (Pace, 2021). The present study employs convenience sampling, which is one of the non-probability sampling method. This means that the respondents are chosen by voluntary sampling depending on conditions of availability, accessibility and convenience (Taherdoost, 2016).

#### **D. Data Collection Instruments**

Two data gathering tools involving an online questionnaire for teachers and an online questionnaire for students have been adopted in this study. In fact, while quantitative data are collected through the statements in both questionnaires, qualitative data are collected through one open-ended research question in both questionnaires. Richards (2014) declares that quantitative and qualitative data do not present different worlds. They are different ways of recording observations of the same world. Likewise, as Dörnyei (2007) notes, “In most cases a mixed methods approach can offer additional benefits for the understanding of the phenomenon in question” (p. 47). Consequently, he advises PhD students to try and integrate quantitative and qualitative methods in their studies.

## **1. The questionnaires**

The questionnaire for students (See APPENDIX A) consists of two parts. The first part of the questionnaire includes a four-point Likert scale containing 29 statements. The statements focus on the factors that motivate students to participate in English classes. In this part, students state their opinions about the extent to which they agree or disagree with the given statements by ticking one of the options which are ranked as strongly agree, agree, disagree and strongly disagree. The researcher has decided to exclude “neutral” and to use a four-point Likert scale, that is called a forced Likert scale. The questionnaire employs a Likert scale system which is a known instrument for measuring in the field of language motivation (Dörnyei & Ushioda, 2011). The reason for choosing a forced Likert scale is that less motivated respondents often prefer the neutral category as a safe choice (Le, 2020). The statements are grouped into nine themes: statements one and two are related to intrinsic factors, statements three and four are related to integrative factors, statements five, six and seven are related to instrumental factors, statements eight and nine are related to the influence of self-confidence, statements from ten to 17 are related to the influence of teachers, statements from 18 to 21 are related to course-specific factors, statements from 22 to 24 are related to classroom-specific factors, statements from 25 to 27 are related to the influence of classmates and statements 28 and 29 are related to the influence of parents (See APPENDIX B). The second part of the questionnaire includes an open-ended question that asks students to rank the three most important factors in terms of importance.

The questionnaire for teachers (See APPENDIX C) consists of three parts. The first part elicits demographic information such as teachers’ age, gender, qualifications and teaching experience. The second and third parts have the same structure and content as in the questionnaire for students. However, there are two differences between them. The first difference is the subject in each questionnaire statement. That is, the subject in the questionnaire for teachers is ‘students’. This subject changes into ‘I’ in the questionnaire for students. The second difference is that the questionnaire for students does not elicit demographic data.

## **E. Research Hypotheses**

The current study is based on the following hypotheses:

**H<sub>0</sub>:** There is no relationship between teachers' demographic variables (age, gender, qualifications and teaching experience) and their perceptions of the factors that motivate students to participate in English classes.

**H<sub>1</sub>:** There is a relationship between teachers' demographic variables (age, gender, qualifications and teaching experience) and their perceptions of the factors that motivate students to participate in English classes.

**H<sub>2</sub>:** There is no difference between international high school students' and teachers' perceptions of the factors motivating students to participate in English classes.

**H<sub>3</sub>:** There is a difference between international high school students' and teachers' perceptions of the factors motivating students to participate in English classes

## **F. Data Collection Procedure**

After getting the original researcher's permission to use her questionnaires, an online questionnaire for teachers and an online questionnaire for students are prepared via 'Google forms'. First, the researcher sends the link of the online questionnaire for teachers to two colleagues teaching at two different international schools in Istanbul. Then, to conduct this study in their schools, each colleague asks permission from the school administration. After getting the permission, the colleagues share the link of the questionnaire with the English teachers in their schools. The same procedure is followed for the questionnaire for students. The researcher sends the link of the questionnaire to the same two colleagues who, in turn, share the link with the students in their schools.

## **G. Data Analysis Procedure**

A questionnaire can be analysed through descriptive and inferential statistics (Field, 2013). To start with, descriptive statistics consists of the measures of central tendency or central location and measures of dispersion. While the mean, median and mode are valid measures of central tendency, standard deviation and variance are the two most commonly used measures of dispersion. Measures of dispersion are used to describe the extent to which the data are homogenous or heterogeneous. Moreover,

inferential statistics, which can be used to generalise the findings from a particular sample to the whole population, tests statistically significant differences in categorical variables and tests statistically significant correlations among continuous variables. The inferential statistical tests are divided into two types: parametric and non-parametric tests, depending on whether or not the data are normally distributed. In this regard, sensitivity analysis can be used because it combines both parametric and non-parametric tests to increase the validity of the collected data. Furthermore, the independent-samples t-test is used to test whether or not there is a statistically significant difference between two categorical variables like gender and students' perceptions. Its non-parametric equivalent is the Mann-Whitney U Test. However, the One-Way Analysis of Variance is used to test whether or not there is a statistically significant difference between more than two groups. Its non-parametric equivalent is the Kruskal Wallis H Test. Likewise, Pearson and Spearman correlation tests are respectively parametric and non-parametric versions of the correlation tests that investigate the association between two or more continuous variables.

## **H. Validity and Reliability**

Validity and reliability are ways of ensuring that errors during the analysis process are reduced to a minimum. Validity is used to find out whether an instrument measures what it is supposed to measure. In this study, the sampling frame includes all the respondents needed. However, a sample bias can take place when there is a high rate of nonresponse to survey questions or an uncompleted survey from the respondents (Field, 2013). In addition to that, other sources of error include inaccurate data calculation and incorrect data interpretations during the analysis phase. Consequently, the researcher undertakes some measures to reduce these errors stemming from coverage, sampling, nonresponse, measurement/analysis during the research design and study implementation. Additionally, reliability takes place when the research instrument consistently provides the same results. According to Field (2013), reliability is "whether an instrument can be interpreted consistently across different situations" (p. 12).

Table 2 Reliability

Scale	Number of items	Cronbach's alpha
Student participation scale	29	.787
Teachers' perceptions of student participation	29	.895
Total	56	$\alpha \geq .700$

As can be seen, Cronbach's alpha produces internal consistencies that exceed the minimum value of .70 required for acceptable reliability (Cronbach, 1982). Hinton et al. (2004) propose four cut-off points for Cronbach's alpha: excellent reliability (if value is .90 and above), high reliability (value .70 - .90), moderate reliability (value .50 - .70) and low reliability (value .50 and below). Consequently, the Cronbach's alpha in this study is very good for the two scales,  $\alpha \geq .700$ .

### I. Normality Tests

A normality test is used to measure whether or not the data of the sample follow a normal distribution. In other words, the distribution of the data taken from the sample should be normal to agree with the distribution of the data taken from the population. The test can have numerical and graphical ways of verification. Shapiro-Wilk (1965), **Pearson, D'Agostino and Bowman (1977)** and Kolmogorov-Smirnov tests are used to test the normality. In this sense, the null hypothesis indicates that data are normally distributed. Consequently, if the p-value is below the alpha-threshold of .05, the null hypothesis is rejected. However, if the p-value is above .05, the null hypothesis that states there is no statistically significant difference in the normal distribution of the data, in this case, this hypothesis is not rejected.

Table 3 Tests of Normality of the Likert Scales

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Participation by teachers	.094	109	.018	.965	109	.005
Participation of students	.094	100	.030	.980	100	.143

a. Lilliefors Significance Correction

The results of the Shapiro-Wilk test show that the data are not normally distributed for the first variable since the p-value is below .05,  $W(109) = .965$ ,  $p < .05$ . This means that there is a statistically significant violation of normality. However, the second variable shows no statistically significant violation of normality as the p-

value is above .05,  $W(100) = .980$ ,  $p > .05$ . If the data are normally distributed, parametric tests like one-way ANOVA, independent samples-t-test and Pearson correlation will be used. However, if the data are not normally distributed, non-parametric tests like Kruskal-Wallis H tests, Mann-Whitney U tests and Spearman correlation will be used instead. Therefore, parametric tests will be run on the second variable, whereas non-parametric tests will be run on the first variable.

Table 4 Descriptive Statistics of the Skewness and Kurtosis of the Likert Scales

			Statistic	Std. Error
Participation by teachers	Mean		1.8754	.03970
	95% Confidence Interval for Mean	Lower Bound	1.7967	
		Upper Bound	1.9540	
	5% Trimmed Mean		1.8566	
	Median		1.8621	
	Variance		.172	
	Std. Deviation		.41443	
	Minimum		1.00	
	Maximum		3.34	
	Range		2.34	
	Interquartile Range		.53	
	Skewness		.771	.231
	Kurtosis		1.457	.459
	Participation of students	Mean		2.0403
95% Confidence Interval for Mean		Lower Bound	1.9776	
		Upper Bound	2.1031	
5% Trimmed Mean			2.0326	
Median			2.0345	
Variance			.100	
Std. Deviation			.31619	
Minimum			1.28	
Maximum			3.03	
Range			1.76	
Interquartile Range			.34	
Skewness			.349	.241
Kurtosis			.842	.478

Skewness and kurtosis measures are used to check the assumptions of conducting parametric tests, like Pearson correlation. According to Hair et al. (2017), "Skewness assesses the extent to which a variable's distribution is symmetrical. If the distribution of responses for a variable stretches toward the right or left tail of the distribution, then the distribution is referred to as skewed" (p. 61). Likewise, kurtosis is a statistical measure in which distribution is clarified. Kurtosis measures extreme values in one or the other tail. Balanda and MacGillivray (1988) define the notion as "the location- and scale-free movement of probability mass from the shoulders of a

distribution into its center and tail” (p. 111).

## **J. Conclusion**

This chapter has explained in detail the research methodology, data collection procedures, data collection tools, data analysis and tests that are used in the study. The next chapter will present the findings and discussion of the findings.





## **IV. FINDINGS AND RESULTS**

### **A. Introduction**

This study aims to explore international high school students' and teachers' perceptions of the factors motivating students to participate in English classes. For this purpose, a questionnaire for students and a questionnaire for teachers have been conducted. At first, the results obtained from the questionnaire for students are presented. Then, the results obtained from the questionnaire for teachers are presented. Next, the comparison between students' and teachers' perception of the motivational factors is clarified. Afterwards, both descriptive and inferential statistical tests are used to analyse the data. Descriptive statistics consists of frequencies, percentages along with the mean. Measures of spread include standard deviations and variance. Inferential statistical tests aim to measure the difference, correlation and association among the different categorical and continuous variables.

### **B. The Results of the Questionnaire for Students**

The questionnaire for students consists of two parts. The first part involves 29 statements that explore students' perceptions of the motivational factors. These statements are grouped into nine themes as stated in the methodology chapter. The second part investigates students' perceptions of the most important three motivational factors.

#### **1. Students' perceptions of the factors motivating them to participate in English classes**

The perceptions of the students are presented in Table 4.1 and Table 4.2 below:

Table 5 Descriptive Statistics of the Student Participation Scale

		N	Range	Sum	M	SD
1.	I participate more in class because I am interested in English language.	100	3	203	2.03	.881
2.	I participate more in class because I want to enrich my English knowledge.	100	3	203	2.03	.858
3.	I participate more in class because I am interested in the cultures of English-speaking countries.	100	3	276	2.76	.933
4.	I participate more in class because I want to learn to communicate in English with foreign people.	100	3	219	2.19	.992
5.	I participate more in class because I want to get high marks.	100	3	184	1.84	.896
6.	I participate more in class because I want to be praised by teacher.	100	3	272	2.72	.944
7.	I participate more in class because I want to have a good job in the future.	100	3	200	2.00	.974
8.	I participate more in class when I feel confident of language proficiency.	100	3	225	2.25	.833
9.	I participate more in class when I do not have language use anxiety.	100	3	226	2.26	.883
10.	I participate more in class when teacher is supportive.	100	3	150	1.50	.644
11.	I participate more in class when teacher is friendly.	100	2	141	1.41	.552
12.	I participate more in class when teacher is enthusiastic.	100	3	170	1.70	.745
13.	I participate more in class when teacher gives positive nonverbal behaviours such as smiling.	100	3	170	1.70	.859
14.	I participate more in class when teacher shows good classroom management skills.	100	3	199	1.99	.798
15.	I participate more in class when teacher shows good communication skills.	100	3	174	1.74	.747
16.	I participate more in class when teacher uses exciting teaching techniques.	100	3	207	2.07	.868
17.	I participate more in class when teacher gives clear presentation.	100	3	199	1.99	.810
18.	I participate more in class when the content of the lesson is relevant to my life.	100	3	202	2.02	.853
19.	I participate more in class when the content of the lesson is interesting.	100	3	183	1.83	.805
20.	I participate more in class when the content of the lesson is related to cultural issues.	100	3	259	2.59	.954
21.	I participate more in class when activities are in diverse forms such as games, role play or presentations.	100	3	193	1.93	.879
22.	I participate more in class when the classroom is well-equipped.	100	3	218	2.18	.881
23.	I participate more in class when the classroom atmosphere is positive.	100	3	165	1.65	.716
24.	I participate more in class when the class size is small.	100	3	245	2.45	.968
25.	I participate more in class when classmates are friendly.	100	3	152	1.52	.643
26.	I participate more in class when classmates are supportive.	100	3	145	1.45	.672
27.	I participate more in class when classmates show no judgement of my opinions.	100	3	198	1.98	.887
28.	I participate more in class when I get pressure from my parents.	100	2	359	3.59	.605
29.	I participate more in class when I get support from my parents.	100	3	180	1.80	.888
Valid N (listwise)		100				

The mean score determines the level of agreement. That is, the lower the mean score is, the more respondents agree with the statement. Similarly, the higher the mean score is, the less respondents agree with the statement. Generally speaking, according to the table of descriptive statistics of the student participation scale, the majority of the students participate more in the class when teacher is friendly. However, the least level of participation is attributed to the pressure the students get from their parents. Moreover, the scale on student participation has a good internal Cronbach's alpha reliability ( $\alpha=0.787$ ). Thus, the statements can be classified from the most agreed upon to the least agreed upon as follows:

1. I participate more in class when teacher is friendly.
2. I participate more in class when classmates are supportive.
3. I participate more in class when teacher is supportive.
4. I participate more in class when classmates are friendly.
5. I participate more in class when the classroom atmosphere is positive.
6. I participate more in class when teacher is enthusiastic.
7. I participate more in class when teacher gives positive nonverbal behaviours such as smiling.
8. I participate more in class when teacher shows good communication skills.
9. I participate more in class when I get support from my parents.
10. I participate more in class when the content of the lesson is interesting.
11. I participate more in class because I want to get high marks.
12. I participate more in class when activities are in diverse forms such as games, role play or presentations.
13. I participate more in class when classmates show no judgement of my opinions.
14. I participate more in class when teacher shows good classroom management skills.
15. I participate more in class when teacher gives clear presentation.
16. I participate more in class because I want to have a good job in the future.

17. I participate more in class when the content of the lesson is relevant to my life.
18. I participate more in class because I am interested in English language.
19. I participate more in class because I want to enrich my English knowledge.
20. I participate more in class when teacher uses exciting teaching techniques.
21. I participate more in class when the classroom is well-equipped.
22. I participate more in class because I want to learn to communicate in English with foreign people.
23. I participate more in class when I feel confident of language proficiency.
24. I participate more in class when I do not have language use anxiety.
25. I participate more in class when the class size is small.
26. I participate more in class when the content of the lesson is related to cultural issues.
27. I participate more in class because I want to be praised by teacher.
28. I participate more in class because I am interested in the cultures of English-speaking countries.
29. I participate more in class when I get pressure from my parents.

Table 6 The Agreement Percentage (%) of Likert Scales in the Questionnaire for Students

		Strongly agree	Agree	Disagree	Strongly disagree
<b>1.</b> I participate more in class because I am interested in English language.	Count	33	35	28	4
	Row N%	33.0%	35.0%	28.0%	4.0%
<b>2.</b> I participate more in class because I want to enrich my English knowledge.	Count	29	45	20	6
	Row N%	29.0%	45.0%	20.0%	6.0%
<b>3.</b> I participate more in class because I am interested in the cultures of English-speaking countries.	Count	9	31	35	25
	Row N%	9.0%	31.0%	35.0%	25.0%
<b>4.</b> I participate more in class because I want to learn to communicate in English with foreign people.	Count	30	32	27	11
	Row N%	30.0%	32.0%	27.0%	11.0%
<b>5.</b> I participate more in class because I want to get high marks.	Count	46	27	24	3
	Row N%	46.0%	27.0%	24.0%	3.0%
<b>6.</b> I participate more in class because I want to be praised by teacher.	Count	12	26	40	22
	Row N%	12.0%	26.0%	40.0%	22.0%
<b>7.</b> I participate more in class because I want to have a good job in the future.	Count	37	36	17	10
	Row N%	37.0%	36.0%	17.0%	10.0%

Table 6 (con) The Agreement Percentage (%) of Likert Scales in the Questionnaire for Students

		Strongly agree	Agree	Disagree	Strongly disagree
<b>8.</b> I participate more in class when I feel confident of language proficiency.	Count	19	43	32	6
	Row N%	19.0%	43.0%	32.0%	6.0%
<b>9.</b> I participate more in class when I do not have language use anxiety.	Count	21	40	31	8
	Row N%	21.0%	40.0%	31.0%	8.0%
<b>10.</b> I participate more in class when teacher is supportive.	Count	57	37	5	1
	Row N%	57.0%	37.0%	5.0%	1.0%
<b>11.</b> I participate more in class when teacher is friendly.	Count	62	35	3	0
	Row N%	62.0%	35.0%	3.0%	0.0%
<b>12.</b> I participate more in class when teacher is enthusiastic.	Count	45	42	11	2
	Row N%	45.0%	42.0%	11.0%	2.0%
<b>13.</b> I participate more in class when teacher gives positive nonverbal behaviours such as smiling.	Count	53	27	17	3
	Row N%	53.0%	27.0%	17.0%	3.0%
<b>14.</b> I participate more in class when teacher shows good classroom management skills.	Count	30	43	25	2
	Row N%	30.0%	43.0%	25.0%	2.0%
<b>15.</b> I participate more in class when teacher shows good communication skills.	Count	41	47	9	3
	Row N%	41.0%	47.0%	9.0%	3.0%
<b>16.</b> I participate more in class when teacher uses exciting teaching techniques.	Count	31	34	32	3
	Row N%	31.0%	34.0%	32.0%	3.0%
<b>17.</b> I participate more in class when teacher gives clear presentation.	Count	30	44	23	3
	Row N%	30.0%	44.0%	23.0%	3.0%
<b>18.</b> I participate more in class when the content of the lesson is relevant to my life.	Count	29	46	19	6
	Row N%	29.0%	46.0%	19.0%	6.0%
<b>19.</b> I participate more in class when the content of the lesson is interesting.	Count	40	39	19	2
	Row N%	40.0%	39.0%	19.0%	2.0%
<b>20.</b> I participate more in class when the content of the lesson is related to cultural issues.	Count	14	32	35	19
	Row N%	14.0%	32.0%	35.0%	19.0%
<b>21.</b> I participate more in class when activities are in diverse forms such as games, role play or presentations.	Count	37	38	20	5
	Row N%	37.0%	38.0%	20.0%	5.0%
<b>22.</b> I participate more in class when the classroom is well-equipped.	Count	25	38	31	6
	Row N%	25.0%	38.0%	31.0%	6.0%
<b>23.</b> I participate more in class when the classroom atmosphere is positive.	Count	48	40	11	1
	Row N%	48.0%	40.0%	11.0%	1.0%
<b>24.</b> I participate more in class when the class size is small.	Count	19	32	34	15
	Row N%	19.0%	32.0%	34.0%	15.0%
<b>25.</b> I participate more in class when classmates are friendly.	Count	55	39	5	1
	Row N%	55.0%	39.0%	5.0%	1.0%
<b>26.</b> I participate more in class when classmates are supportive.	Count	64	28	7	1
	Row N%	64.0%	28.0%	7.0%	1.0%
<b>27.</b> I participate more in class when classmates show no judgement of my opinions.	Count	35	37	23	5
	Row N%	35.0%	37.0%	23.0%	5.0%
<b>28.</b> I participate more in class when I get pressure from my parents.	Count	0	6	29	65
	Row N%	0.0%	6.0%	29.0%	65.0%
<b>29.</b> I participate more in class when I get support from my parents.	Count	43	42	7	8
	Row N%	43.0%	42.0%	7.0%	8.0%

To specify, as can be inferred from the data presented in the table, statements 1 and 2 show that around 70% of the students agree that their participation is affected by the intrinsic factors. They are interested in English language and they want to enrich their English knowledge. Noticeably, 30% of the students are not interested in English language. Statements 3 and 4 indicate that more than half of the students are integratively motivated. The data in these statements reveal that these students want to communicate with the target language community. Just 40% are interested in L2 cultures.

Regarding the instrumental factors in statements 5, 6 and 7, the data deduced from these statements demonstrate that 73% of the students participate in English classes to have a good job in the future and to get high marks. The data also shows that 62% of the students do not consider praise from the teacher as an important factor that motivates them to participate.

The figures in statements 8 and 9 indicate that around 61% of the students are motivated to participate when they feel confident of their language proficiency and when they do not have language use anxiety. This clarifies the importance of self-confidence in the engagement in the language learning process.

The statements from 10 to 17 that focus on the influence of teachers show that the vast majority of the students consider the teachers' skills and characters to be important factors that motivate them to participate. They believe that if the teacher is friendly and supportive, they can participate more. In addition, the students emphasise the teachers' communication skills. The data also show that good classroom management skills and presentations are crucial motivational factors.

The statements from 18 to 21 are related to course-specific factors. The data in the statements 18, 19 and 21 show that almost 75% of the students agree that when the content of the lesson is interesting and related to their lives and when the activities are presented in a fun way, the students are motivated to participate. However, when the lesson is related to cultural issues, more than half of the students are not motivated to participate.

The statements from 22 to 24 are related to classroom-specific factors. According to the figures in these statements, 88% of the students emphasise the role of the positive atmosphere of the classroom. 63% agree that that a well-equipped

classroom affects language learning positively. Nearly, half of the students do not consider the small size of the classroom to be an important motivational factor.

Concerning the influence of classmates in the statements 25, 26 and 27, the vast majority of the students agree that classmates play an important role in active participation in the class. On the other hand, 28% of the participants believe that classmates' judgements are important for engagement in the class.

Finally, the data in the statements 28 and 29 indicate that nearly most students do not agree with the idea that pressure from parents motivates them to participate in the class. At the same time, these students demonstrate that support and careful instruction from parents can greatly influence their success in the language learning process.

## **2. Students' perceptions of the most important three motivational factors**

The second part of the questionnaire for students asks the students to think about the most important three factors that they think have a significant influence on their motivation for participation. The students are asked to rank these factors in the order from 1 to 3. According to the data obtained from this question, the students consider the friendly teacher as the most important factor. The second important factor is the enthusiastic teacher. The supportive classmates are the third important motivational factor. Generally speaking, the students consider the influence of teachers and the influence of classmates to be the most important factors among the discussed ones.

## **3. The Results of the Questionnaire for Teachers**

The questionnaire for students consists of three parts. The first part includes four demographic questions about teachers (age, gender, qualifications and teaching experience). Each variable is analysed thoroughly in a separate section. The second part involves 29 statements that explore teachers' perceptions of the factors motivating the students to participate in English classes. These statements are grouped into nine themes as stated earlier. The third part investigates teachers' perceptions of the most important three motivational factors to have more details about the issue under investigation.

#### 4. The results of the demographic variables

The number of teachers who have participated in the study is 109 teachers. The following table shows the demographic information of the teacher respondents as frequencies and percentages.

Table 7 Sociodemographic Variables

		Frequency	Percent	Valid Percent	Cumulative Percent
Age	22-25	25	22.9	22.9	22.9
	26-29	22	20.2	20.2	43.1
	30-33	17	15.6	15.6	58.7
	34-37	14	12.8	12.8	71.6
	38- more	28	25.7	25.7	97.2
	41	1	.9	.9	98.2
	50	1	.9	.9	99.1
	Older	1	.9	.9	100.0
	Total	109	100.0	100.0	
Gender	Female	59	54.1	54.1	54.1
	Male	50	45.9	45.9	100.0
	Total	109	100.0	100.0	
Qualifications	BA	38	34.9	34.9	34.9
	CELTA	6	5.5	5.5	40.4
	DELTA	1	.9	.9	41.3
	M.A	47	43.1	43.1	84.4
	Other	1	.9	.9	85.3
	Ph.D.	10	9.2	9.2	94.5
	TESOL	6	5.5	5.5	100.0
Total	109	100.0	100.0		
Teaching experience	1-3	38	34.9	34.9	34.9
	4-6	23	21.1	21.1	56.0
	7-9	11	10.1	10.1	66.1
	10 and more	37	33.9	33.9	100.0
	Total	109	100.0	100.0	

As can be seen from the table, while 43% of the participants are between 22 and 29 years old, nearly 28.5% of them are between 30 and 37 years old. Thus, 72% of the teachers are between 22 and 37 years old. As far as the gender is concerned, more than half of the respondents are female novice teachers with one to three years of teaching experience. Female teachers constitute 54.1% of the sample, whereas

male respondents constitute 45.9% of the sample. In terms of experience, 34.9% of the respondents have between one and three years of experience. Regarding the qualifications, the majority of the respondents have a master's degree (43.1%). In the following subsections, each variable is explored in depth.

**a. ANOVA of teachers' ages and their perceptions of the factors motivating students to participate in English classes**

Different age groups are considered a categorical or nominal variable. The mean score of the motivational factors of student participation is computed to make it one variable. The higher the mean score is, the more respondents of age groups disagree with the statements. The one-way analysis of variance is used to compare the different age groups in terms of the motivational factors behind student participation. The table below presents the mean score of the factors motivating students to participate. The mean score clarifies the relationship between different teachers' age groups and teachers' perceptions of the motivational factors as follows:

Table 8 The Relationship between Teachers' Ages and their Perceptions of Motivational Factors

	N	Mean	Std. Deviation	95% Confidence Interval for Mean			Minimum	Maximum
				Std. Error	Lower Bound	Upper Bound		
22-25	25	1.7945	.37438	.07488	1.6399	1.9490	1.17	2.66
26-29	22	1.9530	.44689	.09528	1.7548	2.1511	1.14	3.24
30-33	17	1.9655	.30111	.07303	1.8107	2.1203	1.48	2.76
34-37	14	1.7980	.44651	.11933	1.5402	2.0558	1.17	2.86
38- more	31	1.8710	.46297	.08315	1.7011	2.0408	1.00	3.34
Total	109	1.8754	.41443	.03970	1.7967	1.9540	1.00	3.34

The one-way ANOVA is carried out to compare the effects of age on teachers' perceptions of the motivational factors of student participation. As can be deduced from the figures in the table, between 22- and 25-year-old teachers are the most ones who agree on the 29 statements in the questionnaire for teachers. On the other hand, between 30- and 33-year-old teachers are the least ones who agree on the

29 statements. However, the p-value should be below .05 to affirm that there is a statistically significant difference among different teachers' age groups. In general, the one-way ANOVA reveals that there is not a statistically significant difference among different teachers' age groups regarding their perceptions of the motivational factors ( $F(4, 104) = 748, p = .562$ ). This is clarified in the figure as follows:

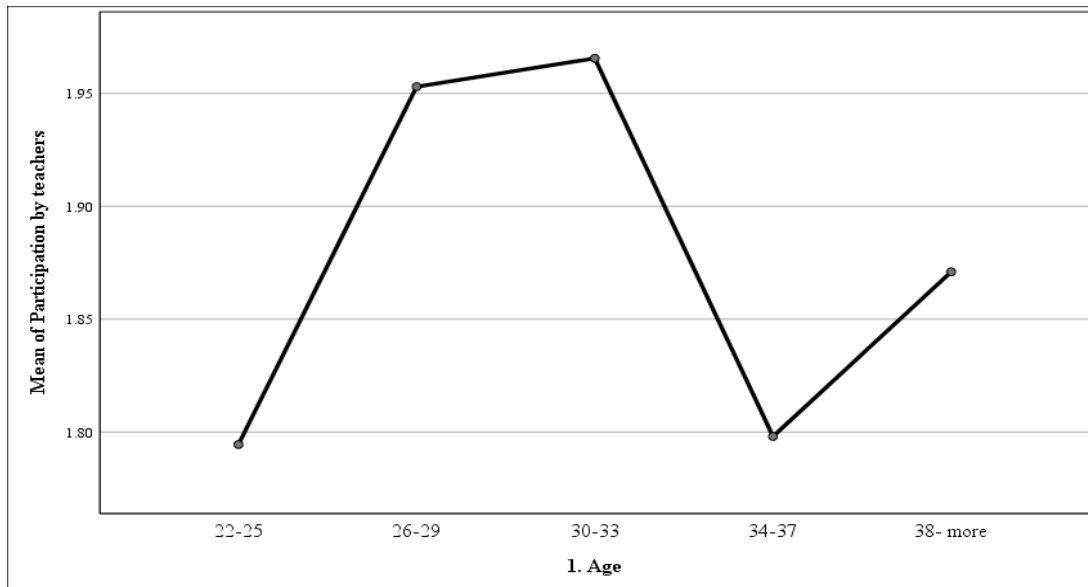


Figure 1 Teachers' Age Groups and their Perceptions of Motivational Factors

**i. An Independent Samples T-Test of teachers' genders and their perceptions of the factors motivating students to participate in English classes**

The Independent Samples T-Test is used to show whether there is a statistically significant difference between two groups like male and female teachers with regard to their perceptions of the motivational factors of student participation. The table below shows the difference between teachers' genders and their perceptions of the motivational factors:

Table 9 The Group Statistics of Teachers' Genders and their Perceptions of Motivational Factors

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Participation	Female	59	1.8802	.44568	.05802
	Male	50	1.8697	.37866	.05355

Depending on the mean and standard deviation, the Independent Samples T Test shows that there is not a statistically significant difference in the scores for male teachers ( $M=1.86, SD=.378$ ) and female teachers' perceptions of the factors

motivating students to participate in English classes ( $M=1.88$ ,  $SD=.445$ );  $t(107)=.132$ ,  $p =.896$ . However, male teachers agree more than female teachers on the motivational factors discussed in the 29 statements. The figure below asserts what has been said:

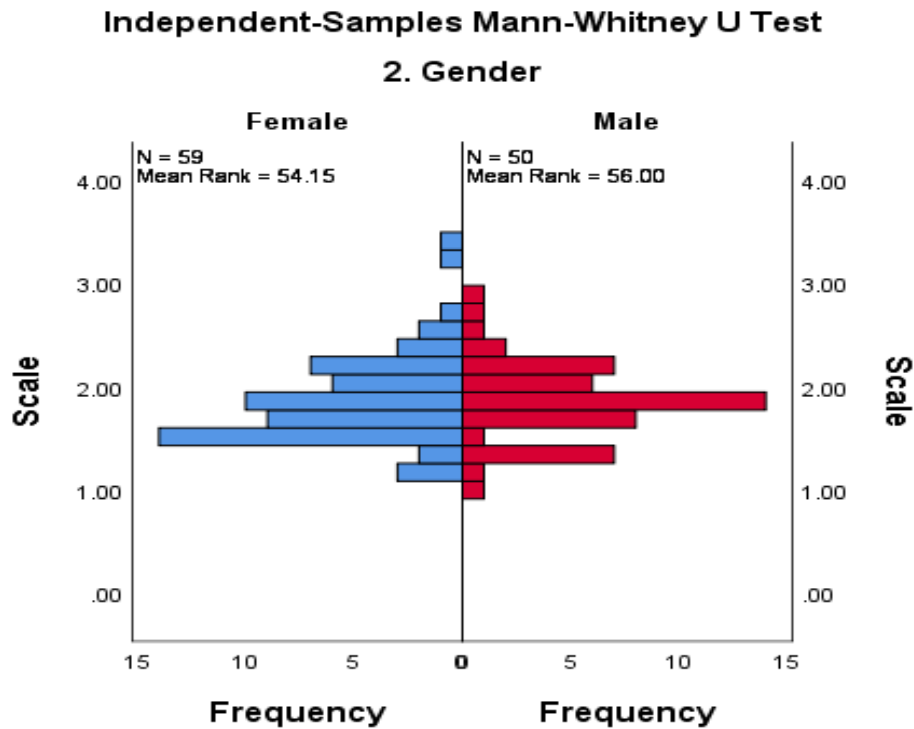


Figure 2 Teachers' Genders and their Perceptions of Motivational Factors

The figure shows that there is no big difference between male and female respondents with regard to their views of the factors that motivate students to participate in English classes.

**b. ANOVA of teachers' qualifications and their perceptions of the factors motivating students to participate in English classes**

Various qualifications are considered a categorical or nominal variable. The mean score of the motivational factors of student participation is computed to make it one variable. The higher the mean score is, the more respondents of qualification groups disagree with the statements. The one-way analysis of variance is used to explore the relationship between different qualification groups and the degree of agreement with the factors affecting student participation. The table below presents the mean score of the motivational factors. The mean score clarifies the relationship

between different teachers' qualification groups and teachers' perceptions of the motivational factors.

Table 10 The Relationship between Teachers' Qualifications and their Perceptions of Motivational Factors

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
BA	38	1.9283	.43694	.07088	1.7847	2.0719	1.31	3.24
MA	47	1.8767	.45519	.06640	1.7431	2.0104	1.00	3.34
PhD	10	1.8552	.14702	.04649	1.7500	1.9603	1.59	2.10
TESOL	6	1.7989	.26299	.10737	1.5229	2.0748	1.48	2.14
CELTA	6	1.8391	.32250	.13166	1.5006	2.1775	1.34	2.31
DELTA	1	1.1724	.	.	.	.	1.17	1.17
Other	1	1.3793	.	.	.	.	1.38	1.38
Total	109	1.8754	.41443	.03970	1.7967	1.9540	1.00	3.34

The one-way ANOVA is performed to compare the effects of teachers' qualifications on teachers' perceptions of the motivational factors. The mean score of BA teachers demonstrates that among the teachers' qualification groups, the undergraduate teachers are the most ones who disagree on the 29 statements in the questionnaire for teachers. In general, the one-way ANOVA reveals that there is not a statistically significant difference among teachers' qualification groups concerning their perceptions of the motivational factors that motivate students to participate in English classes ( $F(6, 102) = 861, p = .527$ ). To this end, the following figure assures what has been discussed.

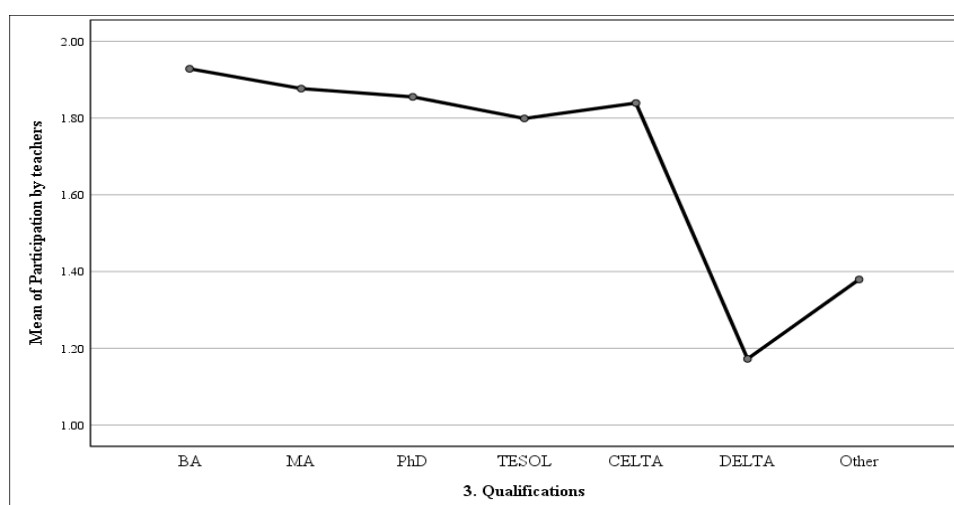


Figure 3 Teachers' Qualification Groups and their Perceptions of Motivational Factors

The figure shows that there is not a big difference between teachers of undergraduate, graduate, postgraduate and CELTA holders and their perceptions of the motivational factors of student participation.

**c. ANOVA of teachers’ teaching experience and their perceptions of the factors motivating students to participate in English classes**

Teaching experience is considered a categorical or nominal variable. The mean score of the motivational factors of student participation is computed to make it one variable. The lower the mean score is, the more respondents agree with the statements. The one-way analysis of variance is used to investigate the relationship between various teaching experience groups and the extent to which the teachers agree with the motivational factors. The mean score in the following table identifies this relationship.

Table 11 The Relationship between Teachers’ Teaching Experience and their Perceptions of Motivational Factors

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1-3	38	1.8666	.38833	.06299	1.7390	1.9942	1.17	2.86
4-6	23	1.8921	.46535	.09703	1.6908	2.0933	1.00	3.24
7-9	11	1.9373	.43531	.13125	1.6449	2.2297	1.34	2.76
10 and more	37	1.8555	.41649	.06847	1.7167	1.9944	1.17	3.34
Total	109	1.8754	.41443	.03970	1.7967	1.9540	1.00	3.34

A one-way ANOVA (“analysis of variance”) compares the means of three or more independent groups to determine if there is a statistically significant difference among the corresponding population means. Consequently, the one-way ANOVA is conducted to compare the effects of teaching experience on teachers’ perceptions of the motivational factors. According to the mean score in the table above, almost all teaching experience groups agree with the 29 statements in the questionnaire for teachers. Besides, the one-way ANOVA reveals that there is not a statistically significant difference in teachers’ teaching experience groups and their perceptions of the motivational factors ( $F(3, 105) = 125, p = .945$ ). In this connection, the figure below assures what has been mentioned:

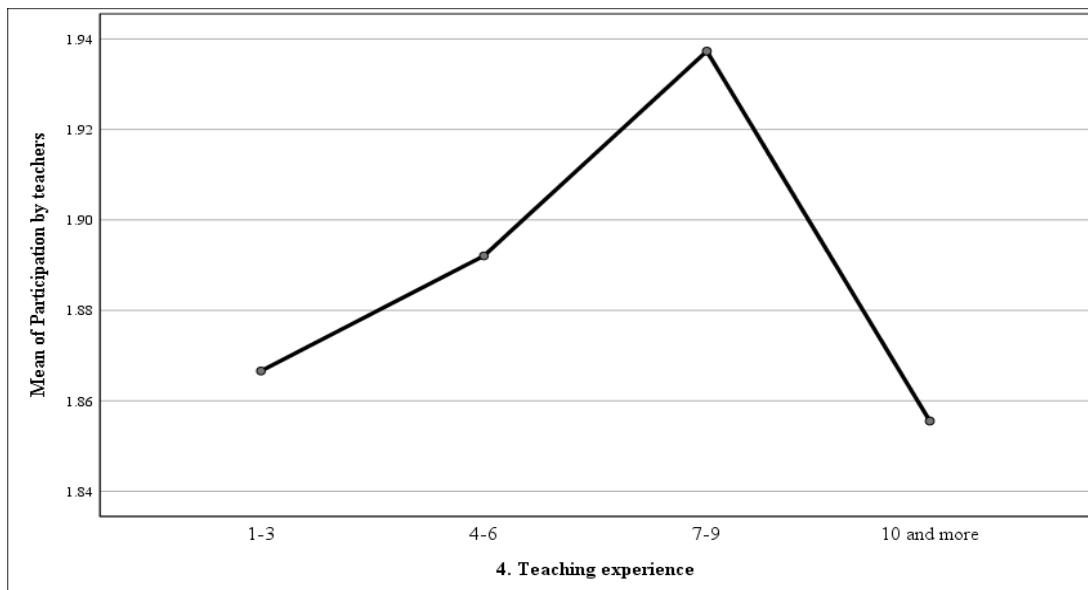


Figure 4 Teachers' Teaching Experience Groups and their Perceptions of Motivational Factors

As can be seen, the experienced teachers, with 10 and more years of experience, agree most with the statements in the questionnaire for teachers. However, the difference is slight as there is a curve in the group of teachers with seven to nine years of teaching experience.

In brief, no statistically significant difference is found between the different sociodemographic variables (age, gender, qualifications and teaching experience) and the teachers' perceptions of the factors that motivate students to participate in English classes. This means that the findings cannot be generalised from the sample in this study to the whole population. However, there are slight differences in favour of young and novice male teachers in terms of their agreement with the most statements in the questionnaire for teachers.

## 5. Teachers' perceptions of the factors motivating students to participate in English classes

Teachers' perceptions of the motivational factors are presented in Table 4.8 and Table 4.9 below.

Table 12 Descriptive Statistics of Student Participation as Viewed by Teachers

	N	Range	Sum	Mean	SD
<b>1.</b> Students participate more in class because they are interested in English language.	109	3	233	2.14	.799
<b>2.</b> Students participate more in class because they want to enrich their English knowledge.	109	3	227	2.08	.807
<b>3.</b> Students participate more in class because they are interested in the cultures of English-speaking countries.	109	3	281	2.58	.916
<b>4.</b> Students participate more in class because they want to learn to communicate in English with foreign people.	109	3	200	1.83	.845
<b>5.</b> Students participate more in class because they want to get high marks.	109	3	217	1.99	.957
<b>6.</b> Students participate more in class because they want to be praised by teacher.	109	3	262	2.40	.992
<b>7.</b> Students participate more in class because they want to have a good job in the future.	109	3	226	2.07	.979
<b>8.</b> Students participate more in class when they feel confident of their language proficiency.	109	3	218	2.00	1.000
<b>9.</b> Students participate more in class when they do not have language use anxiety.	109	3	218	2.00	.892
<b>10.</b> Students participate more in class when teacher is supportive.	109	3	164	1.50	.753
<b>11.</b> Students participate more in class when teacher is friendly.	109	3	161	1.48	.702
<b>12.</b> Students participate more in class when teacher is enthusiastic.	109	3	160	1.47	.675
<b>13.</b> Students participate more in class when teacher gives positive nonverbal behaviours such as smiling.	109	3	177	1.62	.743
<b>14.</b> Students participate more in class when teacher shows good classroom management skills.	109	3	164	1.50	.661
<b>15.</b> Students participate more in class when teacher shows good communication skills.	109	3	165	1.51	.715
<b>16.</b> Students participate more in class when teacher uses exciting teaching skills.	109	3	158	1.45	.687
<b>17.</b> Students participate more in class when teacher gives clear presentation.	109	3	189	1.73	.715
<b>18.</b> Students participate more in class when the content of the lesson is relevant to their lives.	109	3	182	1.67	.806

Table 12 (con) Descriptive Statistics of Student Participation as Viewed by Teachers

	N	Range	Sum	Mean	SD
<b>19.</b> Students participate more in class when the content of the lesson is interesting.	109	3	166	1.52	.675
<b>20.</b> Students participate more in class when the content of the lesson is related to cultural issues.	109	3	242	2.22	.906
<b>21.</b> Students participate more in class when activities are in diverse forms such as games, role play or presentations.	109	3	167	1.53	.701
<b>22.</b> Students participate more in class when the classroom is well-equipped.	109	3	218	2.00	.839
<b>23.</b> Students participate more in class when the classroom atmosphere is positive.	109	3	167	1.53	.740
<b>24.</b> Students participate more in class when the classroom size is small.	109	3	275	2.52	1.033
<b>25.</b> Students participate more in class when classmates are friendly.	109	3	189	1.73	.689
<b>26.</b> Students participate more in class when classmates are supportive.	109	3	187	1.72	.783
<b>27.</b> Students participate more in class when classmates show no judgment of their opinions.	109	3	194	1.78	.875
<b>28.</b> Students participate more in class when they get pressure from their parents.	109	3	329	3.02	.981
<b>29.</b> Students participate more in class when they get support from their parents.	109	3	192	1.76	.781
Valid N (listwise)	109				

The mean score determines the level of agreement. That is, the lower the mean score is, the more respondents agree with the statement. Similarly, the higher the mean score is, the less respondents agree with the statement. Generally speaking, according to the table of descriptive statistics of student participation as viewed by teachers, the majority of the students participate more in the class when the teacher uses exciting teaching skills. However, the least level of student participation takes place when the students get pressure from their parents. Thus, it is clear from the results of the two questionnaires that both students and teachers disagree with the statement suggesting that pressure from parents helps students participate more. Consequently, the statements can be classified from the most agreed upon to the least agreed upon as follows:

1. Students participate more in class when teacher uses exciting teaching skills.
2. Students participate more in class when teacher is enthusiastic.

3. Students participate more in class when teacher is friendly.
4. Students participate more in class when teacher is supportive.
5. Students participate more in class when teacher shows good classroom management skills.
6. Students participate more in class when teacher shows good communication skills.
7. Students participate more in class when the content of the lesson is interesting.
8. Students participate more in class when activities are in diverse forms such as games, role play or presentations.
9. Students participate more in class when the classroom atmosphere is positive.
10. Students participate more in class when teacher gives positive nonverbal behaviours such as smiling.
11. Students participate more in class when the content of the lesson is relevant to their lives.
12. Students participate more in class when classmates are supportive.
13. Students participate more in class when teacher gives clear presentation.
14. Students participate more in class when classmates are friendly.
15. Students participate more in class when they get support from their parents.
16. Students participate more in class when classmates show no judgment of their opinions.
17. Students participate more in class because they want to learn to communicate in English with foreign people.
18. Students participate more in class because they want to get high marks.
19. Students participate more in class when they feel confident of their language proficiency.
20. Students participate more in class when they do not have language use anxiety.

21. Students participate more in class when the classroom is well-equipped.
22. Students participate more in class because they want to have a good job in the future.
23. Students participate more in class because they want to enrich their English knowledge.
24. Students participate more in class because they are interested in English language.
25. Students participate more in class when activities are in diverse forms such as games, role play or presentations.
26. Students participate more in class because they want to be praised by teacher.
27. Students participate more in class when the classroom size is small.
28. Students participate more in class because they are interested in the cultures of English-speaking countries.
29. Students participate more in class when they get pressure from their parents.

Table 13 The Agreement Percentage (%) of Likert Scales in the Questionnaire for Teachers

		Strongly agree	Agree	Disagree	Strongly disagree
1. Students participate more in class because they are interested in English language.	Count	25	47	34	3
	Row N%	22.9%	43.1%	31.2%	2.8%
2. Students participate more in class because they want to enrich their English knowledge.	Count	27	50	28	4
	Row N%	24.8%	45.9%	25.7%	3.7%
3. Students participate more in class because they are interested in the cultures of English-speaking countries.	Count	15	33	44	17
	Row N%	13.8%	30.3%	40.4%	15.6%
4. Students participate more in class because they want to learn to communicate in English with foreign people.	Count	44	44	16	5
	Row N%	40.4%	40.4%	14.7%	4.6%
5. Students participate more in class because they want to get high marks.	Count	42	34	25	8
	Row N%	38.5%	31.2%	22.9%	7.3%
6. Students participate more in class because they want to be praised by teacher.	Count	22	39	30	18
	Row N%	20.2%	35.8%	27.5%	16.5%
7. Students participate more in class because they want to have a good job in the future.	Count	38	35	26	10
	Row N%	34.9%	32.1%	23.9%	9.2%
8. Students participate more in class when they feel confident of their language proficiency.	Count	43	34	21	11
	Row N%	39.4%	31.2%	19.3%	10.1%

Table 13 The Agreement Percentage (%) of Likert Scales in the Questionnaire for Teachers

		Strongly agree	Agree	Disagree	Strongly disagree
<b>9.</b> Students participate more in class when they do not have language use anxiety.	Count	36	44	22	7
	Row N%	33.0%	40.4%	20.2%	6.4%
<b>10.</b> Students participate more in class when teacher is supportive.	Count	68	30	8	3
	Row N%	62.4%	27.5%	7.3%	2.8%
<b>11.</b> Students participate more in class when teacher is friendly.	Count	67	35	4	3
	Row N%	61.5%	32.1%	3.7%	2.8%
<b>12.</b> Students participate more in class when teacher is enthusiastic.	Count	67	35	5	2
	Row N%	61.5%	32.1%	4.6%	1.8%
<b>13.</b> Students participate more in class when teacher gives positive nonverbal behaviours such as smiling.	Count	54	46	5	4
	Row N%	49.5%	42.2%	4.6%	3.7%
<b>14.</b> Students participate more in class when teacher shows good classroom management skills.	Count	63	38	7	1
	Row N%	57.8%	34.9%	6.4%	0.9%
<b>15.</b> Students participate more in class when teacher shows good communication skills.	Count	65	34	8	2
	Row N%	59.6%	31.2%	7.3%	1.8%
<b>16.</b> Students participate more in class when teacher uses exciting teaching skills.	Count	70	31	6	2
	Row N%	64.2%	28.4%	5.5%	1.8%
<b>17.</b> Students participate more in class when teacher gives clear presentation.	Count	44	52	11	2
	Row N%	40.4%	47.7%	10.1%	1.8%
<b>18.</b> Students participate more in class when the content of the lesson is relevant to their lives.	Count	54	42	8	5
	Row N%	49.5%	38.5%	7.4%	4.6%
<b>19.</b> Students participate more in class when the content of the lesson is interesting.	Count	61	41	5	2
	Row N%	56.0%	37.6%	4.6%	1.8%
<b>20.</b> Students participate more in class when the content of the lesson is related to cultural issues.	Count	28	36	38	7
	Row N%	25.7%	33.0%	34.9%	6.4%
<b>21.</b> Students participate more in class when activities are in diverse forms such as games, role play or presentations.	Count	63	35	10	1
	Row N%	57.8%	32.1%	9.2%	0.9%
<b>22.</b> Students participate more in class when the classroom is well-equipped.	Count	34	45	26	4
	Row N%	31.2%	41.2%	23.9%	3.7%
<b>23.</b> Students participate more in class when the classroom atmosphere is positive.	Count	64	35	7	3
	Row N%	58.7%	32.1%	6.4%	2.8%
<b>24.</b> Students participate more in class when the classroom size is small.	Count	21	33	32	23
	Row N%	19.3%	30.2%	29.4%	21.1%
<b>25.</b> Students participate more in class when classmates are friendly.	Count	43	53	12	1
	Row N%	39.4%	48.7%	11.0%	0.9%
<b>26.</b> Students participate more in class when classmates are supportive.	Count	50	43	13	3
	Row N%	45.9%	39.4%	11.9%	2.8%
<b>27.</b> Students participate more in class when classmates show no judgment of their opinions.	Count	50	39	14	6
	Row N%	45.9%	35.8%	12.8%	5.5%
<b>28.</b> Students participate more in class when they get pressure from their parents.	Count	11	18	38	42
	Row N%	10.1%	16.5%	34.9%	38.5%
<b>29.</b> Students participate more in class when they get support from their parents.	Count	47	43	17	2
	Row N%	43.1%	39.4%	15.6%	1.8%

As seen in the table, around 68% of the teachers in the statements 1 and 2 believe that the intrinsic factors have an important role in motivating students to

participate in English classes. The students are more interested in enriching their English knowledge than in English language itself. Noticeably, one-third of the respondents state that the students are not interested in English language.

According to the figures in statements 3 and 4, the belief that the students are influenced by integrative factors is shared by nearly 62% of the teachers. The teachers believe that the students learn English to communicate with the target community. However, 56% of the respondents demonstrate that the cultures of English-speaking countries are not perceived to be an important factor in student motivation to participate.

Concerning the instrumental factors in the statements from 5 to 7, the belief that the students are influenced by the instrumental factors is held by 64% of the teachers. According to teachers' beliefs, the important instrumental factors that motivate students to participate are listed as 1) getting high marks, 2) having a good job in the future, and 3) being praised by the teacher. However, 44% of the teachers believe that being praised by teacher is not an important motivational factor that has an impact on student participation.

Statements 8 and 9 are related to the influence of self-confidence. The data show that around 73% of the teachers claim that self-confidence plays an important role in motivating students to participate. They also believe that when students do not have language-use anxiety, they are more engaged in the language learning process.

Regarding the statements from 10 to 17 that focus on the influence of teachers, the vast majority of the teachers believe that the teacher assumes critical significance in motivating students to participate. The respondents demonstrate that if the teacher is friendly and enthusiastic, the students are more motivated. The figures in these statements show that the most important three factors according to teachers' perceptions are teachers' friendliness, teachers' enthusiasm and their management skills. To further specify, statements from 10 to 13 are related to teachers' characters, whereas statements from 14 to 17 are related to teachers' skills. The respondents' perceptions indicate that teachers' characters are more important than teachers' skills in terms of their influence on student participation.

Data in statements from 18 to 21 show that 82.5% of the teachers affirm the importance of course-specific factors in student engagement in language learning

process. Among these variables, they believe that the most important factor is the statement 19 which states that students participate more when the content of the lesson is interesting. However, 41% do not consider the cultural issues as a significant factor in motivating students to participate.

70% of the respondents agree that the importance of classroom-related factors is undeniable. The vast majority of teachers direct attention toward the role of a positive atmosphere in the class in motivating students to participate. Remarkably, around half of the teachers do not see the small size of the class as an affective motivational factor in student participation.

As can be seen from the statements from 25 to 27, the majority of teachers support the idea that classmates have a great influence on student motivation to participate. They stress the importance of classmates' characters in motivating students. Just 18% agree that classmates' judgement of their peers' opinions can influence student motivation to participate.

Finally, three-quarters of the teacher respondents disagree with the item 28 suggesting that pressure from parents makes students participate more. On the other hand, 82.5% agree that support and careful attention from parents can motivate students to participate effectively.

## **6. Teachers' perceptions of the most important three motivational factors**

The third part of the questionnaire for teachers asks the teachers to think about the most important three factors that they think have a significant influence on student motivation for participation in English classes. The teachers are also asked to rank these factors in the order from one to three. The data obtained from this question demonstrate that the teachers consider the supportive teacher as the most important factor. The second important factor is the positive atmosphere in the class. The instrumental factors are the third important motivational factor. Consequently, the teachers in this study consider the influence of teachers, classroom-specific factors and the instrumental factors to be the most important factors among the discussed factors that motivate students to participate in English classes.

### C. The Comparison between the Results of the Questionnaire for Teachers and the Questionnaire for Teachers

Depending on Tables 4.2 and 4.3 that show the agreement percentage on the Likert scale statements, the table below can be deduced concerning the percentage difference between the two tables.

Table 14 The Correlation between Students' and Teachers' Responses to Likert Scale Statements

Pearson Correlation	df	Sig. (2-tailed)
.154	58	.126

The table indicates that there is a weak positive correlation between the students' and teachers' perceptions of the factors that motivate students to participate in English classes. This means that significant differences between these two groups' perceptions can be noted. For example, statement 4, which is related to the influence of the integrative factor, shows that teachers agree with this statement more than students do. This indicates that students are not as motivated by this factor as teachers believe it to be effective in student participation. Another difference is noted in the statement 6 that concerns the influence of teacher praises as an instrumental motivating factor. The results show that less than half of the students (38%) consider teacher praises to be a motivational factor whereas more than half of the teachers (56%) perceive praise from the teacher as a motivational factor. The percentage figure of students who disagree with this statement is higher than that of teachers.

Besides, students and teachers differ in their evaluation of the influence of self-confidence on student motivation. Although both groups generally agree on the statement 9 which states that more participation takes place when students do not have language-use anxiety, the adoption of 'strongly agree' by teachers is higher than that of students. This indicates that teachers believe more than students in not having language use anxiety in the class. Regarding the influence of teachers in statements 13, 14, 16 and 17, there is a consensus between students and teachers on the important role that teachers play in motivating students to participate. However, teachers' 'agree' option is higher than that of students regarding the influence of positive nonverbal behaviours such as smiling on student participation. Teachers also emphasise more than students the importance of employing good classroom

management skills and using exciting teaching techniques. Notably, the results from statement 16 show that using exciting teaching techniques is not considered as important as teachers perceive. The percentage of students disagreeing with the statement 17 is higher than that of teachers.

The results from statements 18 to 21 show the importance of the course-specific factors to both students and teachers. However, the percentage figure of teachers who agree generally with these statements is higher than that of students. The final difference is found in statement 28 which explores parents' pressure on students to participate more in class. Although both students and teachers generally disagree with this statement, the percentage figure of students who strongly disagree with parents' pressure is higher than that of teachers.

#### **D. Conclusion**

To conclude, this chapter has presented detailed answers to research questions. First, students' perceptions of the factors motivating them to participate in English classes have been investigated in detail. The most important three factors to the students have also been explored. As far as the teachers are concerned, the demographic questions are analysed carefully. Then, teachers' views of the motivational factors have been clarified in depth. Last, the most important three factors the teachers have chosen are also explained. The final section of this chapter has been devoted to the comparison between students' and teachers' perceptions of the motivational factors. The following chapter will discuss the research questions, considering the obtained results and previous studies in the relevant literature.



## **V. DISCUSSION AND CONCLUSION**

### **A. Introduction**

This chapter presents deep explanation and discussion of the results obtained from data collection and statistical analysis in the previous chapter. It involves four sections. The first section discusses answers to the five research questions in relation to relevant literature that this study is based on. The second section identifies limitations of the study. The third section clarifies pedagogical implications for teachers and syllabus designers based on the findings of this study. The last section provides recommendations for further research.

### **B. Discussion of Research Questions**

#### **1. How do international high school students see student motivation to participate in English classes?**

The first research question explores students' views of the factors that motivate them to participate in English classes. According to the findings, there are certain factors which they consider to be influential. For example, teachers are considered as the most influential motivating factor. Students perceive the friendly teacher as the most influential variable in their motivation for participation. This finding adds up to what has been found by Allum's (2020) finding which proposes that students report teacher characteristics to be the most important motivational factor. This result also affirms Dörnyei and Csizér's (1998) suggestion that developing a good relationship with learners can have a great influence on student motivation and participation. However, this finding contradicts Alimorad et al.'s (2016) finding as the researchers have found that students are motivated when teachers follow strict administration rules. These students are less interested in teachers' friendliness. As far as the comparison between teachers' characteristics and teachers' skills is concerned, the students in this study prefer teachers' characters to teachers' skills. This stresses the importance of the influence of teachers' characters

on students' motivation to actively participate in the class.

The influence of classmates is another crucial factor. Students demonstrate that supportive classmates can make them active participants in the class. This finding corresponds with what Little (2004) and Wade (1994) state that learners become motivated to participate in the language learning process when they work collaboratively and cooperatively with their classmates. Little states that when learners are motivated and work cooperatively in the class, they have a better chance of becoming autonomous learners. In addition, this result is in parallel with what has been found by a study conducted in Malaysia on undergraduate students who point out that classmates can be a motivational factor to actively engage in the learning activities (Mustapha, Rahman & Yunus, 2010). This clarifies the importance of pair-work and group-work speaking activities both in and outside the classroom.

The results also show that the classroom-specific factors play an important role in student motivation and participation. The students consider the positive atmosphere of the class as an important factor that cannot be ignored. This is consistent with what has been discussed in the literature review. Effective learning cannot take place unless a positive, pleasant, joyful and supportive atmosphere is created in the class (Al-Ghafri, 2018; Dörnyei, 2001a). This finding demonstrates that students are more interested in the psychological effects of the classroom than the physical effects. Regarding the influence of parents, most students do not agree that pressure from parents motivates them to engage more in the language learning process. In contrast, support from parents is seen as central in the language learning process. These findings show the need for a moderate situation in which parents interfere in their children's education in the right time. They can be sources of support and care. This finding is similar to the study conducted by Leahy (2017), in which the parental influence is considered to be the biggest reason for learning English. Overall, this finding is similar to Yılmaz et al.'s (2017) finding in which parent involvement has less effect on students' success than the influence of teachers.

## **2. What are the most important factors that motivate students to participate in English classes?**

The second research question investigates students' views of the most important three factors. Similar to what has been found in the first research question,

students consider the friendly and enthusiastic teacher as the first and second most important factors respectively. This once again affirms the vital role that teachers play in motivating students to participate. More precisely, the results show that students perceive teacher's personality to be more important than the teacher's teaching skills. The third most important factor according to students is the supportive classmates. This also affirms the second most important statement in research question one. Thus, students' focus on the influence of teachers' characters and the influence of classmates may be attributed to that because of the international pandemic Covid-19, some face-to-face classes have been cancelled and online classes have taken place instead. To cope with the new situation, more cooperation between teachers and students and among students themselves has become essential.

Surprisingly, the students in this study do not tend to favour instrumental factors, such as getting better marks or getting a good job in the future. This finding contrasts with what has been found by Le (2020), who has explored high school students' motivational factors in state schools in Vietnam. In her study, students consider the instrumental variables as the most important factors that motivate them to participate in English classes. This opinion also contradicts what has been found by Svobodová's (2015) finding that the factors which are recognised by the students to be the most influential belong to the category of instrumental factors. In a similar vein, the findings in this study show that students are not interested in the integrative factors. This is also in contrast with Le's study which demonstrates that students consider the integrative factors to be the third most important motivational factor. However, the results in this study and Le's show that students do not perceive intrinsic factors as important motivational factors.

### **3. What is the relationship between teachers' demographic variables (age, gender, qualifications and teaching experience) and their perceptions of student motivation to participate in English classes?**

The third research question investigates the relationship between teachers' demographic variables (age, gender, qualifications and teaching experience) and their perceptions of the factors that motivate students to participate in English classes. To start with, the data collected from the first demographic variable (age) demonstrate that there is not a significant difference among various teachers' age groups with regard to their perceptions of the motivational factors. This means that the sampled

teachers' perceptions of the motivational factors are not affected by the different age groups of teachers. However, to the best of the present researcher's knowledge, no previous studies have explored the effects of different teachers' ages on their perceptions of the factors motivating high school students to participate in English classes. Therefore, further research is needed to explore in depth if there is a significant difference among these groups' perceptions.

The second variable is concerned with teachers' gender. The results obtained from this demographic variable show that there is not a significant difference between male and female teacher participants regarding their perceptions of the motivational factors. This result partially supports what has been found by Alimorad et al.'s (2016) study. Their study has been conducted in Iran about high school students' and teachers' perceptions of effective language teachers. The study indicates that male and female teachers do not have different ideas on effective English teachers' characteristics. However, other motivational factors need to be further investigated concerning their relationship with teachers' perceptions.

Regarding teachers' qualifications and teaching experience, the results show that there is no significant difference among different groups of teachers' qualifications in terms of their perceptions of the motivational factors. Likewise, the findings also demonstrate that there is no significant difference among groups of different teachers' teaching experience. This means that teachers' views of the motivational factors are not affected by different teachers' qualifications or their different years of teaching experience. Furthermore, after careful searching for studies that explore the effects of teachers' qualifications and teaching experience on their perceptions of the motivational factors, no previous studies have analysed this kind of relationship. This calls for further research to have a deep understanding if there is a significant difference among various groups' perceptions.

#### **4. How do international high school teachers see student motivation to participate in English classes?**

The fourth research question explores teachers' views of the factors that motivate their students to participate in English classes. According to the findings, there are certain factors considered to be influential. The results indicate that the first six most influential statements are related to the influence of teachers. To specify,

teachers' teaching skills play a vital role in motivating students. The sampled teachers believe that using exciting teaching techniques can most effectively motivate students to engage in the language learning process. This finding corroborates what has been supposed by Dörnyei (2001a) and Renandya (2014) that using practical and appropriate teaching methods can increase student motivation. Furthermore, teachers show their interest in implementing good classroom management skills. The importance of management skills is supported in the studies of Richards (1990) and Yılmaz et al. (2017) as mentioned in the chapter of literature review. In addition, teachers also emphasise the role of showing good communication skills in the classroom. This concept concurs with Ochoa et al.'s (2016) finding in the chapter of literature review in which teachers perceive communicative activities to be an important motivational factor.

Concerning the teachers' personality variables, there is a consensus among teachers on the role of these factors in student motivation and participation. That is, teachers perceive that the enthusiastic teacher has critical significance. This finding is consistent with Renandya's (2014) study in the literature review, suggesting that enthusiastic teachers can make their teaching active, motivating and enjoyable. Besides, a friendly teacher is considered as an important factor. This can be linked with what has been found and stated in previous studies in which having a friendly relationship with students is considered a precondition for student motivation in the class (Alrabai, 2016; Dörnyei, 2001; Dörnyei & Csizér, 1998; Lamb et al., 2016; Ruesch, 2012; Scrivener, 2001). Supportive teachers are also considered as an influential motivating factor. Obviously, both teachers' skills and personality are chosen as the most significant motivational factors for student participation in English classes.

In addition to the influence of teachers, the sampled teachers draw attention to the importance of course-specific factors. To further clarify, teachers believe that when the lesson is interesting and when it is presented in fun ways such as games or role play, students can become more motivated to participate. These results are in agreement with previous studies of Dörnyei (1994) and Renandya (2014), in which interesting activities in the classroom are seen as critical factors for effective teaching. Therefore, the results show that teachers prefer doing interesting activities in the class to the lesson that is relevant to students' lives and needs. However, since

the content of the lesson that is relevant to students' lives accepted to be influential among the sampled teachers, this finding partially supports what has been proposed in the literature review by Harmer (2007b), who affirms that lesson plans should be based on the needs and wants of the learners.

Furthermore, teachers consider classroom-specific factors as significant in student motivation and participation. In this sense, teachers perceive the positive atmosphere of the classroom as a more effective factor than classroom facilities. This idea can be contextualised within Al-Ghafri (2018) and Dörnyei's (2001a) studies in which they suggest that effective teaching cannot take place unless a positive, pleasant, joyful and supportive atmosphere is created in the class as mentioned in the literature review. Concerning the least important motivational factor, most teachers disagree that pressure from parents motivates students to participate more in the language learning process. This opinion demonstrates the need for support, care and cooperation between teachers and parents. This idea also calls for further research. The same result is found in Le's (2020) study in which the majority of teachers disagree that pressure from parents can have positive impacts on student participation in the class.

To deepen understanding and interpretation of the issue under investigation, teachers' views of the most important three factors have also been explored. In this sense, teachers perceive the supportive teacher to be the most important factor in student motivation and participation. This finding affirms what has been mentioned in the fourth research question in which teachers have a central role in motivating their students to engage in the language learning process. Regarding the second most important factor, the sampled teachers see the classroom-specific factors as significant motivational variables. That is, the positive atmosphere of the class can greatly affect student motivation. Thus, the teachers stress the importance of creating a positive classroom atmosphere where students feel safe and comfortable to actively participate in the class.

As far as the third most important factor according to teachers' perceptions is concerned, teachers regard the instrumental factors as highly motivating. To be specific, teachers believe that students are more motivated to participate in English classes because they want good job opportunities in the future. This opinion is echoed in the suggestion made by Gardner and Lambert (1972) and Kachru and

Nelson (1996), in which instrumentally oriented learners are more motivated to learn than integratively oriented students. This finding also supports the findings of Le's (2020) study, in which teachers consider the instrumental factors as the third most important factor for student motivation and participation. However, this result contradicts what has been stated in previous studies in which integrative orientation has better effects on achievement and long-term motivation than instrumental orientation as mentioned in the chapter of literature review (Dörnyei & Clement, 2001; Gardner & Lambert, 1972). Therefore, teachers in this study believe that students tend to prefer instrumental factors to integrative variables. This can be justified on the ground that in times of globalisation where English is spoken all around the world, many students think that learning English can bring them promising opportunities in the future, such as getting good jobs or travelling abroad.

#### **5. Is there a difference between international high school students' and their teachers' perceptions of student motivation?**

The last research question explores participants' responses to know whether there is a difference between international high school students' and teachers' perceptions of the factors that motivate students to participate in English classes. The results of this study demonstrate that students' and teachers' perceptions are most significantly different when observing the impacts of the integrative factor (learning English to communicate with foreign people), teachers' praises, self-confidence (language- use anxiety) and course-specific factors (statements 19 and 21). The findings show that students' motivation to participate in English classes is less affected by these factors than what teachers think. Thus, it can be said that there a weak positive correlation between the students' and teachers' perceptions of the factors that motivate students to participate in English classes. This finding corresponds with what has been found in Le's (2020) study in which there is no total agreement between students' and teachers' perceptions of some motivational factors.

#### **C. Limitations of the Study**

The present study involves some particular limitations that should be taken into account when evaluating its contribution to the relevant literature. The first limitation is related to the fact that there are many factors that may influence student

motivation to participate in English classes. For example, the influence of technology and tests on student motivation and participation has not been explored in the present study. In other words, as it is not possible to include all motivational factors in one study, only certain factors are explored in depth. The second limitation concerns the instruments employed in this study. Just one open-ended question is included in both questionnaires (the questionnaire for students and the questionnaire for teachers). That is, interviewing the students individually can deepen understanding and interpretation of the topic under investigation. This has not come true because of time constraints. The third limitation is that this study has been conducted with a limited number of schools and participants. Students' and teachers' perceptions of the motivational factors have been investigated in the context of just two international private schools in Istanbul. Consequently, the results can be limited as well. They cannot be related to general students in international school setting as a whole. The findings could be more representative if more schools and participants were included in the study. The fourth limitation is concerned with the fact that because of the lack of time, the researcher has not been able to include a pilot study for the two questionnaires. A pilot study allows the researcher to make modifications before the final version of a questionnaire is administered (Dörnyei & Taguchi, 2010). The last limitation is that this study has not explored students' gender. Studying students' gender can shed light on the topic under observation.

#### **D. Pedagogical Implications**

The results in this study provide teachers and syllabus designers with some significant suggestions. In this sense, as the influence of teachers is perceived to be the most important factor that motivates students to participate and engage in English classes, teachers should never hesitate to be respectful, friendly, enthusiastic and supportive in their teaching practice. They should create a positive, comfortable and stress-free learning environment where learners can acquire English as affective factors can really influence the language learning process positively and negatively. Besides, it is necessary that teachers keep up with the developments in language teaching practice so that they can facilitate language learning and teaching effectively. For instance, they should take refresher courses to allow them to develop their teaching skills. These courses should provide instructors with chances to design

a syllabus, select and develop materials, design activities, conduct engaging lessons and assess learning. Moreover, the relationship between students is really important to succeed in language learning. Since students consider the influence of classmates to be an important motivational factor, this can be endorsed by teachers through implementing pair-work and group-work activities in the classroom. The results also draw their attention to the importance of creating a positive atmosphere in the class where students feel less anxious and more confident of their language use. As far as the instrumental and integrative factors are concerned, teachers believe that instrumental factors have an important influence on student motivation and participation. More precisely, teachers perceive that getting a good job greatly affects student motivation. To this end, it is necessary that teachers deploy real-life activities in the class, such as training students on job interviews and writing formal letters and emails. On the other hand, some students are motivated to learn English to communicate with foreign people. Therefore, teachers can promote activities that give students the chance to contact with L2 speakers. This can be achieved by inviting native speakers to the class and communicating with pen pals.

With regard to syllabus designers, two suggestions need to be borne in mind. First, since recent trends in English language pedagogy stress the importance of implementing communicative language teaching (CLT) approaches in promoting and developing student motivation to learn and participate in English classes which is also mentioned by the teachers in this study, syllabus designers should focus on communicative activities and texts that increase the learning of communicative skills and real-life communication. Second, syllabus designers can base topics and activities of the syllabus on students' interest. The materials can also be compatible with learners' needs, concerns and out-of-class activities as mentioned in the chapter of literature review (Dörnyei et al., 2016 & Henry, 2013).

Concerning student motivation, there are two main ways to motivate students to participate in English classes. Teachers can motivate students to participate and engage in learning by using a variety of activities as variety or varied activities are perceived to be very important in language teaching. Teachers can also involve students in choosing topics, materials, activities and assessment tools.

Teachers should also make students active. Firstly, active learner involvement helps students make decisions. Teachers can pay attention to choices,

personalisation, activation, group-work and pair-work activities, differentiation, output, input, relevant and motivating topics. Secondly, students can construct knowledge actively. Teachers can facilitate students to construct knowledge collaboratively rather than individually.

#### **E. Recommendations for Further Research**

Taking the limitations of this study into consideration, some suggestions can be made to researchers for future studies. Firstly, this study can be limited since a questionnaire for students and a questionnaire for teachers have been conducted. Therefore, further research can be conducted using other data collection instruments, such as classroom observation and individual interviews with students and teachers to have a thorough understanding of students' and teachers' perceptions of the motivational factors. Moreover, the present study has been conducted only at two international private schools in Istanbul. Thus, further research can explore students' and teachers' perceptions in a more general setting where more schools can be included in the study. In addition, the same topic can be carried out in different contexts, such as at secondary schools, universities or university preparatory schools. Finally, the same study can be conducted in other countries to have more findings about the issue.

## **VI. REFERENCES**

### **BOOKS**

- AKOUE, B., NDONG, J. N., ALLOGO, J. O., and TENNANT, A, **Starter Teachers: A Methodology Course for the Classroom**, British Council, 2015.
- BROWN, H. D, **Principles of Language Learning and Teaching**, Prentice Hall, 5<sup>th</sup> Edition, 2006.
- BYRNE, D., and CALLAGHAN, G, **Complexity Theory and the Social Sciences: The State of the Art**, Routledge, 2014.
- CHASTAIN, K, **Developing Second Language Skills: Theory to Practice**, Houghton Mifflin: The Center for Curriculum Development, 2nd Edition, 1976.
- COHEN, A. D, **Strategies in Learning and Using a Second Language**, Routledge, 2<sup>nd</sup> Edition, 2011.
- COOK, V, **Second Language Learning and Language Teaching**, Hodder Education, 4<sup>th</sup> Edition, 2008.
- CRONBACH, L. J, **Designing Evaluations of Educational and Social Programs**, Jossey-Bass, 1982.
- CSIZÉR, K, **Second Language Learning Motivation in a European Context: The Case of Hungary**, Springer, 2020.
- DAVIS, B., and Sumara, D, **Complexity and Education: Inquiries into Learning, Teaching and Research**, Routledge, 2006.
- DECI, E. L., and Ryan, R. M, **Intrinsic Motivation and Self-determination in Human Behavior**, Plenum Press, 1985.
- DÖRNYEI, Z, **Motivational Strategies in the Language Classroom**, Cambridge University Press, 2001a.

- DÖRNYEI, Z, **Teaching and Researching Motivation**, Pearson, 2001b.
- DÖRNYEI, Z, **The Psychology of the Language Learner: Individual Differences in Second Language Acquisition**, Lawrence Erlbaum Associates Publishers, 2005.
- DÖRNYEI, Z, **Research Methods in Applied Linguistics**, Oxford University Press, 2007.
- DÖRNYEI, Z., and Ryan, S, **The Psychology of the Language Learner Revisited**, Routledge, 2015.
- DÖRNYEI, Z., and TAGUCHI, T, **Questionnaires in Second Language Research: Construction, Administration and Processing**, Routledge, 2<sup>nd</sup> Edition, 2010.
- DÖRNYEI, Z., and USHIODA, E, **Teaching and Researching Motivation**, Longman, 2<sup>nd</sup> Edition, 2011.
- DÖRNYEI, Z., CSIZÉR, K., and NÉMETH, N, **Motivation, Language Attitudes and Globalization: A Hungarian Perspective**, Multilingual Matters, 2006.
- DÖRNYEI, Z., HENRY, A., and MUIR, C, **Motivational Currents in Language Learning: Frameworks for Focused Interventions**, Routledge, 2016.
- ELLIS, R, **Second Language Acquisition**, Oxford University Press, 1997.
- FIELD, A, **Discovering Statistics Using IBM SPSS Statistics**, SAGE, 4<sup>th</sup> Edition, 2013.
- GARDNER, R. C, **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**, Edward Arnold, 1985.
- GARDNER, R. C., and LAMBERT, W. E, **Attitudes And Motivation in Second-Language Learning**, Newbury House Publishers, 1972.
- GAZALA, B, **The Importance of Motivation in an Educational Environment**, Laxmi Book Publication, 2015.
- HAIR , J. F., Jr., HUTT, G. T. M., RINGLE, C. M., and SARSTEDT, M, **A Primer on Partial Least Squares Structural Equation Modelling (PLS-SEM)**, SAGE, 2<sup>nd</sup> Edition, 2017.

- HARMER, J, **How to Teach English**, Pearson Longman, 2<sup>nd</sup> Edition, 2007a.
- HARMER, J, **The Practice of English Language Teaching**, Longman ELT, 4<sup>th</sup> Edition, 2007b.
- HEINZMANN, S, **Young Language Learners' Motivation and Attitudes: Longitudinal, Comparative and Explanatory Perspectives**, Bloomsbury, 2013.
- HINTON, P. R., BROWNLOW, C., MCMURRAY, I., and COZENS, B, **SPSS Explained**, Routledge, 2004.
- HUDSON, G, **Essential Introductory Linguistics**, Blackwell Publishers, 2000.
- IRVIN, J. L., MELTZER, J., and DUKES, M, **Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders**, Association for Supervision and Curriculum Development, 2007.
- JOHNSON, K, **An Introduction to Foreign Language Learning and Teaching**, Routledge, 2<sup>nd</sup> Edition, 2008.
- JOHNSON, K., and JOHNSON, H, **Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching**, Blackwell, 1999.
- MASLOW, A. H, **Motivation and Personality**, Longman, 3<sup>rd</sup> Edition, 1987.
- MCDRURY, J., and ALTERIO, M, **Learning through Storytelling in Higher Education: Using Reflection and Experience to Improve Learning**, Routledge, 2003.
- MERCER, S., and DÖRNYEI, Z, **Engaging Students in Contemporary Classrooms**, Cambridge University Press, 2020.
- NUNAN, D, **Collaborative Language Learning and Teaching**, Cambridge University Press, 1992.
- O'MALLEY, J. M., and CHAMOT, A. U, **Learning Strategies in Second Language Acquisition**, Cambridge University Press, 1990.
- OXFORD, R. L, **Language Learning Strategies: What Every Teacher Should Know**, Newbury House, 1990.
- PATTON, M. Q, **Qualitative Evaluation and Research Methods**, SAGE, 3<sup>rd</sup> Edition, 2001.

- PRITCHARD, A., and WOOLLARD, J, **Psychology for the Classroom: Constructivism and Social learning**, Routledge, 2010.
- RATEY, J. J, **A User's Guide to the Brain: Perception, Attention, and the Four Theaters of the Brain**, Vintage, 2001.
- RENANDYA, W. A, **Motivation in the Language Classroom**, TESOL International Association, 2014.
- RICHARDS, L, **Handling Qualitative Data: A Practical Guide**, SAGE, 3<sup>rd</sup> Edition, 2014.
- ROBBINS, S. P., and JUDGE, T. A, **Organizational Behavior**, Pearson Education, 15<sup>th</sup> Edition, 2013.
- RONEY, R. C, **The Story Performance Handbook**, Routledge, 2001.
- SCRIVENER, J, **Learning Teaching: The Essential Guide to English Language Teaching**, MacMillan, 3<sup>rd</sup> Edition, 2011.
- SELIGMAN, M. E. P, **Flourish: A Visionary New Understanding of Happiness and Well-being**, Atria Books, 2011.
- SHEEN, Y, **Corrective Feedback, Individual Differences and Second Language Learning**, Springer, 2011.
- SLAVIN, E. R, **Educational Psychology: Theory and Practice**, Allyn and Bacon, 6<sup>th</sup> Edition, 2000.
- UR, P, **A Course in English Language Teaching**, Cambridge University Press, 2<sup>nd</sup> Edition, 2012.
- WILLIAMS, M., and BURDEN, L. R, **Psychology for Language Teachers: A Social Constructivist Approach**, Cambridge University Press, 1997.

## **ARTICLES**

- AKAY, C, "Turkish High School Students' English Demotivation and their Seeking for Remotivation: A Mixed Method Research", **Canadian Center of Science and Education**, Vol. 10, Issue 8, 2017, Pages 107-122.
- AL-HOORIE, A. H, "Sixty Years of Language Motivation Research: Looking Back and Looking Forward", **SAGE Open**, Vol. 7, Issue 1, 2017, Pages 1-11.

- ALIMORAD, Z., and TAJGOZARI, M, “A Comparison of Iranian High School Teachers’ and Students’ Perceptions of Effective English Teachers”, **SAGE Open**, Vol. 6, Issue 4, 2016, Pages 1-10.
- ALLUM, L. H, “Student and Teacher Perceptions of Student Motivation among Korean University English as a Second Language (ESL) Students”, **Indonesian Tesol Journal**, Vol. 2, Issue 2, 2020, Pages 81-98.
- ALMALKI, S, “Integrating Quantitative and Qualitative Data in Mixed Methods Research—Challenges and Benefits”, **Journal of Education and Learning**, Vol. 5, Issue 3, 2016, Pages 288-296.
- ALRABAI, F, “The Effects of Teachers’ in-Class Motivational Intervention on Learners’ EFL Achievement”, **Applied Linguistics**, Vol. 37, Issue 3, 2016, Pages 307-333.
- ARMSTRONG, M., and BOUD, D, “Assessing Participation in Discussion: An Exploration of the Issues”, **Studies in Higher Education**, Vol. 8, Issue 1, 1983, Pages 33-44.
- AYPAY, A., and ERYILMAZ, A, “Investigation of the Relationship between High School Students’ Motivation to Class Engagement and School Burnout”, **Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi**, Vol. 11, Issue 21, 2011, Pages 26-44.
- BACON, S., and FINNEMANN, M, “A Study of Attitudes, Motives, and Strategies of University Foreign Language Students and their Disposition in Authentic Oral and Written Input”, **Modern Language Journal**, Vol. 74, Issue 4, 1990, Pages 459-473.
- BAGWELL, C., BENDER, S., ANDREASSI, C., KINOSHITA, T., MONTARELLO, S., and MULLER, J, “Friendship Quality and Perceived Relationship Changes Predict Psychosocial in Early Adulthood”, **Journal of Social and Personal Relationships**, Vol. 22, Issue 1, 2005, Pages 235-254.
- BALANDA, K. P., and MACGILLIVRAY, H. L, “Kurtosis: A Critical Review”, **The American Statistician**, Vol. 42, Issue 2, 1988, Pages 111-119.
- BECKETT, G. H, “Teachers and Student Evaluation of Project-Based Instruction”,

- TESL Canada Journal**, Vol. 19, Issue 2, 2002, Pages 52-66.
- BECKETT, G. H., and SLATER, T, “The Project Framework: A Tool for Language, Content, and Skills Integration”, **ELT Journal**, Vol. 59, Issue 2, 2005, Pages 108-116.
- BERNAUS, M., and GARDNER, R. C, “Teacher Motivation Strategies, Student Perceptions, Student Motivation, and English Achievement”, **The Modern Language Journal**, Vol. 92, Issue 1, 2008, Pages 387-401.
- BIPPUS, A. M., and YOUNG, S. L, “What Behaviors Reflect Involvement in a Course?: Students’ Perceptions and Differences between High and Low Communication Apprehensives”, **Communication Research Reports**, Vol. 17, Issue 3, 2000, Pages 310-319.
- BOO, Z., DÖRNYEI., and RYAN, S, “L2 Motivation Research 2005-20014: Understanding a Publishing Surge and a Changing Landscape”, **System**, Vol. 55, 2015, Pages 145-157.
- BURCHFIELD, C. M., and SAPPINGTON, J. “Participation in Classroom Discussion”, **Teaching of psychology**, Vol. 26, Issue 4, 1999, Pages 290-291.
- CHENG, H. F., and DÖRNYEI, Z, “The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan”, **Innovation in Language Learning and Teaching**, Vol. 1, Issue 1, 2007, Pages 153-174.
- CLEMENT, R., GARDNER, R. C., and SMYTHE, P, “Motivational Variables in Second Language Acquisition: A Study of Francophones Learning English”, **Canadian Journal of Behavioral Science**, Vol. 9, 1977, Pages 123-133.
- CRONE, J. A, “Using Panel Debates to Increase Student Involvement in the Introductory Sociology Class”, **Teaching sociology**, Vol. 25, Issue 3, 1997, Pages 214-218.
- CROOKES, G., and SCHMIDT, R. W, “Motivation: Reopening the Research Agenda”, **Language Learning**, Vol. 41, Issue 4, 1991, Pages 469-512.
- DALLIMORE, E. J., HERTENSTEIN, J. H., and PLATT, M. B, “Classroom

- Participation and Discussion Effectiveness: Student-Generated Strategies”, **Communication Education**, Vol. 53, Issue 1, 2004, Pages 103-115.
- DANCER, D., and KAMVOUNIAS, P, “Student Involvement and Assessment: A Project Designed to Assess Class Participation Fairly and Reliably”, **Assessment & Evaluation in Higher Education**, Vol. 30, Issue 4, 2005, Pages 445-454.
- DAVIES, A, “What Do Learners Really Want From their EFL Course?”, **ELT Journal**, Vol. 60, Issue 1, 2006, Pages 3-12.
- DECI, E. L., VALLERAND, R. J., PELLETTIER, L. G., and RYAN, R. M, “Motivation and Education: The Self-Determination Perspective”, **Educational Psychologist**, Vol. 26, Issue 3-4, 1991, Pages 325-346.
- DENZIN, N. K, “Triangulation 2.0”, **Journal of mixed methods research**, Vol. 6, Issue 2, 2012, Pages 80-88.
- DÖRNYEI, Z, “Motivation and Motivating in the Foreign Language Classroom”, **Modern Language Journal**, Vol. 78, Issue 3, 1994, Pages 273–284.
- DÖRNYEI, Z, “Motivation in Second and Foreign Language Learning”, **Language Teaching**, Vol. 31, Issue 3, 1998, Pages 117-135.
- DÖRNYEI, Z, “Motivation in Action: Towards A Process-Oriented Conceptualisation of Student Motivation”, **British Journal of Educational Psychology**, Vol. 70, 2000b, Pages 519-538.
- DÖRNYEI, Z, “Attitudes, Orientations, and Motivation in Language Learning: Advances in Theory, Research, and Applications”, **Language Learning**, Vol. 2003, Pages 53, 3-32.
- DÖRNYEI, Z., and CSIZÉR, K, “Ten Commandments for Motivating Language Learners: Results of an Empirical Study”, **Language Teaching Research**, Vol. 2, Issue 3, 1998, Pages 203-229.
- DÖRNYEI, Z. and OTTÓ, I, “Motivation in Action: A Process Model of L2 Motivation”, **Working Papers in Applied linguistics**, Vol. 4, 1998, Pages 43-69.

- DOIZ, A., LASAGABASTER, D., and SIERRA, J. M., “CLIL and Motivation: The Effect of Individual and Contextual Variables”, **The Language Learning Journal**, Vol. 42, Issue 2, 2014, Pages 209-224.
- ELKILIÇ, G., and AKÇA, C., “Attitudes of the Students Studying At Kafkas University Private Primary EFL Classroom towards Storytelling and Motivation”, **Journal of Language Linguistic Studies**, Vol. 4, Issue 1, 2008, Pages 1-27.
- FASSINGER, P. A., “How Classes Influence Students’ Participation In College Classrooms”, **Journal of Classroom Interaction**, Vol. 35, Issue 2, 2000, Pages 38-47.
- FILGONA, J., SAKIYO, J., GWANY, D. M., and OKORONKA, A. U., “Motivation in Learning”, **Asian Journal of Education and Social Studies**, Vol. 10, Issue 4, 2020, Pages 16-37.
- FREDRICKSON, B. L., “Unpacking Positive Emotions: Investigating the Seeds of Human Flourishing”, **The Journal of Positive Psychology**, Vol. 1, Issue 2, 2006, Pages 57-59.
- GIRGIN, K. Z., and STEVENS, D. D., “Bridging in-Class Participation with Innovative Instruction: Use and Implications in a Turkish University Classroom”, **Innovations in Education and Teaching International**, Vol. 42, 2005, Pages 93-106.
- GROLNICK, W. S., and SLOWIACZEK, M. L., “Parents’ Involvement in Children’s Schooling: A Multidimensional Conceptualization and Motivational Model”, **Child Development**, Vol. 65, Issue 1, 1998, Pages 237-252.
- GUILLOTEAUX, M. J., “Motivational Strategies for the Language Classroom: Perceptions of Korean Secondary School English Teachers”, **System**, Vol. 41, Issue 1, 2013, Pages 3-14.
- GUILLOTEAUX, M. J., and DÖRNYEI, Z., “Motivational Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation”, **TESOL Quarterly**, Vol. 42, Issue 1, 2008, Pages 55-77.
- HANDELSMAN, M.M., BRIGGS, W. L., SULLIVAN, N., and TOWLER, A., “A

- Measure of College Student Course Engagement”, **The Journal of Educational Research**, Vol. 98, 2005, Pages 184-191.
- HAVA, K, “Exploring the Role of Digital Storytelling in Student Motivation and Satisfaction in EFL Education”, **Computer Assisted Language Learning**, Vol. 34, Issue 7, 2021, Pages 958-978.
- HENRY, A., KORP, H., SUNDQVIST, P., and THORSEN, C, “Motivational Strategies and the Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters”, **TESOL Quarterly**, Vol. 52, Issue 2, 2018, Pages 247-273.
- HIGGINS, E. T, “Self-discrepancy: A Theory Relating Self and Affect”, **Psychological Review**, Vol. 94, Issue 1, 1987, Pages 319-340.
- HORWITZ, E, “Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale”, **TESOL Quarterly**, Vol. 20, Issue 3, 1986, Pages 559-562.
- JACOBSEN, D. N., and IMHOOF, M, “Predicting Success in Learning a Second Language”, **Modern Language Journal**, Vol. 58, Issue 1, 1974, Pages 329-336.
- JOE, H., HIVER, P., and AL-HOORIE, A. H, “Classroom Social Climate, Self-Determined Motivation, Willingness to Communicate, and Achievement: A Study of Structural Relationships in Instructed Second Language Settings”, **Learning and Individual Differences**, Vol. 53, 2017, Pages 133-144.
- JUNN, E, “Pearls of Wisdom: Enhancing Student Class Participation with an Innovative Exercise”, **Journal of Instructional Psychology**, Vol. 21, Issue 4, 1994, Pages 385-387.
- KANG, S, “Dynamic Emergence of Situational Willingness to Communicate in a Second Language”, **System**, Vol. 33, Issue 2, 2005, Pages 277-292.
- KARP, D. A., and YOELS, W. C, “The College Classroom: Some Observations on the Meaning of Student Publication”, **Sociology and Social Research**, Vol. 60, Issue 4, 1976, Pages 421-439.
- KERNIS, M. H., and GOLDMAN, B. M, “A Multicomponent Conceptualization of

- Authenticity: Theory and Research”, **Advances in Experimental Social Psychology**, Vol. 38, 2006, Pages 283-357.
- LAMB, M., and ARISANDY, F. E, “The Impact of Online Use of English on Motivation to Learn”, **Computer Assisted Language Learning**, Vol. 33, Issue 1-2, 2020, Pages 85-108.
- LANSLEY, C, “Collaborative Development: An Alternative to Phatic Discourse and the Art of Co-Operative Development”, **ELT Journal**, Vol. 48, Issue 1, 1994, Pages 50-56.
- LITTLE, D, “Democracy, Discourse and Learner Autonomy in the Foreign Language Classroom”, **UTIBIDDING and Democratic**, Vol. 13, Issue 3, 2004, Pages 105-126.
- MACINTYRE, P. D., CLÉMENT, R., DÖRNYEI, Z., and NOELS, K. A, “Conceptualizing Willingness to Communicate in an L2: A Situational Model of L2 Confidence and Affiliation”, **Modern Language Journal**, Vol. 82, 1998, Pages 545-562.
- MASGORET, A. M., and GARDNER, R. C, “Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and his Associates”, **Language Learning**, Vol. 53, 2003, Pages 167–210.
- MUSTAPHA, S. M., RAHMAN, N. S. N. A., and YUNUS, M. M, “Factors Influencing Classroom Participation: A Case Study of Malaysian Undergraduate Students”, **Procedia - Social and Behavioral Sciences**, Vol. 9, 2010, Pages 1079-1084.
- NASSAJI, H, “Qualitative and Descriptive Research: Data Types versus Data Analysis”, **Language Teaching Research**, Vol. 19, Issue 2, 2015, Pages 129-132.
- NIKOLOV, M, “Why Do you Learn English? ‘Because the Teacher is Short.’ A Study of Hungarian Children’s Foreign Language Learning Motivation”, **Language Teaching Research**, Vol. 3, Issue 1, 1999, Pages 33-56.
- NOELS, K. A., PELLETIER, L. G., CLEMENT, R., and VALLERAND, R. J, “Why are you Learning a Second Language? Motivational Orientations and

- Self-Determination Theory”, **Language Learning**, Vol. 50, Issue 1, 2000, Pages 57-85.
- NOELS, K. A., PON, G., and CLEMENT, R, “Language, Identity, and Adjustment: The Role of Linguistic Self-Confidence in the Acculturation Process”, **Journal of Language and Social Psychology**, Vol. 15, Issue 3, 1996, Pages 246-264.
- NUNN, C. E, “Discussion in the College Classroom: Triangulating Observational and Survey Results”, **Journal of Higher Education**, Vol. 67, Issue 3, 1996, Pages 243-266.
- OCHOA, C., CABRERA, P., QUIÑÓNEZ, A., CASTILLO, L., and GONZÁLEZ, P, “The Effect of Communicative Activities on EFL Learners’ Motivation: A Case of Students in the Amazon Region of Ecuador”, **Colomb. Appl. Linguist. J.**, Vol. 18, Issue 2, 2016, Pages 39-48.
- OXFORD, R. L., and SHEARIN, J, “Language Learning Motivation: Expanding the Theoretical Framework”, **Modern Language Journal**, Vol. 78, Issue 1, 1994, Pages 12-28.
- PACE, D. S, “Probability and Non-Probability Sampling – An Entry Point for Undergraduate Researchers”, **International Journal of Quantitative and Qualitative Research Methods**, Vol. 9, Issue 2, 2021, Pages 1-15.
- PARKER, H., and HIVER, P, “Profiling and Tracing Motivational Change in Project-Based L2 Learning”, **System**, Vol. 67, 2017, Pages 50-64.
- PEARSON, E. S., D’AGOSTINO, R. B., and BOWMAN, K. O, “Tests for Departure from Normality: Comparison of Powers”, **Biometrika**, Vol. 64, Issue 2, 1977, Pages 231-246.
- POUPORE, G, “Task Motivation in Process: A Complex Systems Perspective”, **Canadian Modern Language Review**, Vol. 69, Issue 1, 2013, Pages 91-116.
- POYRAZ, E, “The Effects of Parental Involvement in English Language Teaching of Secondary School Students”, **ELT Research Journal**, Vol. 6, Issue 3, 2017, Pages 250-275.
- ROCCA, K. A, “Student Participation in the College Classroom: An Extended

- Multidisciplinary Literature Review”, **Communication Education**, Vol. 59, Issue 2, 2010, Pages 185-213.
- RUESCH, A., BOWN, J., and DEWEY, D. P, “Student and Teacher Perceptions of Motivational Strategies in the Foreign Language Classroom”, **Innovation in Language Learning and Teaching**, Vol. 6, Issue 1, 2012, Pages 15-27.
- RYAN, R. M., and DECI, E. L, “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions”, **Contemporary Educational Psychology**, Vol. 25, Issue 1, 2000a, Pages 54-67.
- RYAN, R. M., and DECI, E. L, “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being”, **American Psychologist**, Vol. 55, Issue 1, 2000b, Pages 68-78.
- SCHUMANN, J. H, “Research on the Acculturation Model for Second Language Acquisition”, **Journal of Multilingual and Multicultural Development**, Vol. 7, Issue 5, 1986, Pages 379-392.
- SHAPIRO, S.S., and WILK, M.B, “An Analysis of Variance Test for Normality (Complete Samples)”, **Biometrika**, Vol. 52, Issue 3-4, 1965, Pages 591-611.
- SHELDON, K. M., RYAN, R. M., RAWSTHORNE, L. J., and ILARDI, B, “Trait Self and True Self: Cross-Role Variation in the Big-Five Personality Traits and its Relations with Psychological Authenticity and Subjective Well-Being”, **Journal of Personality and Social Psychology**, Vol. 73, Issue 6, 1997, Pages 1380-1393.
- SHELDON, K. M., and ELLIOT, A. J, “Goal Striving, Need Satisfaction, and Longitudinal Well-Being: The Self-Concordance Model”, **Journal of Personality and Social Psychology**, Vol. 76, Issue 3, 1999, Pages 482-497.
- SKEHAN, P, “Individual Differences in Second Language Learning”, **Studies in Second Language Acquisition**, Vol. 13, Issue 2, 1991, Pages 275-298.
- SMITH, D. G, “College Classroom Interactions and Critical Thinking”, **Journal of Educational Psychology**, Vol. 69, 1977, Pages 180-190.

- SOLAK, E., and BAYAR, A, "The Factors Influencing the Motivational Strategy Use of Non-Native English Teachers", **International Journal of Education and Research**, Vol. 2, Issue 2, 2014, Pages 1-12.
- ŞENER, S, "Turkish ELT Students' Willingness to Communicate in English", **ELT Research Journal**, Vol. 3, Issue 2, 2014, Pages 91-109.
- TAHERDOOST, H, "Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research", **International Journal of Academic Research in Management (IJARM)**, Vol. 5, Issue 2, 2016, Pages 18-27.
- TASGIN, A., and TUNC, Y, "Effective Participation and Motivation: An Investigation on Secondary School Students", **World Journal of Education**, Vol. 8, Issue 1, 2018, Pages 58-74.
- ULE, M., ZIVODER, A., and du BOIS-REYMOND, M, "Simply the Best for my Children": Patterns of Parental Involvement in Education", **International Journal of Qualitative Studies in Education**, Vol. 28, Issue 3, 2015, Pages 329-348.
- UŞTUK, Ö, "Turkish EFL Instructors' Perceived Importance of Motivational Strategies: A Descriptive Study", **Journal of Foreign Language Education and Technology**, Vol. 3, Issue 1, 2018, pages 215-233.
- VAHTRICK, L., and de BOLT, K, "L2 Motivation Profiling and the Role of Context: A Study in Exploratory Statistical Procedures", **Iranian Journal of Language Teaching Research**, Vol. 1, Issue 2, 2013, Pages 37-64.
- WADE, R. C, "Teacher Education Students' Views on Class Discussion: Implications for Fostering Critical Reflection", **Teaching and Teacher education**, Vol. 10, Issue 2, 1994, Pages 231-243.
- WANINGE, F., de BOT, K., and DÖRNYEI, Z, "Motivational Dynamics in Language Learning: Change, Stability, and Context", **The Modern Language Journal**, Vol. 98, Issue 3, 2014, pages 704-723.
- WATERMAN, A. S, "Two Conceptions of Happiness: Contrasts of Personal Expressiveness (Eudaimonia) and Hedonic Enjoyment", **Journal of**

**Personality and Social Psychology**, Vol. 64, Issue 4, 1993, Pages 678-691.

WEAVER, R. R, and QI, J, “Classroom Organization and Participation: College Students’ Perceptions”, **The Journal of Higher education**, Vol. 76, Issue 5, 2005, Pages 570-601.

WEINER, B, “An Attributional Theory of Achievement Motivation and Emotion”, **Psychological Review**, Vol. 92, Issue 4, 1985, Pages 548-573.

WEINER, B, “History of Motivational Research in Education”, **Journal of Educational Psychology**, Vol. 82, Issue 4, 1990, Pages 616-622.

YAN, G., and ZHAO, X, “A Review of the Use of Storytelling to Improve Students’ Oral Proficiency in EFL Teaching”, **European Journal of English Language Teaching**, Vol. 5, Issue 1, 2019, Pages 44-62.

YASHIMA, T, “Willingness to Communicate in a Second Language: The Japanese EFL Context”, **The Modern Language Journal**, Vol. 86, Issue 1, 2002, Pages 54-66.

YILMAZ, E., ŞAHIN, M., and TURGUT, M, “Variables affecting student motivation based on academic publications”, **Journal of Education and Practice**, Vol. 8, Issue 12, 2017, Pages 112-120.

## ENCYCLOPEDIAS

CARROLL, J. B, “Twenty-Five Years of Research in Foreign Language Aptitude”, **Individual Differences and Universals in Language Learning Aptitude**, Ed. K. C. Diller, Newbury House, 1981, Pages 38-117.

CLEMENT, R, “Ethnicity, Contact and Communicative Competence in a Second Language”, **Language : Social Psychological Perspectives**, Eds. H. Giles, W. P. Robinson and P. M Smith, Pergamon, 1980, Pages 147-154.

COHN, M., and FREDRICKSON, B, “Positive Emotions”, **Oxford Handbook of Positive Psychology**, 2<sup>nd</sup> ed Eds. S. J. Lopez and C. R. Snyder, Oxford University Press, 2009, Pages 13-24..

CSIZÉR, K, “The L2 Motivational Self-System”, **The Palgrave Handbook of Motivation for Language Learning**, Eds. M. Lamb, K. Csizér, A.

- Henry and S. Ryan, Palgrave Macmillan, 2019, Pages 71-93.
- DÖRNYEI, Z, “Motivation”, **Routledge Encyclopedia of Language Teaching and Learning**, Ed. M. Byram, Routledge, 2000a, Pages 425-432.
- DÖRNYEI, Z, “From Integrative Motivation to Directed Motivational Currents: The Evolution of the Understanding of L2 Motivation over Three Decades”, **The Palgrave Handbook of Motivation for Language Learning**, Eds. M. Lamb, K. Csizér, A. Henry and S. Ryan, Palgrave Macmillan, 2019, Pages 39-69.
- DÖRNYEI, Z., and CLEMENT, R, “Motivational Characteristics of Learning Different Target Languages: Results of a Nationwide Survey”, **Motivation and Second Language Acquisition**, Eds. Z. Dörnyei and R. Schmidt, Second Language Teaching and Curriculum Center, 2001, Pages 399-432.
- DÖRNYEI, Z., and USHIODA, E, “Motivation, Language Identities and the L2 Self: A Theoretical Overview”, **Motivation, Language Identity and the L2 Self**, Eds. Z. Dörnyei and E. Ushioda, Multilingual Matters, 2009, Pages 1-8.
- DÖRNYEI, Z., MACINTYRE, P. D., and Henry, A, “Introduction: Applying Complex Dynamic Systems Principles to Empirical Research on L2 Motivation”, **Motivational Dynamics in Language Learning**, Eds. Z. Dörnyei, P. D., MacIntyre and A. Henry, Multilingual Matters, 2015, Pages 1-7.
- FERNÁNDEZ, D. M., and CAÑADO, L. P, “Exploring the Student’s Motivation in the EFL Class”, **Present and Future Trends in TEFL**, Ed. E. G. Sanchez, Universidad de Almería: Secretariado de publicaciones, 2001, Pages 321-364.
- GARDNER, R. C, “Integrative Motivation and Second Language Acquisition”, **Motivation and Second Language Acquisition**, Eds. Z. Dörnyei and R. Schmidt, Second Language Teaching and Curriculum Center, 2001, Pages 1-19.
- GARDNER, R. C, “Individual Differences in Second and Foreign Language

- Learning”, **Encyclopedia of Language and Education**, 2<sup>nd</sup> Eds. N. Van Deusen-Scholl and N. H. Hornberger, Springer, 2008, Pages 29-40.
- GREGERSEN, T, “Aligning Positive Psychology with Language Learning Motivation”, **The Palgrave Handbook of Motivation for Language Learning**, Eds. M. Lamb, K. Csizér, A. Henry and S. Ryan, Palgrave Macmillan, 2019, Pages 621-640.
- GREGERSEN, T, MACINTYRE, P. D., and ROSS, J. “Extending Gardner’s Socio-Educational Model to Learner Well-Being: Research Propositions Linking Integrative Motivation and the PERMA Framework”, **Contemporary Language Motivation Theory**, Eds. A. H. Al-Hoorie and P. D. MacIntyre, Multilingual Matters, 2020, Pages 17-39.
- HENRY, A, (2013). “Digital Games and ELT: Bridging the Authenticity Gap”, **International Perspectives on Motivation: Language Learning and Professional Challenges**, Ed. E. Ushioda, Palgrave Macmillan, 2013, Pages 133-155.
- HENRY, A., and LAMB, M, (2019). “L2 Motivation and Digital Technologies”, **The Palgrave Handbook of Motivation for Language Learning**, Eds. M. Lamb, K. Csizér, A. Henry and S. Ryan, Palgrave Macmillan, 2019, Pages 599-619.
- HIVER, P., and PAPI, M, (2019). “Complexity Theory and L2 Motivation”, **The Palgrave Handbook of Motivation for Language Learning**, Eds. M. Lamb, K. Csizér, A. Henry and S. Ryan, Palgrave Macmillan, 2019, Pages 117-137.
- KACHRU, B. B., and NELSON, C. L, (1996). “World Englishes”, **Sociolinguistics and Language Teaching**, Eds. S. L. McKay, and N. H. Hornberger, Cambridge University Press, 1996, Pages 71-102.
- LAMB, M, (2019). “Motivational Teaching Strategies”, **The Palgrave Handbook of Motivation for Language Learning**, Eds. M. Lamb, K. Csizér, A. Henry and S. Ryan, Palgrave Macmillan, 2019, Pages 287-305.
- LAMB, M., ASTUTI, S. P., and HADISANTOSA, N, “In their Shoes: What Successful Indonesian School Teachers Do to Motivate their Pupils”, **L2**

**Selves and Motivation in Asian Contexts**, Eds. M. Apple, D. Da Silva and T. Fellner, *Multilingual Matters*, 2016, Pages 195-216.

LARSEN-FREEMAN, D, “Ten Lessons from Complex Dynamic Systems Theory: What Is on Offer”, **Motivational Dynamics in Language Learning**, Eds. Z. Dörnyei, P. D., MacIntyre and A. Henry, *Multilingual Matters*, 2015, pages 11-19.

MACINTYRE, P. D, “Language Anxiety: A Review of the Research for Language Teachers”, **Affect in Foreign Language and Second Language Learning**, Ed. D. J. Young, McGraw-Hill, 1999, Pages 24-45.

MACINTYRE, P. D, “Motivation, Anxiety and Emotion in Second Language Acquisition”, **Individual Differences in Second Language Acquisition**, Ed. P. Robinson, John Benjamins, 2002, Pages 45-68.

MACINTYRE, P. D., DÖRNYEI, Z., and HENRY, A, “Conclusion: Hot Enough to Be Cool: The Promise of Dynamic Systems Research”, **Motivational Dynamics in Language Learning**, Eds. Z. Dörnyei, P. D., MacIntyre and A. Henry, *Multilingual Matters*, 2015, pages 419-429.

MERCER, S, “Complexity and Language Teaching”, **The Routledge Handbook of English Language Teaching**, Ed. G. Hall, Routledge, 2016, pages 473-485.

MUIR, C, “Motivation and Projects”, **The Palgrave Handbook of Motivation for Language Learning**, Eds. M. Lamb, K. Csizér, A. Henry and S. Ryan, Palgrave Macmillan, 2019, Pages 327-346.

NOELS, K. A, “New Orientations in Language Learning Motivation: Toward a Model of Intrinsic, Extrinsic, and Integrative Orientations and Motivations”, **Motivation and Second Language Acquisition**, Eds. Z. Dörnyei and R. Schmidt, Second Language Teaching and Curriculum Center, 2001, Pages 43-68.

OXFORD, R. L, “Learning Strategies”, **Concise Encyclopedia of Educational Linguistics**, Ed. B. Spolsky, Elsevier, 1999, Pages 518-522.

PINIEL, K., and CSIZÉR, K, “Changes in Motivation, Anxiety and Self-Efficacy during the Course of an Academic Writing Seminar”, **Motivational**

**Dynamics in Language Learning**, Eds. Z. Dörnyei, P. D., MacIntyre and A. Henry, *Multilingual Matters*, 2015, Pages 164-194.

REVELLE, W., WILT, J., and CONDON, D. M, “Conclusion: Individual Differences and Differential Psychology”, **The Willy Handbook of Individual Differences**, Eds. T. Chamorro-Premuzic, S. von Stumm and A. Furnham, Willy Blackwell, 2011, pages 1-38.

RICHARDS, J. C, “The Dilemma of Teacher Education in Second Language Teaching”, **Second Language Teaching Education**, Eds. J. C. Richards and D. Nunan, Cambridge University Press, 1990, Pages 3-15.

RYAN, S, “Motivation and Individual Differences”, **The Palgrave Handbook of Motivation for Language Learning**, Eds. M. Lamb, K. Csizér, A. Henry and S. Ryan, Palgrave Macmillan, 2019, Pages 163-182.

SHOAIB, A., and DÖRNYEI, Z, “Affect in Lifelong Learning: Exploring L2 Motivation as a Dynamic Process”, **Learners’ Stories: Difference and Diversity in Language Learning**, Ed. D. Nunan, Cambridge University Press, 2005, Pages 22-41.

USHIODA, E, “A Person-in-Text Relational View of Emergent Motivation, Self and Identity”, **Motivation, Identity and The L2 Self**, Eds. Z. Dörnyei and E. Ushioda, *Multilingual Matters*, 2009, Pages 215-228.

USHIODA, E., and DÖRNYEI, Z, “Motivation”, **The Routledge Handbook of Second Language Acquisition**, Eds. S. M. Gass and A. Mackey, Routledge, 2012, Pages 396-409.

VANNINI, P., and BURGESS, S, “Authenticity as Motivation and Aesthetic Experience”, **Authenticity in Culture, Self, and Society**, Eds. P. Vannini and J. P. Williams, Ashgate, 2009, pages 103-119.

## **ELECTRONIC SOURCES**

Oxford, R. L., (1994). “Language Learning Strategies: An Update”, Center for Applied Linguistics, <http://www.files.eric.ed.gov/fulltext/ED376707.pdf>, (Access Date: 22 February 2022).

## **DISSERTATIONS**

AL-GHAFRI, M. R, “Exploring the Factors that Influence Students’ Participation in English Classrooms at Ibri College of Applied Sciences in Oman”, (Doctoral Thesis), School of Education, The University of Leeds, 2018.

GÜNERI, E, “The Secondary School Students' Self-Efficacy Perceptions and Engagement, and Disaffection in Science and Technology Course”, (Unpublished Master’s Thesis), Çanakkale On Sekiz Mart University, 2013.

LE, L. H, “A Comparative Study Investigating Teachers’ and Students’ Perceptions of the Factors Affecting Students’ Motivation to Participate in Vietnamese High Schools”, (Master’s Thesis), University of Birmingham, 2020.

LEAHY, M, “An Investigation into What Motivates Korean Students to Learn English and the Effects of L2 Learning Experience on Motivation”, (Master’s Thesis), University of Sunderland, 2017.

RUESCH, A, “Student and Teacher Perceptions of Motivational Strategies in the Foreign Language Classroom”, (Master’s Thesis), Brigham Young University, 2009.

SUSAK, M, “Factors that Affect Classroom Participation”, (Master’s Thesis), Department of Service Systems, Rochester Institute of Technology, 2016.

SVOBODOVÁ, L, “Factors Affecting the Motivation of Secondary School Students to Learn the English Language”, (Diploma Thesis), Department of English Language and Literature, Masaryk University, 2015.

## **OTHER SOURCES**

ATAY, D., and KURT, G, “Turkish EFL Learners’ Willingness to Communicate in English”, Paper Presentation, First International Congress of Educational Research: Trends and Issues of Educational Research, Çanakkale, Turkey, May 2009.

EPSTEIN, J. L, “School and Family Partnerships”, Report No 6, Center on Families, Communities, Schools, and Children’s Learning, March 1992.



## **APPENDIX**

**APPENDIX A:** The Questionnaire for Students

**APPENDIX B:** Classification of Motivational Factors into Themes

**APPENDIX C:** The Questionnaire for Teachers

**APPENDIX D:** Ethics Committee Approval





## APPENDIX A: The Questionnaire for Students

Dear Participant,

I am doing a Master's degree in English Language Teaching at Istanbul Aydin University, where I am researching teachers' and students' perceptions of the factors motivating high school students to participate in English classes in international schools. Would it be possible for you to carefully read the following statements and make your choices?

Thank you very much for your cooperation, time, and assistance in advance.

### **Part 1. Students' perceptions of the motivational factors**

1. To what extent do you agree or disagree with the following statements?

Please put a tick in the box that best indicates your opinion.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. I participate more in class because I am interested in English language.				
2. I participate more in class because I want to enrich my English knowledge.				
3. I participate more in class because I am interested in the cultures of English speaking countries.				
4. I participate more in class because I want to learn to communicate in English with foreign people.				
5. I participate more in class because I want to get high marks.				
6. I participate more in class because I want to be praised by teacher.				
7. I participate more in class because I want to have a good job in the future.				
8. I participate more in class when I feel confident of language proficiency.				
9. I participate more in class when I do not have language use anxiety.				
10. I participate more in class when				

teacher is supportive.				
<b>11.</b> I participate more in class when teacher is friendly.				
<b>12.</b> I participate more in class when teacher is enthusiastic.				
<b>13.</b> I participate more in class when teacher gives positive nonverbal behaviours such as smiling.				
<b>14.</b> I participate more in class when teacher shows good classroom management skills.				
<b>15.</b> I participate more in class when teacher shows good communication skills.				
<b>16.</b> I participate more in class when teacher uses exciting teaching techniques.				
<b>17.</b> I participate more in class when teacher gives clear presentation.				
<b>18.</b> I participate more in class when the content of the lesson is relevant to my life.				
<b>19.</b> I participate more in class when the content of the lesson is interesting.				
<b>20.</b> I participate more in class when the content of the lesson is related to cultural issues.				
<b>21.</b> I participate more in class when activities are in diverse forms such as games, role-plays or presentations.				
<b>22.</b> I participate more in class when the classroom is well-equipped.				
<b>23.</b> I participate more in class when the classroom atmosphere is positive.				
<b>24.</b> I participate more in class when the class size is small.				
<b>25.</b> I participate more in class when classmates are friendly.				
<b>26.</b> I participate more in class when classmates are supportive.				
<b>27.</b> I participate more in class when classmates show no judgement of my opinions.				
<b>28.</b> I participate more in class when I get pressure from my parents.				
<b>29.</b> I participate more in class when I get support from my parents.				

**Part 2. The most important factors**

2. Please name the 3 most important factors that motivate you to participate in English class and rank them in order from 1-3 in terms of importance from the 29 items above.

1. ....

2. ....

3. ....





**APPENDIX B: Classification of Motivational Factors into Themes**

Statements 1-2	Statement 1	Intrinsic factors	Interest in English
	Statement 2		Desire to enrich L2 knowledge
Statements 3-4	Statement 3	Integrative factors	Interest in the L2 culture
	Statement 4		Desire to communicate with L2 community
Statements 5-7	Statement 5	Instrumental factors	Marks
	Statement 6		Praises
	Statement 7		Jobs
Statements 8-9	Statement 8	Influence of self-confidence	Self-evaluation of L2 proficiency
	Statement 9		Language use anxiety
Statements 10-17	Statements 10-13	Influence of teachers	Teachers' characters
	Statements 14-17		Teachers' skills
Statements 18-21	Statement 18	Course-specific factors	Relevance
	Statements 19-20		Interest
	Statement 21		Diversity
Statements 22-24	Statement 22	Classroom-specific factors	Classroom facilities
	Statement 23		Classroom atmosphere
	Statement 24		Class size
Statements 25-27	Statement 25	Influence of classmates	Classmates' characters
	Statement 26		Support from classmates
	Statement 27		Judgements from classmates
Statements 28-29	Statement 28	Influence of parents	Pressure from parents
	Statement 29		Support from parents



## APPENDIX C: The Questionnaire for Teachers

Dear Colleague,

I am doing a Master's degree in English Language Teaching at Istanbul Aydin University, where I am researching teachers' and students' perceptions of the factors motivating high school students to participate in English classes in international schools. Would it be possible for you to carefully read the following statements and make your choices?

Thank you very much for your cooperation, time, and assistance in advance.

### **Part 1. Demographic variables**

1. Age  
experience

- 22-25
- 26-29
- 30-33
- 34-37
- 38- more

2. Gender

- Female
- Male

3. Qualifications

- BA
- M.A
- Ph.D.
- CELTA
- DELTA
- TESOL
- Other

4. Teaching

- 1-3 year(s)
- 4-6 years
- 7-9 years
- 10-more

## **Part 2. Teachers' perceptions of the motivational factors**

1. To what extent do you agree or disagree with the following statements?

Please put a tick in the box that best indicates your opinion.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Students participate more in class because they are interested in English language.				
2. Students participate more in class because they want to enrich their English knowledge.				
3. Students participate more in class because they are interested in the cultures of English speaking countries.				
4. Students participate more in class because they want to learn to communicate in English with foreign people.				
5. Students participate more in class because they want to get high marks.				
6. Students participate more in class because they want to be praised by teacher.				
7. Students participate more in class because they want to have a good job in the future.				
8. Students participate more in class when they feel confident of language proficiency.				
9. Students participate more in class when they do not have language use anxiety.				
10. Students participate more in class when teacher is supportive.				
11. Students participate more in class when teacher is friendly.				
12. Students participate more in class when teacher is enthusiastic.				
13. Students participate more in class when teacher gives positive nonverbal behaviours such as smiling.				
14. Students participate more in class when teacher shows good classroom management skills.				
15. Students participate more in class when teacher shows good communication skills.				
16. Students participate more in class				

when teacher uses exciting teaching techniques.				
17. Students participate more in class when teacher gives clear presentation.				
18. Students participate more in class when the content of the lesson is relevant to their lives.				
19. Students participate more in class when the content of the lesson is interesting.				
20. Students participate more in class when the content of the lesson is related to cultural issues.				
21. Students participate more in class when activities are in diverse forms such as games, role play or presentations.				
22. Students participate more in class when the classroom is well-equipped.				
23. Students participate more in class when the classroom atmosphere is positive.				
24. Students participate more in class when the class size is small.				
25. Students participate more in class when classmates are friendly.				
26. Students participate more in class when classmates are supportive.				
27. Students participate more in class when classmates show no judgement of their opinions.				
28. Students participate more in class when they get pressure from their parents.				
29. Students participate more in class when they get support from their parents.				

**Part 3. The most important factors**

3. Please name the 3 most important factors that motivate students to participate in English class and rank them in order from 1-3 in terms of importance from the 29 items above.

1. ....


2. ....

3. ....



## APPENDIX D: Ethics Committee Approval

Evrak Tarih ve Sayısı: 01.10.2021-25786

 T.C.  
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı :E-88083623-020-25786  
Konu : Etik Onayı Hk.


01.10.2021

Sayın AHMET TAB

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 27.09.2021 tarihli ve 2021/10 sayılı kararıyla uygun bulunmuştur.  
Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Hüseyin KAZAN  
Müdür Yardımcısı

**Bu belge, güvenli elektronik imza ile imzalanmıştır.**

Belge Doğrulama Kodu : BSL3S9NP33 Pin Kodu : 09152 Belge Takip Adresi : <https://www.turkiye.gov.tr/istanbul-aydin-universitesi-ebys?>  
Adres : Beşyol Mah. İnönü Cad. No:38 Sefaköy , 34295 Kaçıkçekmece / İSTANBUL Bilgi için : Tuğba SÜNNETÇİ  
Telefon : 444 1 428 Unvanı : Yazı İşleri Uzmanı  
Web : <http://www.aydin.edu.tr/> Kep Adresi : iau.yazisleri@iau.hs03.kep.tr Tel No : 31002 



## **RESUME**

Name: Ahmet Tab

### **Education**

2019-Present Master Degree Program in ELT, Istanbul Aydın University

2015-2018 BA degree in English Language and Literature, Faculty of Letters and Human Sciences, Damascus University.

### **Work Experience**

2018- Present English-Arabic-Turkish translator

2013-2018 English Language Teacher, Adana

### **Languages**

Arabic: Native Language

English: Advanced

Turkish: Upper-Intermediate

### **Skills**

Communication, Teamwork, Thinking Critically, Problem Solving, Flexibility, Creativity

Computer: ICDL

