T.R.N.C.

Near East University

Institute of Educational Sciences

Department of English Language Teaching

Motivational Strategies Used by English Language Teachers Teaching at Secondary Schools of Northern Cyprus

Master Thesis

Submitted by: Esen Sucuoğlu

Supervisor: Asst. Prof. Dr. Mustafa Kurt

Nicosia- 2007

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.
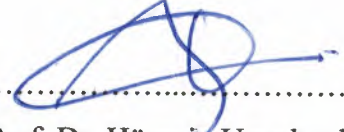
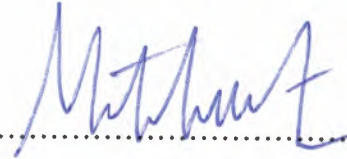Name, Last name: _Esen Sucuoglu_

Signature : _____

We certify that we have read the thesis submitted by Esen Sucuoğlu titled "Motivational Strategies Used by English Language Teachers Teaching at Secondary Schools of Northern Cyprus" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

....

Assoc. Prof. Dr. Hüseyin Uzunboylu

(Head of the Committee)

....
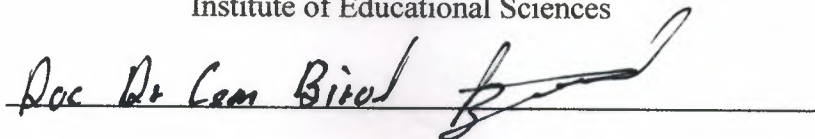
Asst. Prof. Dr. Ediz Tuncel

(Committee Member)

....

Asst. Prof. Dr. Mustafa Kurt

(Supervisor)

Approved for the

Institute of Educational Sciences

ACKNOWLEDGMENTS

ABSTRACT

Motivational strategies used by English language teachers teaching at secondary schools of Northern Cyprus

Esen Sucuoğlu
Near East University, Lefkoşa

This research has been conducted in order to identify application level of motivational strategies used at both state and private secondary schools in Northern Cyprus and offer necessary recommendations. Samples of this study are 96 randomly chosen English language teachers.

The scale used for this study is a 5-level Likert type and there are 47 questions in the questionnaire. The scale has been adapted from Dörnyei (2003). Validity and reliability test of the outcames and item analysis have been done. After validity studies, it has been found that the scale has got 5 dimensions. These dimensions are 1. Creating the basic motivational conditions, 2. Generating initial motivation, 3. Maintaining motivation, 4. Protecting motivation, 5. Encouraging positive self-evaluation.

Main results produced by this study are as follows: Motivational strategies used at creating basic motivational conditions dimension are sometimes applied by English language teachers. Motivational strategies used at protecting motivation dimension are sometimes applied by the samples. Motivational strategies at encouraging positive self-evaluation dimension have often applied by the English language teachers. There is no meaningful significance according to gender and age of the teachers, type of school, work-place, and level of the classes the teachers teach at encouraging positive self-evaluation dimension. Motivational strategies at generating initial motivation dimension are often applied by the samples of this study. There is no meaningful significance according to gender and age of the teachers, work-place, and level of the classes the teachers teach at generating initial motivation dimension. Motivational strategies in maintaining motivation dimension are always applied by the English language teachers. There is no meaningful significance according to gender and age of the teachers, work-place, and level of the classes the teachers teach at maintaining motivation dimension. There is a meaningful

significant difference between the type of the schools the teachers teach. In this respect, teachers teaching for private schools often apply motivational strategies at this dimension more than the teachers teaching at state schools.

ÖZET

Kuzey Kıbrıs Türk Cumhuriyeti Ortaokullarında İngilizce Öğretmenlerinin Motivasyon Stratejilerini Uygulama Düzeyi

Esen Sucuoğlu
Yakın Doğu Üniversitesi, Lefkoşa

Bu araştırma, Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim ve Kültür Bakanlığına bağlı resmi ve özel ortaokullarda görev yapan ingilizce öğretmenlerinin derslerinde güdüleme stratejilerini kullanma düzeylerini belirlemek ve gerekli çözüm önerileri geliştirmek amacıyla yapılmıştır. Bu araştırmanın örneklemini ramdom yöntemi ile seçilen 96 İngilizce öğretmeni oluşturmaktadır.

Araştırmanın ölçeği, Dörnyei (2003)'nin motivasyon stratejilerinden yararlanılarak geliştirilen 5'li Likert tipinde 47 sorudan oluşmaktadır. Ölçeğin geçerlik, güvenirlik çalışması ve madde analizleri yapılmıştır. Geçerlik çalışması sonucu kullanılan ölçeğin konu ile ilgili beş ana noktayı belirlediği tesbit edilmiştir.. Bu noktalar : 1.) Temel Motivasyon Koşullarını Yaratma, 2.) Başlangıç Motivasyonunu Oluşturma, 3.) Motivasyonu Devam Ettirme, 4.) Motivasyonu Koruma ve 5.) Olumlu Kendini Değerlendirmeye Cesaretlendirme'dir.

Bu araştırmanın temel sonuçlar şöyledir: Temel motivasyon koşullarını yaratma boyutunda yer alan stratejileri İngilizce öğretmenleri ara sıra uygulamaktadırlar. Motivasyonu koruma boyutunda yer alan stratejileri İngilizce öğretmenleri ara sıra düzeyinde uygulanmaktadır. Olumlu kendini değerlendirme boyutunda yer alan stratejileri İngilizce öğretmenleri sık sık düzeyinde uygulanmaktadır. Bu boyutlarda, cinsiyete, çalışılan sektöre, yerleşim yerine, öğretmenlerin yaşına ve öğretmenlerin girdikleri sınıf düzeylerine göre anlamlı bir farklılık bulunmamıştır. Başlangıç motivasyonunu oluşturma boyutunda yer alan stratejileri İngilizce öğretmenleri sık sık düzeyinde uygulamaktadırlar. Motivasyonu devam ettirme boyutunda yer alan stratejileri İngilizce öğretmenleri her zaman düzeyinde uygulanmaktadırlar. Bu boyutlarda, cinsiyete, yerleşim yerine, öğretmenlerin yaşına ve öğretmenlerin girdikleri sınıf düzeylerine göre anlamlı bir farklılık

bulunmamıştır. Bu boyutlarda çalışılan sektöre göre ise anlamlı bir farklılık bulunmaktadır. Özel okullar bu boyutta yer alan stratejileri daha sık düzeyde uygulamaktadırlar.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

CHAPTER I

INTRODUCTION

1.1 Introduction to the Study

Increasingly, the spread of English language learning throughout the world has determined the need for effective instructional models. In fact, English teaching and English language learning have become the central focus of all societies striving to improve their living standards. Schools started to reorganize and adjust their potentials to invest more to equip their products, their students, with the essential English language skills. During this complicated and multifaceted process, various methods and techniques have been tried out. Innovative approaches describing and discussing the more successful and faster ways of teaching English have been shared with all interrelated parts in the academic journals of language learning. During these discussions, various language learning related topics have been explored, redefined, and rationalized. Among these topics, motivation has always received an extensive academic consideration.

Generally everyone speaks about motivation and its wonders. It is considered to be one of the key factors in successful learning, especially a language. There are different definitions of motivation. Definitions of motivation reflect the general consensus that motivation is an internal state or condition that serves to activate or energize behavior and give it direction. Therefore, motivation is an internal state or condition that activates behavior and gives it direction; a desire or want that energizes and directs goal-oriented behavior, and an influence of needs and desires on the intensity and direction of behavior.

Gardner (1985, p.9) defines motivation as the involvement of "four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes, toward the activity in question"

Motivation is a phenomenon identifying direction, intensity and determination of students' behavior at school. Bradfield (1964) maintaines that understanding the reason of a student's behavior, one needs to understand the basic needs of a student. A teacher, who does not take these factors into consideration, may seriously prevent effective learning and qualified development of a student. Moreover, a teacher should understand attitudes, needs and interests of the students while planning tasks, and consider the level of the adequacy of the student and as well as knowing what objectives each student can achieve.

A student, who is not motivated attentively, may become reluctant to learn, uninterested towards the tasks given, and unsuccessful in his/her studies. Bradfield (1964) states that motivation is a need for effective learning of each student. A student, who is motivated beforehand, completes his/her responsibility before the others who are not motivated yet or motivated late. The ones who are motivated earlier learn much faster than the others.

Dornei (2003) says that there are some motivational strategies in order to raise the level of students' motivation. Teachers should use these strategies in their classes. Similarly, there are varieties of techniques applied in the classroom environment in order to motivate students. Some of these techniques are praising, rewarding and giving privileges.

Huitt (2001) indicates that motivation is involved in the performance of all learned responses. In other words, a learned behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. This indicates that there are some features which may cause changes in behavior, which is better explained by principles of environmental or

ecological influences, perception, memory, cognitive development, emotion, explanatory style and personality that are the concepts unique to motivation more pertinent.

Stipek (Quoted in Renchler, 1992, p.73) describes some techniques that promote intrinsic motivation, but suggests that they are rarely found in today's classrooms. Students are intrinsically motivated to work when the threat of negative external evaluation is not salient and when their attention is not focused on extrinsic reasons for completing tasks. They will also feel more competent and proud, and thus more intrinsically interested in tasks, when they can take responsibility for their success. Allowing some students to choose among tasks enhances intrinsic interest towards school tasks, and it teaches self management skills that are essential to achieve in higher grades and the workplace. It is impossible for children to develop autonomy and a sense of responsibility if they are always told what to do, and how, and when to do it.

Margolis and McCabe (2006) emphasizes what things should be done to motivate students. Teachers need to encourage students to try, emphasize recent success, give frequent, focused and task-specific feedback, and take attention to functional attribution statements.

In lessons and their curriculum, there are many things a teacher can do to improve motivation in his or her classroom. A teacher should become familiar with the students and get to know their individual learning needs. It is important to understand that everyone learns differently. Doing different activities facilitate learning in all the different types of students.

Sparks and Ganschow (1996) found in a study that motivation has a positive effect on foreign language learning. In other words, they stated that students with high motivation have high level of foreign language scores.

Gardner (1985, p.10) puts toward that motivation has a vital influence on language learning and defined motivation in the language context as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the second language (L2)".

Harmer (1991, p.3) states his opinion about the place of motivation into language learning. Harmer points out that teachers teaching foreign languages often emphasize success in terms of the students who really want to be successful whatever conditions they are in. Most teachers think that students who are well motivated are more successful than the ones who are not motivated adequately. The well motivated students, even under bad and inappropriate conditions, generally achieve their goals and become more successful. Bearing these facts in mind, it seems reasonable to suggest that one of the most important factor to be successful is to motivate students.

Recently, there have been increasing complaints about the success of students at the secondary schools of Northern Cyprus. Although today's schools have more resources than before, the reason of low success may be lack of motivation of the students. Students show interest towards some out-of-school activities, but they do not show interest to their school lessons, especially to their English classes. Students should be aware of the importance of learning English. However, there is not a great success in English language teaching and learning.

Motivation has always been accepted as one of the major factors affecting students' success. Teachers need to acquire the skills for motivating their students. For these reasons, identifying the level of using the motivational strategies at secondary schools of Northern Cyprus constitute the main problem on which the attention is placed in this study.

1.2 Aim of the Study

The aim of this study was to identify the level of the application of motivational starategies in the secondary schools (both state and private schools) of Northern Cyprus, and then to develop necessary suggestions in relation to the level of application of motivational strategies.

Bearing in mind this general aim, the following research questions were asked:

1. What kind of personality features do sample teachers have?

2. What kind of application level do the respondants teachers have in each dimension? (creating the basic motivational conditions, generating initial motivation, maintaining motivation, protecting motivation and encouraging positive self-evaluation dimensions). What is the order of importance of the motivational strategies?

3. Is there a significant difference in terms of gender and age of the teachers, the location and the types of school, and the level of the classes they teach in applying motivational strategies in each dimension such as Creating the basic motivational conditions, Generating initial motivation, Maintaining motivation, Protecting motivation and Encouraging positive self-evaluation dimensions ?

1.3 Scope of the Study

The subjects of this study are English teachers teaching for the secondary state or private schools only. Partically, all secondary private and state schools were included in this study.

1.4 Limitations of the Study

No elementary or high school, or tertiary level factors appear in the study. Due to the nature of the study, very much in-depth attention with an all-embracing scope was given to the secondary sector.

CHAPTER II
REVIEW OF LITERATURE

2.1 Concept of Motivation

Generally, everyone speaks about motivation and its wonders. Sometimes it is considered to be the key factor of successful learning, especially a language, but how can we define it? In what words can we explain this complicated concept? Definitions of motivation vary from study to study. Some of them explain motivation as "the state of being motivated" others pronounce it as "need or purpose", some give examples as "the more stronger the motivation, the more quickly a person will learn a language". As it could be noticed from these phrases all of them have a little vagueness in defining what the motivation could be. Especially, the last one is completely out of a definition but based on the condition of motivation, which can be considered as a demagogical phrase. According to many researchers, there are so many definitions of what motivation is and what is not. It seems somehow there is an incompleteness in expressing the meaning of motivation. Motivation itself came out of social psychology and because of its complexity, especially in language acquisition, its types must be explained before its definition. Nevertheless, for time being, we can define motivation as: A complex socio- psychological influence that sets to accelerate the will of a person towards a desire.

Motivation can be described as the cause of an organism's behavior, or the reason for an organism to carry out some activities. In a human being, motivation involves both conscious and unconscious drives. Psychological theories must account for a "primary" level of motivation to satisfy the basic needs, such as those for food, oxygen, and water, and for a "secondary" level of motivation to fulfill social needs such as companionship and achievement. The primary needs must be satisfied before an organism can attend to secondary drives.

In this respect, the American psychologist Abraham Maslow (1962) devised a six-level hierarchy of motives that determine the human behavior. Maslow ranks the human needs as follows: (1) physiological; (2) security and safety; (3) love and feelings of belongings; (4) competence, prestige, and esteem; (5) self-fulfillment; (6) curiosity and the

need to understand. No single theory of motivation has been universally accepted, but a direction is evident. Formerly, many psychologists emphasized the reduction of stimulation to its lowest possible level. Recent cognitive theories of motivation, portray humans, seeking to optimize rather than minimizing stimulation and are thus better able to account for exploratory behavior, the need for variety, aesthetic reactions, and curiosity.

2.2 Types of Motivation

Gardner (1979, 1985) and Gardner & Lambert (1972) propose that motivation is influenced by two orientations to language learning. An integrative orientation is typical of someone who identifies with and values the target language and community, and who approaches language study with the intention of entering into that community. Such an individual is thought to have an internal, more enduring motivation for language study. Instrumentally motivated learners, on the other hand, are more likely to consider language as a device which enables them to do other useful things, but as having no special significance in itself. Such learners will be motivated if they see language learning as having beneficial career prospects or something that will enable them to use transactional language with speakers of the foreign language. Based on Mowrer's suggestion that identification and positive effect towards parents are important for first language acquisition, Gardner and Lambert (1972) suggest that individual with an integrative orientation would demonstrate greater motivational effect in learning second language, and, thus, improve greater learning ability. This integrative and instrumental orientation is very famous in the field of motivation, but Ely (1986) argues that it is not always easy to distinguish between integrative and instrumental motivation. A second problem, he argues, is whether the integrative/instrumental phenomenon captures the full spectrum of student motivation. It may be that, for a certain population of second language students, there are reasons for language learning that are unrelated to either of the two motivational orientations. I agree with Ely that it is not always easy to tell one apart from the other. For example, there are students who don't like studying, but they have to do so, because they are subject to pressure from their parents, peers, teachers, and so forth. This is also a type of motivation which cannot be classified within either of the two motivational orientations. Furthermore, in Oxford & Shearin's (1996) study on American high school students who were learning Japanese were asked to write an essay explaining their reasons for studying

Japanese. Evidently many wanted to learn Japanese for integrative and instrumental reasons, however, more than two thirds of the students had additional reasons for learning Japanese that were not related to either of these orientations. Some of the reasons were: receiving intellectual stimulation, seeking personal challenge, enjoying the elitism of taking a difficult language, and so on. Most interestingly, they belived that learning Japanese would make them more self-confident, although that was not the reason they had chosen the language.

2.3 Motivation in Multicultural Nations

Dornyei (1996) claims that most nations in the world are multicultural and the majority of people in the world speak more than one second language. These facts underscore the importance of the social dimension of language learning motivation, however, this social dimension is not the only major constraint of language learning motivation. "Motivation to learn a second language is a complex and eclectic psychological construct that involves several non-social factors as well". In Dornyei's study of Hungarian secondary school learners of English (ages17-18) including scales focusing on some learner traits as well as the learners perception of the classroom environment and the dynamics of the learner group, she came up with the result which was the lack of a major motivational component, namely, the instrumental motivation. She believes instrumental motivation is a central component of motivation and is relatively a short-term pragmatic, and utilitarian benefit that actually is available for learners. She contended that "foreign language learning" in a classroom setting could not logically involve attitudes toward a community. Her study showed that instrumental goals indeed played a prominent role in the learning of English up to an intermediate level.

2.4 Intrinsic vs Extrinsic Motivation

In line with Gardner, Deci and Ryan (1985) created the intrinsic/extrinsic motivation theory. They claim that learners who are interested in learning tasks should be based on an outcome (Intrinsic) rather than on rewards (extrinsic), which is likely to become more effective in learning a foreign language. More specifically, according to them, Intrinsic motivation refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. Extrinsically motivated behaviors are those actions

carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. This type of motivation does not necessarily imply a lack of self-determination in the behaviors performed. Dickinson (1987) claims that success enhances motivation only in children who are focused on learning goals, that is, who are intrinsically motivated. According to Koestner & McClelland (1990), research on intrinsic motivation has led to the conclusion that intrinsic motivation will be greatest under conditions that foster feelings of challenge, competence, and self-determination. They also claim that if external events enhance feelings of competence, as when someone is told he or she has done a task very well, intrinsic motivation is likely to increase. By contrast, events that lead to feelings of incompetence are likely to undermine intrinsic motivation.

They state in the educational realm, studies indicate teaching style that encourage an intrinsic orientation are associated with superior school adjustment, compared to styles that make extensive use of controlling contingencies.

2.5 Levels of Motivation

Clement et al. (1994) defined motivation into three levels that are the language level, the learner level, and the learning situation level. The three levels meet the three basic constituents of the second language learning process (the target language, the language learner, and the language learning environment), and also reflect the three different aspects of language (the social dimension, the personal dimension, and the educational subject matter dimension).

So one of the key points is to motivate students intrinsically, and this leads to autonomy, which will be discussed later in this section. However, interesting findings were discovered by Noels, Pelletier, Clement, and Vallerand's in this their studies (2000) on students registered in English psychology class at a French-English bilingual university. The study showed that "to foster sustained learning, it may not be sufficient to convince students that language learning is interesting and enjoyable; they may need to be persuaded that it is also personally important for them." This seems like a common sense, however, as a second language learner myself, I strongly agree with this result. If you are an adult learner, interesting and enjoyable learning is not enough. One needs to feel the importance

of learning as well, and then one can consider himself in terms of future prospect, or job-related salaries and so forth.

2.6 The Concept of Punishment in Motivation

In the past, punishment was the only motivation method in learning environment. Punishment, has been used in the sense of bringing the student in confrontation with something that is not desirable or not enjoyable.

Punishment should be given in proportion to the behaviour of the student so that its repetition will be impeded and the student should know why and what for he/she has been punished.Perception of being in school and doing exercises as a punishment will not be a beneficial application.

Application of punishment following a behaviour, punishing the persons receiprocal to their behaviour is recommended to be applied outside the school perimeters. Vilification or reproaching in a manner that most of the students will hear about it increases the negative behaviour, on the other hand condemnation of the behaviour only to the offender has been found to be a method that reduces the offences.

If a desired behaviour continued to be carried over in an uncontrolled manner, it creates satiety, boredom, fatigue and the desired behaviour can be abondened. In such cases a mild naturally constituted punishment can be applied.

A physical punishment should not have a place in a school. No benefits can be achieved outside an instantaneous adaptation. When the punishment is lifted it turns into an increasing incongruous behaviour. It creates aggressiveness and at the first oppotunity the person reflects this behaviour onto another person. Further students that are subjected to physical punishment become timid and liars.

2.7 Confidence and Anxiety

Learner's motivation can vary tremendously according to their confidence and anxiety. Anxiety related to motivation, is also related to proficiency and more so to communication proficiency, as suggested by Clement, Dornyei, and Noels (1994).

Dornyei claims that linguistic self-confidence, including language anxiety, is a central component in the personal dimension of motivation. Language learners who are less anxious have better experiences in using the second language. They evaluate their own proficiency more highly and consider the learning tasks less difficult, in short, they are more motivated to learn the second language than those whose motivation is hindered by a lack of self-confidence.

Clement and his colleagues have produced sufficient evidence that self-confidence is a powerful motivational process in multiethnic, multilingual settings, and their study showed that self-confidence is also a major motivational subsystem in foreign language learning situations.

In contrast, Geen (1994) proposed that social anxiety might serve as a warning signal that social disapproval would occur unless an ongoing course of action is modified. Any behavior that might make the person seem unattractive or useless to the group could invite social exclusion and thereby elicit the warning signal. Anxiety therefore interrupts behavior, focuses on what is being done wrong, and motivates the person to seek an alternative course of action. It is suggested, for example, that certain types of classroom activities may promote language anxiety, particularly those that expose the students to negative evaluations by the teacher or by peers.

Clement, Dornyei and Noels (1994) concluded in their study that on one hand, good classroom atmosphere promotes students involvement and activity, moderating anxiety and promoting self-confidence. On the other hand, the students bring into the classroom a level of self-confidence and anxiety related to extracurricular experiences with the language, the quality and quantity of which would then influence classroom behavior, achievement and anxiety.

Based on the assumptions above, we can say that if one is confident enough to speak up and have no hesitation to ask a question in class, one will get a lot of chances to use one's language skill and lead to more improvement. If one is too anxious to speak up in class, one cannot have any opportunities to practice and improve one's oral skills. It may also be true that even if one is anxious of learning a second language, one can improve reading or writing skills, but listening skill and speaking skill cannot be improved unless used through interaction. In my opinion, teachers should observe such realia very closely.

Other observants, Oxford & Shearin (1996), suggest that the best learners have experienced failures in communication. Teachers need to make learners feel comfortable even when communication is not perfect. In line with this statement in Japan, students are afraid of making mistakes in class and even in writing test, so, they tend to speak less or write less. This overall tendency is leading to worse situations. It should be the teacher's responsibility to emphasize that everyone can make mistakes, including himself/herself and making mistakes should not be considered a big threat. Crucial thing is to teach students to learn from their mistakes.

2.8 Autonomy

Autonomy is linked with more learning and express oneself more strongly. In general, autonomous learners become more highly motivated, hence autonomy leads to better, more effective work.

According to Knowles (1995, 14), "there is convincing evidence that people who take the initiative in learning (proactive learners) learn things and learn better than do people who sit at the feet of teachers, passively waiting to be taught (reactive learners). They enter into learning more purposefully and with great motivation." Wang and Peverly (1986), for example, review findings of strategy research (in subjects other than language learning) and conclude that independent or autonomous learners are those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own learning strategies, and monitor their own learning. Dickinson (1987) describes advantages of autonomy in three points.

1)   Because learner sets the agenda, learning should be more focused and more purposeful, and thus more effective both immediately and in the longer term.

2)   Because responsibility for the learning lies with the learner, the barriers between learning and living that are often found in traditional teacher-led educational structures should not arise.

3)   If there are no barriers between learning and living, learners should have little difficulty in transferring their capacity for autonomous behavior to all other areas of their lives, and this should make them more useful members of society and more effective participants in the democratic process.

Being autonomous learner shows better learning effectiveness. Autonomous learner, in other words, the self-motivated learner learns without a push from teacher, parents, peers and so on. They get into studying whatever they desire to learn. I think this is one of the best part of the motivation, and at the same time, it is one of the most difficult thing to do.

2.9 Motivational Strategies

Motivational strategies are techniques that promote the individual's goal-related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it – in fact, almost any influence a person becomes subject might potentially affect his/her behaviour. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Dörnyei, 2003, 28).

Dörnyei (2003, 30) identified a process-oriented model for applying in L2 classrooms (see figure 1). This model has been especially developed for educational application and it offers an important advantage over the other aspects. There are four main components in the model; creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive restrospective self-evaluation.

Creating the
basic
motivational
conditions

Generating
initial
motivation

Motivational
Strategies

Encouraging
positive
retrospective
self-evaluation

Maintaining
and protecting
motivation
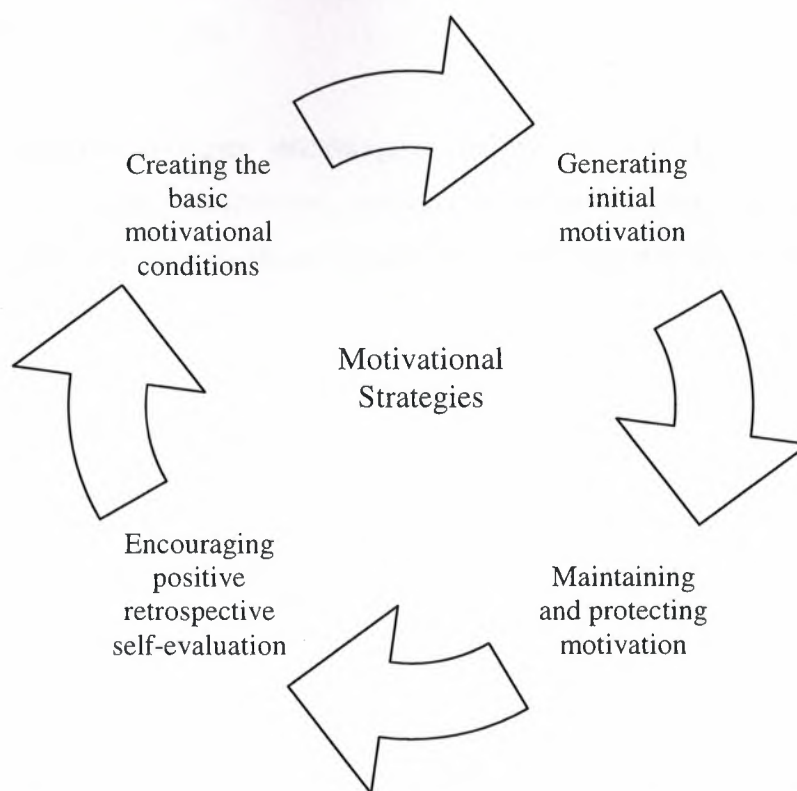
Figure 1. The components of motivational strategies in the classroom (Adapted from Dörnyei, 2003)

Motivational strategies at creating the basic motivational conditions dimension include appropriate teacher behaviour, a pleasant and supportive climate in the classroom, a cohesive learner group with appriopriate group norms (Dörnyei, 2003, 30).

Motivional strategies at generating initial motivation dimension include enhancing the learners' L2-related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orientedness, making the teaching materials relevant for the learners and creating realistic learner beliefs (Dörnyei, 2003, 30).

Motivational strategies at maintaining and protecting motivation dimension include making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-connfidence, allowing learners to maintain a positive social image, creating learner

autonomy, promoting slef-motivating strategies and promoting cooperation among the learners (Dörnyei, 2003, 30).

Motivational strategies encouraging positive retrospective self-evaluation include promoting motivational attributions, providing motivational feedback, increasing learner satisfaction and offering rewards and grades in a motivating manner (Dörnyei, 2003, 30).

CHAPTER III
METHODOLOGY

In the methodology section, research design will be described, population and sampling will be dealt with, process of developing the questionnaire and the way of processing, analyzing and interpreting data will be presented.

3.1 Research Design

The aim of this research was to find out the motivational strategies of the English language teachers teaching for the secondary schools in Northern Cyprus. It is a quantitative descriptive research. Motivational strategies of the English language teachers who teach at those schools are described according to the teachers' perception.

3.2 Population and Samples

English language teachers teaching for both state and private schools in Northern Cyprus consist of the population of this reseach. The names of the schools, number of the English language teachers and their distribution in percentages are shown in Table 1. As it can be seen in the table, the majority of the English language teachers are teaching for the Near East College, which is a private school, and minority number of the English language teachers are teaching for the Beyarmudu Secondary School, which is a state school.

As it was impossible to reach whole population due to time and financial limitations, samples were selected randomly among the English language teachers teaching both for state and private secondary schools. There are four private schools which have both secondary and high school sections. Teachers teaching for the secondary school sections of the private schools were administered the questionnaire. On the other hand, for state schools, only secondary schools were included in the study. In other words, schools which have both secondary and high school sections were not considered as a part of this research.

Table 1. Distribution and percentages of the number of teachers and the name of the schools

Name of the Schools	Number of the English Language Teachers	Percentages (%)
Near East College	30	19.9
Bayraktar Turkish Education College	13	8.6
Şht. Hüseyin Ruso Secondary School	13	8.6
Bayraktar Secondary School	11	7.3
Levent College	11	7.3
Canbulat Secondary School	10	6.6
Çanakkale Secondary School	10	6.6
Eastern Mediterranean College	9	6
Şht. Turgut Secondary School	12	7.9
GAU The American College	9	6
Atleks Sanverler Secondary School	6	4
Fatih Zorlu Ramiz Demokrasi Secondary School	5	3.3
Mehmetçik Secondary School	6	4
Şht. Zeka Çorba Secondary School	4	2.6
Beyarmudu Secondary School	2	1.3
Total	**151**	**100,0**

The frequency and the percentages of the name of the schools and the number of the English language teachers who are the samples of this research can be seen in Table 2.

As is shown in the Table 2, there are 96 English language teachers in this study. Among the samples, 33 of them are teaching at private schools and 63 of them are teachers at state schools. There are two big schools; one of them is a state school, called Bayraktar Turkish Education College, and the other is a private school, which is the Near East College.

Table 2. Frequency and percentages of the name of the schools and the number of the English language teachers

Name of Schools	Number of English Language Teachers	%
Near East College	15	15,6
Bayraktar Turkish Education College	11	11,5
Şht. Hüseyin Ruso Secondary School	9	9,4
Bayraktar Secondary School	8	8,3
Levent College	7	7,3
Canbulat Secondary School	6	6,3
Çanakkale Secondary School	6	6,3
Eastern Mediterraen College	6	6,3
Şht. Turgut Secondary School	5	5,2
GAU The American College	5	5,2
Atleks Sanverler Secondary School	4	4,2
Fatih Zorlu Ramiz Demokrasi Secondary School	4	4,2
Mehmetçik Secondary School	4	4,2
Şht. Zeka Çorba Secondary School	4	4,2
Beyarmudu Secondary School	2	2,1
Total	**96**	**100,0**

3.3 Instrumentation

In order describe the motivational strategies of the English language teachers teaching for the secondary schools 60-item questionnaire has been developed by using the motivational strategies of Zoltan Dörnyei (2003).

First draft of the questionnaire was designed by the help of the ideas of Zoltan Dörnyei. There are five main dimensions in the questionnaire which are named as 'creating the basic motivational conditions', 'generating initial motivation, maintaining motivation', 'protecting motivation and encouraging positive self-evaluation'.The total number of the items were then decreased to 49 after eliminating irrelevant items and items which were similar. Then, the first draft was administered to the supervisor and the thesis committee

members of this dissertation. After taking experts' opinion, it was decided to conduct the research. Each item was constructed along a simple five-point Likert scale (from *never* being 1 to *always* bein 5).

A pilot study was not applied for this reasearch because of the limited number of the English language teachers in TRNC's education system. On the other hand, validity and reliability tests of the questionnaire were carried out after conducting the research.

3.3.1 Validity and Reliability of Motivational Strategies Scale

The main scale used for motivational strategies consists of five sub-scales. The validity and reliability analysis of the sub-scales are as follows:

3.3.1.1 Creating the basic motivational conditions

Among the sub-scales, creating the basic motivational conditions sub-scale contains 10 questions. A factor analysis has been done in order to see whether the scale measures one structure or more than one strucure. In other words, deciding whether the scale is single component scale or not has been evaluated by a factor analysis. Results of the factor analysis can be seen in Table 3.

Analyzing the data, it was found out that this sub-scale has got two-components. However, for the first component, the factor loading of the 10 items has been found as .572 and above. This shows that the sub-scale contains single component. Variance of the first component is 45.94% and this variance also proves that there is a single component. It is found that the second item relatively has a high factor score. First component of the second item is .572 and the second component is .591. As the difference between the two factor loading is below .10 (.591-.572=.019) and as they are intricated and their factor loading are close to each other, these items are not evaluated in the questionnaire. Therefore, rotation-varimax has been applied to the remaining 9 items and it is seen that the sub-factor is truly single component.

Table 3. Results of factor and item analysis for creating the basic motivational conditions sub-scale

Items	Component and Factor Loading	
	1	2
1. I indicate my mental and physical availability for all things academic.	,692	,321
2. I pay attention and listen to each of them.	**,572**	**,591**
3. I keep parents regularly informed about their children's progress.	,583	-,394
4. I ask for their assistance in performing certain supportive tasks at home.	,686	-,209
5. I encourage risk-taking and have mistakes accepted as a natural part of learning.	,620	,440
6. I encourage learners to personalise the classroom environment according to their taste.	,689	-,271
7. I try and promote interaction, cooperation and the sharing of genuine personal information among learners.	,709	,193
8. I regularly use small-group tasks where students can mix.	,719	-,131
9. I encourge and if possible organise extracurricular activities and outings.	,764	-,215
10. I try and prevent the emergence of rigid seating patterns.	,717	-,211

In Table 4, after varimax, you can see the results of the factor and item analysis for creating the basic motivational conditions as a sub-scale to motivational strategies scale. The factor loading for this sub-scale is ,601 and above and the explained total variance is 48% after varimax.

Item analysis has been applied in order to see whether the items are significantly different or not. Item total correlation in five items is above .70, and in the rest four items, it is between .60 - .70. Cronbach's Coefficient Alpha is α=.86, a high value for reliability, which is calculated in order to show the internal consistency.

Table 4. Results of factor and item analysis for creating the basic motivational conditions sub-scale after varimax

Items	Component and Factor Loading	Item- Total Item Correlation
	1	
1. I indicate my mental and physical availability for all things academic.	,672	,669
2. I keep parents regularly informed about their children's progress.	,601	,605
3. I ask for their assistance in performing certain supportive tasks at home.	,694	,706
4. I encourage risk-taking and have mistakes accepted as a natural part of learning.	,606	,612
5. I encourage learners to personalise the classroom environment according to their taste.	,713	,715
6. I try and promote interaction, cooperation and the sharing of genuine personal information among learners.	,700	,691
7. I regularly use small-group tasks where students can mix.	,732	,724
8. I encourage and if possible organise extracurricular activities and outings.	,772	,762
9. I try and prevent the emergence of rigid seating patterns.	,729	,732
Explained Total Variance: 48 %		
Alpha = .86		

3.3.1.2 Generating initial motivation

Among the sub-scales, generating initial motivation sub-scale contains 10 questions. A factor analysis has been done in order to see whether the scale measures one structure or more than one structures. In other words, deciding whether the scale is a single component scale or not has been evaluated by a factor analysis. The results of the factor analysis can be seen in Table 5.

Analyzing the data, it is found that this sub-scale has a single-component. Explained total variance of the this single component is 47.58% and factor loading is .533 and above.

Table 5. Results of factor and item analysis for generating initial motivation sub-cale

Items	Component and Factor Loading	Item- Total Item Correlation
	1	
10. I highlight and demonstrate aspects of L2 learning that my students are likely to enjoy.	,730	,720
11. I make the first encounters with L2 a positive experience.	,717	,715
12. I quote positive views about language learning by influential public figures.	,533	,573
13. I encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).	,633	,649
14. I make sure that they receive sufficient preparation and assistance.	,709	,696
15. I make sure that there are no serious obstacles to success.	,625	,619
16. I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.	,665	,684
17. I relate the subject matter to the everyday experiences and backgrounds of the students.	,716	,705
18. I positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.	,764	,750
19. I raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	,771	,755
Explained Total Variance= 47.58 %		
Alpha = .8724		

Item analysis has been applied in order to see whether items are distinguised or not. Calculating all of the item-total item correlations, correlation is significant at the 0.01 level (p<.01). Item-total item correlation in 5 items is above .70; in 4 items, it is between .60 - .70 and in the remaining 1 item, it is between .55 - .60. Cronbach's Coefficient Alpha is α=.87. It shows that the questionnaire is highly reliable, which is calculated in order to show internal consistency.

3.3.1.3 Maintaning motivation

Among the sub-scales, maintaining motivation conditions sub-scale contains 14 questions. A factor analysis has been done in order to see whether the scale measures one structure or more than one strucures. In other words, deciding whether the scale is a single component scale or not has been evaluated by a factor analysis. Results of the factor analysis are shown in Table 6.

Table 6. Results of factor and item analysis for maintaining motivation sub-scale

Items	Component and Factor Loading	
	1	2
20. I vary the learning tasks and other aspects of your teaching as much as I can.	,795	,049
21. I focus on the motivational flow and not just the information flow in your class.	,714	,213
22. I make tasks challenging.	,579	,382
23. I personalise learning tasks.	,602	,369
24. I explain the purpose and utility of a task.	**,517**	**,607**
25. I monitor student progress.	,724	,005
26. I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	,700	,173
27. I draw my learners' attention to their strengths and abilities.	,785	,079
28. I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	,753	,108
29. I promote cooperation instead of competition.	,660	,203
30. I help learners accept the fact that they will make mistakes as	,717	,441
31. I set up tasks in which teams of learners are asked to work	,595	,372
32. I raise my students'awareness of the importance of self-motivation.	,804	,110
33. I encourage students to adopt, develop and apply self-motivating strategies.	,714	,091

Analyzing the data, it is found out that this sub-scale has got two-components. However, for the first component, the factor loading of the 14 items has been found .517 and above. This proves that the sub-scale contains single component. Variance of the first component is 48.31% and this variance also shows that there is a single component. Factor loading for the first component for question number 25 is .517, and the second component is .591. It is seen that the second item relatively has a high factor score. Having a relatively high factor score in both factors, the difference between the two factor loading is below .10 (.607-.517=.090) and as they are intricated, these items are not evaluated in the

questionnaire. Therefore, rotation-varimax has been applied to the remaining 13 items and it is seen that the sub-factor is truly a single component.

Factor and item analysis results after varimax for maintaining motivation sub-scale of the motivational strategies scale can be seen in table 7. After varimax, the factor loading of this sub-scale is .606 and above. Explained total variance of the single component is 50%.

Table 7. Results of factor and item analysis for maintaining motivation sub-scale after varimax

Items	Component and Factor Loading	Item-Total Item correlation
	1	
20. I vary the learning tasks and other aspects of my teaching as much as I can.	,795	,761
21. I focus on the motivational flow and not just the information flow in my class.	,710	,712
22. I make tasks challenging.	,588	,621
23. I personalise learning tasks.	,606	,628
24. I monitor student progress.	,726	,712
25. I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	,704	,708
26. I draw my learners' attention to their strengths and abilities.	,784	,773
27. I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	,746	,727
28. I promote cooperation instead of competition.	,656	,659
29. I help learners accept the fact that they will make mistakes as	,696	,666
30. I set up tasks in which teams of learners are asked to work	,609	,646
31. I raise my students' awareness of the importance of self-motivation.	,809	,776
32. I encourage students to adopt, develop and apply self-motivating strategies.	,717	,701
Explained Total Variance= 49,98 % **Alpha = .9123**		

Item analysis has been applied in order to see whether items are distinguised or not. Calculating all of the item-total item correlations, correlation is significant at the 0.01 level ($p<.01$). Item-total item correlation in 8 items is above .70; in 5 items it is between .60 - .70. Cronbach's Coefficient Alpha is $\alpha=.91$. It shows that the questionnaire is highly reliable, which is calculated in order to show internal consistency.

3.3.1.4 Protecting motivation

Among the sub-scales, protecting motivation sub-scale contains 8 questions. A factor analysis has been done in order to see whether the scale measures one structure or more than one strucure. In other words, deciding whether the scale is a single component scale or not has been evaluated by a factor analysis. The results of the factor analysis can be seen in Table 8.

Analyzing the data, it is found that this sub-scale has a single-component. Explained total variance of the this single component is 38.25% and factor loading for those 8 items in the questionnaire is .515 and above.

Table 8. Results of factor and item analysis for protecting motivation sub-scale

Items	Component and Factor Loading 1	Item-Total Item Correlation
33. I occasionally do the unexpected.	,536	,555
34. I create specific roles and personalised assignments for everybody.	,771	,739
35. I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them.	,610	,630
36. I design tests that focus on what learners can rather than cannot do.	,555	,579
37. I make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.	,672	,681
38. I take into account team products and not just individual products in my assesment.	,562	,555
39. I adopt the role of a facilitator.	,683	,632
40. I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.	,515	,533

Explained Total Variance= %38,25
Alpha = .7596

Item analysis has been applied in order to see whether items are distinguised or not. Calculating all of the item-total item correlations, correlation is significant at the 0.01 level (p<.01). Item-total item correlation in 1 item is above .70; in 3 items it is between .60 - .70; and in the remaining 4, it is between 50 - .60. Cronbach's Coefficient Alpha is α=.76. It shows that the questionnaire is highly reliable, which is calculated in order to show internal consistency.

3.3.1.5 Encouraging positive self-evaluation

Among the sub-scales, encouraging positive self-evaluation sub-scale contains 7 questions. A factor analysis has been done in order to see whether the scale measures one structure or more than one strucure. In other words, deciding whether the scale is a single component scale or not has been evaluated by a factor analysis. The results of the factor analysis can be seen in table 9.

Table 9. Results of factor and item analysis for encouraging positive self-evaluation sub-scale

Items	Component and Factor Loading	Item-Total Item Correlation
	1	
41. I encourage learners to apply their L2 proficiency in real-life situations.	,637	,624
42. I provide regular feedback about the progress my students are making and about the areas which they should particulary concentrate on.	,783	,750
43. I monitor student accomplishments and progress, and take time to celebrate any victory.	,702	,705
44. I make sure that even non-material rewards have some kind of lasting visual representation.	,598	,626
45. I make the assessment system completely transparent.	,666	,672
46. I make sure that grades also reflect effort and improvement and not just objective levels of achievement.	,763	,738
47. I encourage accurate student self-assessment by providing various self-evaluation tools.	,575	,612
Explained Total Variance= 46,08% **Alpha = .7976**		

Analyzing the data, it is found that this sub-scale has a single-component. Explained total variance of the this single component is 46,08% and factor loading for 6 items in the questionnaire is .575 and above.

Item analysis has been applied in order to see whether items are distinguised or not. Calculating all of the item-total item correlations, correlation is significant at the 0.01 level (p<.01). Item-total item correlation in 3 items is above .70 and in the other 4 items it is between .60 - .70. Cronbach's Coefficient Alpha is α=.80. It shows that the questionnaire is highly reliable, which is calculated in order to show internal consistency.

Additionally, the Pearson product-moment correlation coefficient is processed in order to see if there is a relationship between the sub-scales. Computing the Pearson product-moment correlation coefficient of determination (r^2), it is found that there is a high relationship between the sub-scales. This can be clearly seen in Table 10.

Table 10: Relationship of the sub-scales of motivational strategies scale

Sub-scales	Creating the basic motivational conditions	Generating initial motivation	Maintaining motivation	Protecting motivation	Encouraging positive self-evaluation
Creating the basic motivational conditions	1	,739(**)	,623(**)	,660(**)	,528(**)
Generating initial motivation	,739(**)	1	,793(**)	,632(**)	,727(**)
Maintaining motivation	,623(**)	,793(**)	1	,640(**)	,837(**)
Protecting motivation	,660(**)	,632(**)	,640(**)	1	,648(**)
Encouraging positive self-evaluation	,628(**)	,727(**)	,837(**)	,648(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

3.4 Analysis of Data

Results of the data collected through a questionnaire have been analysed by using as SPSS 11 program.

Mean values are used in order to determine the perceptions of the English language teachers in relation to each of the motivational strategies. While doing the evaluation, independent t-test has been applied in order to see if there is a significant difference in the gender of the samples and the type of the schools in relations to each dimension. Although sample sizes are under 30, independent t-test can be done as the variance estimates are equal. Determining whether there is a significant difference between the age of the English langauge teachers and between the levels of the classes they teach, the Kruskal-Wallis analysis has been used. The Kruskal-Wallis analysis of variance is used since the sample size of each group is under 30. If a significant difference in the distribution of scores exists, then the Mann-Whitney U test will be applied to compare the age of the English language teachers and the level of the classes they teach.

For each question, the teachers were asked to respond through a five point Likert scale by choosing he appropriate frequency level: 1 (never), 2 (rarely), 3 (sometimes), 4 (often) and 5 (always). While analyzing the data, the same procedure has been applied (from ''never'' to ''always'') and the lower and upper grade limits are used for identifying the level of the scale in relation to the motivational strategies. They are shown in table 11 as follows:

Table11: Level of the motivational strategies scale and lower and upper grade limits

Level of the Scale	Grade	Grade Limits
Never	1	1.00 – 1.79
Rarely	2	1.80 – 2.59
Sometimes	3	2.60 – 3.39
Often	4	3.40 – 4.19
Always	5	4.20 – 5. 00

CHAPTER IV

RESULTS AND DISCUSSION

4.0 Result and Discussions

In this chapter, findings in relation to motivational strategies are explained and discussed.

4.1 Demographic Information

You will find in Table 12 some related and necessary demographic information about the subjects of the study.

Table 12: Distribution of the English language teachers according to the school types they teach

Types of school	f	%
State	63	65,6
Private	33	34,4
Total	96	100

According to Table 12, most of the English language teachers responding to the questionnaire teach for the state schools (65,6 %). The rate of teachers teaching for private schools is 34,4 %.

Table 13: Distribution of the English language teachers according to their gender

Gender	f	%
Male	26	27,1
Female	70	72,9
Total	96	100

As can be seen in Table 13, the female teachers constitute a large number which is 72,9 %. Males, on the other hand, are only 27,1 %.

Table 14: Distribution of the English language teachers according to their age

Age Interval	f	%
21-30	43	44,8
31-40	33	34,4
41-55	20	20,8
Total	96	100

44,8 % (43 teachers) of the English language teachers are between 21-30 years old. Those who are between the ages of 31-40 constitute 34,4 % (33 teachers) and those who are 41-55 come to 20,8 % (20 teachers).

Table 15. Distribution of the English language teachers according to the proficiency level of the classes they teach

Proficiency Level of the Classes	f	%
First class (freshman)	10	10,4
Second Class (sophomores)	8	8,3
Third Class (juniors)	12	12,5
Both First and Second Classes (freshman and sophomores)	23	24
Both First and Third Classes (freshman and juniors)	12	12,5
Both Second and Third Classes (sophomores and juniors)	12	12,5
All Classes (freshman, sophomores and juniors)	13	13,5
Not Responded	6	6,3
Total	**96**	**100**

In Table 15, 10,4% of the teachers (10 teachers) teach only first classes, 8,3% of them (8 teachers) teach only second classes, and 12,5% of them (12 teachers) teach only third classes. When we look at the first, second and the third class teachers, we can see that 24% of the teachers (23 teachers) teach both the first and the second classes, 12,5% of them (12 teachers) teach both the first and the third classes and other 12,5% (other 12 teachers) of them teach both the second and the third classes. There are also 13 English language teachers who teach for all levels. They constitude 13,5%. On the other hand, 6 teachers (6,3%) have not indicated which level they teach.

Table 16. Distribution of the English language teachers according to their living places

Living Place	f	%
Rural	10	10,4
Urban	86	89,6
Total	96	100

In Table 16, it can be clearly seen that 10,4 % (10 teachers) of the English language teachers teach at rural places and the remaining of them (89,6%, 86 teachers) teach at urban places.

4.2 Motivational Strategies

Explanations are given step by step starting from the creating the basic motivational conditions, then carrying on generating initial motivation and maintaining and protecting motivation, and then on to encouraging positive self-evaluation. The level of application of the motivational strategies have been examined and arranged in the order of importance as the average grades are found, which are in each item of all dimensions. Each item is put in an order of importance within their dimensions. Using the grades of each factor, which are calculated in relation to each item in all dimensions, Mann Whitney U test has been applied in order to see whether there is a significant difference between the living places (urban and rural); independent sample t test has been done in order to see whether there is

a significant difference between the types of school (private and state schools) and gender (male and female); Kruskall Wallis test has been performed in order to see whether there is a significant difference between the level of the classes the teachers teach (first, second and/or third levels) and one-way ANOVA(analysis of variance) has been used in order to see if there is a significant difference between the ages of the teachers. If there is a significant difference detected as a result of Kruskal Wallis test, then a Mann Whitney test will be applied to show the source of the difference.

4.2.1 Creating the Basic Motivational Conditions Dimension

4.2.1.1 According to the gender

Mean values and the order of importance of each item, are made using these values related to creating the basic motivational conditions dimension according to the gender of the teachers, who respond to the 9 items – and these figures are shown in Table 17 as follows:

Table 17. Mean values and the order of importance of creating the basic motivational conditions dimension according to gender of the teachers

Items	Female $\bar{x}$	Order of importance	Male $\bar{x}$	Order of importance	Total $\bar{x}$	Order of Importance
1. I indicate my mental and physical availability for all things academic.	3,86	2	3,69	3	3,82	2
2. I keep parents regularly informed about their children's progress.	3,13	5	3,19	5	3,15	5
3. I ask for their assistance in performing certain supportive tasks at home.	2,96	7	2,73	9	2,89	9
4. I encourage risk-taking and have mistakes accepted as a natural part of learning.	4,29	1	4,15	1	4,25	1
5. I encourage learners to personalise the classroom environment according to their taste.	3,44	4	3,42	4	3,44	4
6. I try and promote interaction, cooperation and the sharing of genuine personal information among learners.	3,81	3	3,73	2	3,79	3
7. I regularly use small-group tasks where students can mix.	3,13	5	3,12	6	3,13	6
8. I encourge and if possible organise extracurricular activities and outings.	2,96	7	2,92	7	2,95	8
9. I try and prevent the emergence of rigid seating patterns.	3,10	6	2,88	8	3,04	7
General Mean	3,42		3,32		3,39	

As can be seen in Table 17, teachers always encourage risk-taking and to make mistakes an accepted and natural part of learning ($\bar{x}$ =4,25). This item is at the first place in terms of applying strategies in this dimension. On the other hand, teachers sometimes ask for their assistance in performing certain supportive tasks at home ($\bar{x}$ =2,89). This item is at the 9th place for creating the basic motivational conditions dimension in terms of applying strategies. Mean of this dimension is at sometimes level ($\bar{x}$ =3,39); it means that teachers of this study sometimes apply these strategies in their classes.

When we look in terms of gender, both male and female teachers apply the fourth item at a high level in their classes. Female English language teachers seldom ask for children's assistance in performing certain supportive tasks at home, and rarely encourge or organize extracurricular activities and outings ($\bar{x}$=2,96). These two items are the teachers' lowest priorities. Similarly, male English language teachers seldom ask for children's assistance in performing certain supportive tasks at home ($\bar{x}$=2,73). It is their lowest priority too.

In creating the basic motivational conditions dimension, a t-test has been conducted in order to see if there is a significant difference between the female and male teachers (gender) and the results are shown in Table 18.

Table 18. T-test results of creating the basic motivational conditions dimension according to the gender of the teachers

Gender	n	$\bar{x}$	Sd	df	t	P
Male	24	3,3241	0,83	83	,575	,567
Female	61	3,4281	0,71			

In Table 18, we can see that female teachers ($\bar{x}$=3,42) often apply basic motivational conditions, while male teachers ($\bar{x}$=3,32) sometimes apply them in their classes. It seems that female English language teachers are more constructive than males. However, there is no meaningful difference at the α=,05 level [t(83)=,575, p>.05]. This shows that both male and female teachers apply motivational strategies at the same level in this dimension.

4.2.1.2 According to the types of schools

In Table 19, mean values and the order of importance of the items in creating the basic motivational dimension according to the types of school the English language teachers teach can be seen.

Both teachers teaching for the state schools and the teachers teaching for the private institutions have attributed the highest ranking to 'I encourage risk-taking and have mistakes accepted as a natural part of learning' (see table 19).State school teachers 'often' ($\bar{x}$=4,10) and private school teachers 'always' ($\bar{x}$=4,55) hearten taking risk and consider mistakes as a natural part of learning.

Table 19: Mean values and the order of importance of the items in creating the basic motivational conditions dimension according to the type of the schools

Items	State $\bar{x}$	Order of importance	Private $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
1. I indicate my mental and physical availability for all things academic.	3,66	3	4,09	2	3,82	2
2. I keep parents regularly informed about their children's progress.	3,06	5	3,30	6	3,15	5
3. I ask for their assistance in performing certain supportive tasks at home.	2,83	8	3,03	9	2,89	9
4. I encourage risk-taking and have mistakes accepted as a natural part of learning.	4,10	1	4,55	1	4,25	1
5. I encourage learners to personalise the classroom environment according to their taste.	3,43	4	3,45	5	3,44	4
6. I try and promote interaction, cooperation and the sharing of genuine personal information among learners.	3,75	2	3,88	3	3,79	3
7. I regularly use small-group tasks where students can mix.	3,05	6	3,28	7	3,13	6
8. I encourge and if possible organise extracurricular activities and outings.	2,87	7	3,09	8	2,95	8
9. I try and prevent the emergence of rigid seating patterns.	2,83	8	3,47	4	3,04	7
General Mean	3,28		3,60		3,39	

On the other hand, both state and private school teachers 'sometimes ask for the students' assistance in performing certain supportive tasks at home' ($\bar{x}$=2,83 for state

school teachers) and ($\bar{x}$=3,03 for private school teachers). This item has been the last choice by all teachers. Similarly, state school teachers attribute the same rank ($\bar{x}$=2,83) to 'I try and prevent the emergence of rigidseating patterns' item.

In Table 20, it can be seen that English language teachers teaching for the private schools 'often' ($\bar{x}$=3,60) and state school teachers 'sometimes' ($\bar{x}$=3,28) apply creating the basic motivational conditions dimension in their classes. Analysing this result, it seems that private school teachers are more positive than state school teachers in this regard. On the other hand, significance of the English language teachers' in α=,05 level is not meaningful in the creating the basic motivational conditions dimension [t(83)=.1,862, p>.05]. This significance proves that state school teachers are not sufficient enough in using the motivational strategies in this dimension. Students studying at the state schools are not motivated enough anyhow. The level of the success of these students will be affected negatively when we see that the teachers of state schools do not apply motivational strategies.

Table 20: T-test results of creating the basic motivational conditions dimension according to type of the schools

School Types	n	$\bar{x}$	Sd	Df	t	P
State	55	3,2889	0,79	83	1,862	,066
Private	30	3,6000	0,61			

4.2.1.3 According to the places of the schools

In Table 21, mean values and the order of importance of the items in creating the basic motivational dimension according to the places the English language teachers teach can be seen.

Table 21: Mean values and the order of importance of the items in creating the basic motivational conditions dimension according to the places of the schools

Items	Rural places $\bar{x}$	Order of Importance	Urban places $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of importance
1. I indicate my mental and physical availability for all things academic.	4,50	2	3,75	2	3,82	2
2. I keep parents regularly informed about their children's progress.	3,10	7	3,15	5	3,15	5
3. I ask for their assistance in performing certain supportive tasks at home.	3,20	6	2,86	9	2,89	9
4. I encourage risk-taking and have mistakes accepted as a natural part of learning.	4,70	1	4,20	1	4,25	1
5. I encourage learners to personalise the classroom environment according to their taste.	3,80	4	3,40	4	3,44	4
6. I try and promote interaction, cooperation and the sharing of genuine personal information among learners.	4,20	3	3,74	3	3,79	3
7. I regularly use small-group tasks where students can mix.	3,67	5	3,07	6	3,13	6
8. I encourge and if possible organise extracurricular activities and outings.	3,10	7	2,93	8	2,95	8
9. I try and prevent the emergence of rigid seating patterns.	3,00	8	3,05	7	3,04	7
Overall Mean	3,76		3,36		3,39	

Both teachers teaching in the urban and rural places have attributed the highest ranking to 'I encourage risk-taking and have mistakes accepted as a natural part of learning' (see table 21). Both rural ($\bar{x}$ =4,70) and urban ($\bar{x}$ =4,55) teachers 'always' favor taking risk and consider mistakes as a natural part of learning.

On the other hand, rural school teachers 'sometimes try and prevent the emergence of rigit seating patterns' ($\bar{x}$ =3,00), and they choose this item as their last option. Urban school teachers 'sometimes ask for students' assistance in performing certain supportive tasks at home' ($\bar{x}$ =2,86). This item has been the last choice by the urban teachers.

A Mann Whitney U test has been applied in order to see whether there is a meaningful significance between the places of the schools. Result of the analysis can be found in Table 22. A Mann Whitney U test has been used because there is a huge gap betwen both groups, and number of the samples (n) in this group is small.

Table 22: U-test results of the grades of creating the basic motivaitonal conditions dimension according to the places

Places	n	Mean Rank	Sum of Ranks	U	P
Rural	7	53,86	377,00	197,000	,224
Urban	78	42,03	3278,00		

In creating the basic motivational conditions dimension, there is not any meaningful significance according to the places where the teachers teach [(U=197, p>.05)] (see Table 22). Looking at the sum of ranks, it can be seen that the teachers teaching at rural places use motivational strategies of this dimension more than the teachers teaching at urban places. The main reason of this result may be that the students of rural places may need to be motivated much more than the students of urban places.

4.2.1.4 According to the ages of the teachers

In Table 23, mean values and the order of importance of the items in creating the basic motivational dimension according to the ages of the English language teachers can be seen.

Table 23. Mean values and the order of importance of the items in creating the basic motivational conditions dimension according to the ages of the teachers

Items	Ages between 21-30 $\bar{x}$	Order of Importance	Ages between 31-40 $\bar{x}$	Order of Importance	Ages between 41-55 $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
1. I indicate my mental and physical availability for all things academic.	4,10	2	3,81	3	3,21	4	3,82	2
2. I keep parents regularly informed about their children's progress.	3,12	7	3,27	5	3,00	5	3,15	5
3. I ask for their assistance in performing certain supportive tasks at home.	3,20	6	2,76	9	2,50	9	2,89	9
4. I encourage risk-taking and have mistakes accepted as a natural part of learning.	4,44	1	4,12	1	4,05	1	4,25	1
5. I encourage learners to personalise the classroom environment according to their taste.	3,40	4	3,58	4	3,30	3	3,44	4
6. I try and promote interaction, cooperation and the sharing of genuine personal information among learners.	3,91	3	3,85	2	3,45	2	3,79	3
7. I regularly use small-group tasks where students can mix.	3,21	5	3,17	7	2,89	6	3,13	6
8. I encourge and if possible organise extracurricular activities and outings.	3,02	9	3,06	8	2,60	8	2,95	8
9. I try and prevent the emergence of rigid seating patterns.	3,05	8	3,21	6	2,75	7	3,04	7
General mean	3,48		3,49		3,06		3,39	

As can be clearly seen in Table 23, all age groups apply the 'I encourage risk-taking and have mistakes accepted as a natural part of learning' item most of all. Teachers between the ages 21-30 and 41-55 'always' use this item ($\bar{x}$ =4,44 and $\bar{x}$ =4,25 respectively) and teachers between the ages 31-40 'often' apply this item ($\bar{x}$ =4,12) in their classes. Teachers between the ages 21-30 'sometimes encourage and if possible organize extracurricular activities and outgoings' ($\bar{x}$ =3,02), and this item is their last

choice. Teachers between 31-40 and 41-55 age ranges indicate their least choice as 'I ask for the students' assistance in performing certain tasks at home'. Teachers between the ages of 31-40 'sometimes' ($\bar{x}$=2,76) and teachers between the ages of 41-55 'rarely'($\bar{x}$=2,50) apply this item in their classes.

One–way ANOVA has been applied to the motivational strategies in creating the basic motivational conditions dimension in order to see whether there is a significant difference between the teachers' opinions according to their ages and the results of this analysis can been found in Table 25. Additionally, results on standard deviation (sd) and mean values for creating the basic motivational conditions dimension according to the ages of the teachers can be seen in Table 24. Analyzing the one-way ANOVA results, the information in Table 24 has been applied.

Table 24: Results of standard deviation and mean values in creating the basic motivational conditions dimension according to teachers' ages

Age Ranking	N	$\bar{x}$	sd
21-30	40	3,4833	,59306
31-40	27	3,4938	,86689
41-55	18	3,0679	,80858
Total	85	3,3987	,74699

As can be seen in Table 24, most of the teachers of this dimension are at the 21-30 age range. There are 18 English language teachers between the ages 41-55 and 27 teachers at the 31-40 age range. Younger teachers using these motivational strategies in this dimension are more positive than older teachers. Teachers between the ages 31-40 have indicated that they greatly apply the motivational strategies in their classes. Teachers between the ages 21-30 and 31-40 often use the motivational strategies in their classes ($\bar{x}$=3,48 and $\bar{x}$=3,49 respectively). Also, teachers at the 41-55 age range sometimes apply these strategies of creating the basic motivational conditions dimension in their lessons. General mean of the groups in terms of age is $\bar{x}$=3,39 which is at the 'sometimes' level.

Results concerning the meaningful significance between the ages of the teachers can be seen in Table 25.

Table 25. Results of one-way ANOVA analysis in terms of the grades of creating the basic motivational conditions dimension according to the teachers' ages

Source of the Variance	Sum of Squares	df	Mean Square	F	P
Between groups	2,501	2	1,250	2,311	0,106
Inter-groups	44,371	82	0,541		
Total	46,871	84			

There is no meaningful significance between the ages of English language teachers in using the motivational strategies in creating the basic motivational conditions dimension [$F_{(2-82)}=2.31$, $p>.05$] (see table 25). This means that the teachers' ages are significantly different from the motivational strategies of this dimension. However, we have a general sense due to results shown in Table 24.

4.2.1.5 According to the l evel of the classes

In Table 26, mean values and the order of importance of the items in creating the basic motivational dimension according to the level of the classes the English language teachers teach can be seen.

As it is clear in table 26, teachers of all levels, except second classes, mostly apply 'I encourage risk-taking and have mistakes accepted as a natural part of learning' in their classes. First year, third year, both first and second year and both second and third year teachers 'always encourage risk-taking and have mistakes accepted as a natural part of learning' ($\bar{x}=4,40$, $\bar{x}=4,58$ $\bar{x}=4,35$ and $\bar{x}=4,25$ respectively). Teachers teaching both first and third year students and teachers teaching all levels 'often encourage risk-taking and have mistakes accepted as a natural part of learning' ($\bar{x}=4,17$ and $\bar{x}=3,85$ respectively).

Teachers teaching both first year 'rarely encourage and if possible organize extra curricular activities and outgoings' and this item has been their last choice ($\bar{x}$ =2,50). On the other hand, teachers teaching second year students 'rarely use small-group tasks where students can mix and the teacher tries and prevents the emergence of rigid seating patterns' and they have attributed the least ranking on this item ($\bar{x}$ =2,50).

Teachers teaching third year students 'sometimes ask for the students' assistance in performing certain supportive tasks at home' ($\bar{x}$ =2,82). Teachers teaching third year students 'sometimes ask for the students' assistance in performing certain supportive tasks at home' ($\bar{x}$ =2,82).

Table 26. Order of importance and means of the items at creating the basic motivational conditions boyutunda according to the levels of the classes

Items	1st. Year $\bar{x}$	Order of importance	2nd. Year $\bar{x}$	Order of importance	3rd. Year $\bar{x}$	Order of importance	1st. & 2nd. Year $\bar{x}$	Order of importance	1st. & 3rd. Year $\bar{x}$	Order of importance	2nd. & 3rd. Year $\bar{x}$	Order of importance	All levels $\bar{x}$	Order of importance	Total $\bar{x}$	Order of importance
1. I indicate my mental and physical availability for all things academic.	3,78	2	4,29	1	4,00	2	3,83	2	3,92	2	3,75	2	3,50	3	3,84	2
2. I keep parents regularly informed about their children's progress.	3,10	7	3,25	4	3,08	6	3,30	5	3,00	7	3,33	4	2,62	7	3,11	5
3. I ask for their assistance in performing certain supportive tasks at home.	3,00	8	2,62	6	2,82	8	2,96	7	3,50	4	3,17	5	2,31	9	2,92	9
4. I encourage risk-taking and have mistakes accepted as a natural part of learning.	4,40	1	4,13	2	4,58	1	4,35	1	4,17	1	4,25	1	3,85	1	4,26	1
5. I encourage learners to personalise the classroom environment according to their taste.	3,30	4	3,13	5	3,33	4	3,39	3	3,75	3	3,67	3	3,23	4	3,41	4
6. I try and promote interaction, cooperation and the sharing of genuine	3,50	3	3,63	3	3,92	3	3,83	2	4,17	1	3,75	2	3,54	2	3,78	3

personal information among learners.															
7. I regularly use small-group tasks where students can mix.	3,22	5	2,50	7	2,83	7	3,32	4	3,50	4	3,09	6	2,85	6	3,09	6
8. I encourge and if possible organise extracurricular activities and outings.	2,50	9	3,25	4	2,83	7	3,17	6	3,08	6	3,00	7	2,54	8	2,93	8
9. I try and prevent the emergence of rigid seating patterns.	3,11	6	2,50	7	3,17	5	2,96	7	3,42	5	2,83	8	2,92	5	3,00	7
General Mean	3,28		3,33		3,36		3,49		3,61		3,41		2,98		3,37	

Teachers teaching both first and second classes 'sometimes ask for the students' assistance in performing certain supportive tasks at home' and 'sometimes try and prevent the emergence of rigid seating patterns', and these two items have been their last choice ($\bar{x}$ =2,96). On the other hand, teachers teaching both first and third year students 'sometimes keep parents regularly informed about their children's progress' and they have attributed their least choice on this item ($\bar{x}$ =3,00). However, teachers teaching both second and third year students 'sometimes try and prevent the emergence of rigid seating patterns' and this item has been their last choice ($\bar{x}$ =2,83). Teaching teaching to all levels 'rarely ask for the students' assistance in performing certain supportive tasks at home', and this item has been their last choice ($\bar{x}$ =2,31).

Kruskal-Wallis test, a nonparametric test, has been applied in order to see whether there is a meaningful significance between the levels of the students the teachers teach. Result of the analysis can be seen in table 27. Kruskal-Wallis test has been applied because number of the samples in this group is small and there are not groups more than two.

Table 27. Results of kruskal-wallis test in creating the basic motivational conditions dimension according to the levels the teachers teach

Level of the Classes	N	Mean Ranking	df	X^2	p
First Classes (Freshmen)	7	36,21	6	3,968	0,681
Second Classes (sophomores)	7	37,50			
Third Classes (Juniors)	10	37,75			
Both First and Second Classes (Both freshmen and sophomores)	22	44,98			
Both First and Third Classes (both freshmen and juniors)	12	47,17			
Both second and third classes (both sophomores and juniors)	10	40,85			
All Levels	12	31,88			
Total	80				

The results of the analysis proves that there is no meaningful significance between the levels of the classes English language teachers teach in using the motivational strategies in creating the basic motivational conditions dimension [$X^2(6)=3.96$, p>.05] (see table 27). Since there is no meaningful significance between the groups, A Mann-Whitney U test has not been applied in order to see the source of the difference. However, mean ranking results show that teachers teaching two levels seem more positive than the teachers teaching single levels and all levels. With this result in mind, we can say that English language teachers teaching more than two levels or all levels cannot manage the classes well, and cannot apply the motivational strategies appropriately. Therefore, English language teachers should be given either only one level or a maximum of two levels of classes.

4.2.2 Generating Initial Motivation Dimension
4.2.2.1 According to the gender

Mean values and the order of importance of each item made by using these values of generating initial motivation dimension according to the gender of the teachers, who respond to the 11 items, are shown in table 28 as follows:

Table 28. Mean values and the order of importance of generating initial motivation dimension according to gender of the teachers

Items	Female $\bar{x}$	Order of Importance	Male $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
10. I highlight and demonstrate aspects of L2 learning that my students are likely to enjoy.	3,91	4	3,58	6	3,82	4
11. I make the first encounters with L2 a positive experience.	4,01	1	3,69	4	3,93	1
12. I quote positive views about language learning by influential public figures.	3,21	9	3,00	9	3,15	9
13. I encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).	3,16	10	3,27	7	3,19	8
14. I make sure that they receive sufficient preparation and assistance.	3,87	5	3,88	2	3,88	3
15. I make sure that there are no serious obstacles to success.	3,97	3	3,62	5	3,88	3
16. I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.	3,41	8	3,15	8	3,34	7
17. I relate the subject matter to the everyday experiences and backgrounds of the students.	3,99	2	3,77	3	3,92	2
18. I positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.	3,62	7	3,58	6	3,61	6
19. I raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	3,75	6	3,92	1	3,80	5
General mean=3,62	3,66		3,53		3,62	

As can be seen in Table 28, looking at the eleventh item in generating initial motivation dimension, teachers 'often make the first encounters with second language a positive experience' ($\bar{x}$ =3,93). This item is at the first place in terms of applying strategies in this dimension. Similarly, female language teachers 'often' apply this item in their classes ($\bar{x}$ =4,01), and male language teachers 'often raise the learners' general awarenes about the different ways languages are learnt and the number of factors that can contribute to success' ($\bar{x}$ =3,92).

When we look in terms of gender, female teachers 'sometimes encourage learners to conduct their own exploration of the L2 community such as on the internet' ($\bar{x}$=3,16) and this item has been their last choice. Male English language teachers 'sometimes quote positive views about language learning by influential public figures' ($\bar{x}$=3,00). This motivational strategy is at the 9th place in order of importance and general mean of this dimension is $\bar{x}$=3,62 and it is often applied. This proves that English language teachers often use motivational strategies of generating initial motivation in their classes.

In generating initial motivation dimension, t-test has been conducted in order to see if there is a meaningful difference between female and male teachers (gender) and the results are shown in Table 29. T-test has been applied because in both groups variances of calculated distribution are equal. Although the number in both groups (n) is smaller than 30, this statistical technique is used due to that reason. The validity of this variance has been examined with statistically significance of F ratios which is in the Independent Samples Test of Levene's Test for Equity of Variances section. F ratio is statistically significant as F ratio is .071 which is larger than .05. This shows that the variances of both groups are equal.

Table 29. T-test results of generating initial motivation dimension according to the gender

Gender	n	$\bar{x}$	S	df	t	p
Male	25	3,5564	0,82	89	,787	,378
Female	66	3,6636	0,66			

As can clearly be seen in Table 29, female English language teachers 'often' ($\bar{x}$=3,66) apply generating initial motivation dimension. Similarly, male teachers 'sometimes' use generating initial motivation dimension ($\bar{x}$=3,55) in their classes. Analyzing this result, we can say that both male and female teachers equally apply the motivational strategies in this dimension. However, female teachers' result is seen a little bit more positive than males'. On the other hand, significance of the English language

teachers' is α=,05 in generating initial motivation dimension [t(89)=,787, p>.05]. There is no any meaningful significance between the female and the male teachers. This significance proves that both female and male teachers use the similar motivational strategies in generating initial motivation dimension.

4.2.2.2 According to the types of schools

In Table 30, mean values and the order of importance of the items in generating initial motivation dimension according to the types of the schools (state or private schools) the English language teachers teach can be seen.

Both teachers teaching for the state schools and the teachers teaching for the private institutions have attributed the highest ranking to 'I make the first encounters with L2 a positive experience' and 'I relate the subject matter to the everyday experiences and backgrounds of the students' (see Table 30). These items are 11th and 17th items of the questionnaire. The teachers 'often' ($\bar{x}$ =3,93) apply these items in their classes. These motivational strategies are at the first place of this dimension. As teachers teaching for the private schools 'always make sure that they receive sufficient preparation and assistance ($\bar{x}$ =4,42)', state teachers 'often relate the subject matter to everyday experiences and the backgrounds of the students ($\bar{x}$ =3,84)'.

Table 30: Mean values and the order of importance of the items in generating initial motivation dimension according to the type of the schools

Items	Stateal $\bar{x}$	Order of Importance	Private $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
10. I highlight and demonstrate aspects of L2 learning that my students are likely to enjoy.	3,67	4	4,12	3	3,82	3
11. I make the first encounters with L2 a positive experience.	3,71	3	4,33	2	3,93	1
12. I quote positive views about language learning by influential public figures.	3,15	8	3,16	9	3,15	8
13. I encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).	3,03	9	3,50	8	3,19	7
14. I make sure that they receive sufficient preparation and assistance.	3,59	5	4,42	1	3,88	2
15. I make sure that there are no serious obstacles to success.	3,76	2	4,09	4	3,88	2
16. I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.	3,19	7	3,64	7	3,34	6
17. I relate the subject matter to the everyday experiences and backgrounds of the students.	3,84	1	4,09	4	3,93	1
18. I positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.	3,53	6	3,76	6	3,61	5
19. I raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	3,67	4	4,06	5	3,80	4
General Mean	3,50		3,87		3,62	

Private school teachers 'sometimes quote positive views about language learning influential public figures ($\bar{x}$ =3,16)' and they have attributed the least ranking to this item. State school teachers 'sometimes encourage learners to conduct their own exploration of the L2 community, such as on the internet ($\bar{x}$ =3,03)'. This motivational strategy is at the

9th place in order of importance. General mean of this dimension is $\bar{x}$ =3,62 and it has often been applied.

This means that motivational strategies of this dimension have been often applied by the teachers teaching both state and private schools.

In Table 31, it can be seen that English language teachers teaching both for the private and state schools 'often' ($\bar{x}$ =3,87 and $\bar{x}$ =3,50 respectively) apply creating the basic motivational conditions dimension in their classes. Analyzing this result, it seems that private school teachers are more positive than state school teachers in this regard. On the other hand, significance of the English language teachers' in α=,05 level is meaningful in the generating the initial motivation conditions dimension [t(89)=.2,408, p<.05]. This significance proves that state school teachers are not sufficient enough in using the motivational strategies in this dimension. Students studying at the state schools are not motivated enough anyhow. The level of the success of these students will be affected negatively when the teachers of state schools do not apply necessary motivational strategies.

Table 31. T-test results of creating the generating initial motivation dimension according to type of the schools

School Types	n	$\bar{x}$	Sd	df	t	p
State	61	3,5049	0,75	89	2,408	,018*
Private	30	3,8767	0,54			

4.2.2.3 According to the places of schools

In Table 32, mean values and the order of importance of the items in generating initial motivation dimension according to the places the English language teachers teach can be seen.

It can clearly be seen in Table 32 that mean values and order of importance of the items at generating initial motivation dimension according to the places of the schools (whether rural or urban schools) where the English language teachers teach can be seen.

Teachers teaching at the urban places have attributed the highest ranking to 11th and 17th items where the teachers 'often make the first encounters with L2 a positive experience' and 'relate the subject matter to the everyday experiences and backgrounds of the students' ($\bar{x}$ =3,93) (see table 32). Both rural and urban teachers 'often' apply these two items in their classes. Similarly, while teachers teaching at the urban places mostly apply these items in their classes and these strategies are their first choices ($\bar{x}$ =3,92), teachers teaching at the rural places 'always make sure that there are no serious obstacles to success' ($\bar{x}$ =4,50).

Table 32. Mean values and the order of importance of the items in generating initial motivation conditions dimension according to the places of the schools

Items	Rural $\bar{x}$	Order of importance	Urban $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
10. I highlight and demonstrate aspects of L2 learning that my students are likely to enjoy.	4,10	3	3,79	4	3,82	3
11. I make the first encounters with L2 a positive experience.	4,00	4	3,92	1	3,93	1
12. I quote positive views about language learning by influential public figures.	3,40	7	3,12	9	3,15	8
13. I encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).	3,10	8	3,20	8	3,19	7
14. I make sure that they receive sufficient preparation and assistance.	4,20	2	3,84	2	3,88	2
15. I make sure that there are no serious obstacles to success.	4,50	1	3,80	3	3,88	2
16. I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.	3,80	6	3,29	7	3,34	6
17. I relate the subject matter to the everyday experiences and backgrounds of the students.	4,00	4	3,92	1	3,93	1
18. I positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.	3,90	5	3,58	6	3,61	5
19. I raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	4,00	4	3,78	5	3,80	4
General Mean	3,90		3,59		3,62	

On the other hand, teachers teaching at rural schools 'sometimes encourage learners to conduct their own exploration of the L2 community (e.g. on the internet) and this strategy has been their last choice. Similarly, urban school teachers 'sometimes quote positive views about language learning by influential public figures' ($\bar{x}$ =3,12). This item has been the last choice by the urban teachers. This motivational strategy has been at the 9th place and its general mean is $\bar{x}$ =3,62, which shows that this strategy of generating initial motivation dimension 'often' applied by the teachers.

Non-parametric Mann Whitney U test has been applied in order to see whether there is a meaningful significance between the places of the schools. Result of the analysis is in Table 33. Mann Whitney U test has been used because there is a huge gap between both groups and number of the samples (n) in this group is very small.

Table 33: U-test results of the grades of generating initial motivation conditions dimension according to the places

Places	n	Mean rank	Sum of ranks	U	p
Urban	10	60,35	603,50	261,00	,068
Rural	81	44,23	3582,50		

In generating initial motivation dimension, there is not any meaningful significance according to the places where the teachers teach [(U=261, p>.05)] (see table 33). Looking at the sum of ranks, it can be seen that the teachers teaching at rural places use motivational strategies of this dimension higher than the teachers teaching at urban places. The main reason of this result may be that the students of rural places may need to be motivated much more than the students of urban places.

4.2.2.4 According to the ages of the teachers

In Table 34, mean values and the order of importance of the items in generating the initial motivation dimension according to the ages of the English language teachers can be seen.

As it can be clearly seen in table 34, teachers between ages 21-30 'often make the first encounters with L2 a positive experience' ($\bar{x}$ =4,16). Teachers between the ages 32-40 'often make sure that there are no serious obstacles to success' and 'relate the subject matter to the everyday experiences and backgrounds of the students' ($\bar{x}$ =3,85) and teachers between the ages 41-55 'often make sure that they receive sufficient preparation and assistance' and 'relate the subject matter to the everyday experiences and backgrounds

of the students ($\bar{x}$ =3,85). As the teachers getting older, there is a tendency to apply the similar motivational strategies.

Table 34. Mean values and the order of importance of the items in generating initial motivation dimension according to the ages of the teachers

Items	Ages between 21-30 $\bar{x}$	Order of Importance	Ages between 31-40 $\bar{x}$	Order of Importance	Ages between 41-55 $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
10. I highlight and demonstrate aspects of L2 learning that my students are likely to enjoy.	4,14	2	3,73	4	3,30	5	3,82	3
11. I make the first encounters with L2 a positive experience.	4,16	1	3,76	3	3,70	2	3,93	1
12. I quote positive views about language learning by influential public figures.	3,12	9	3,31	5	2,95	8	3,15	8
13. I encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).	3,19	8	3,15	6	3,25	6	3,19	7
14. I make sure that they receive sufficient preparation and assistance.	4,00	4	3,73	4	3,85	1	3,88	2
15. I make sure that there are no serious obstacles to success.	4,02	3	3,85	1	3,60	3	3,88	2
16. I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.	3,49	7	3,15	6	3,35	4	3,34	6
17. I relate the subject matter to the everyday experiences and backgrounds of the students.	4,02	3	3,85	1	3,85	1	3,93	1
18. I positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.	3,65	6	3,84	2	3,15	7	3,61	5
19. I raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	3,88	5	3,76	3	3,70	2	3,80	4
General Mean	3,72		3,60		3,47		3,62	

Teachers between the ages of 21-30 and 41-55 apply least to 'I quote positive views about language learning by influential public figures' item ($\bar{x}$=3,12 and $\bar{x}$=2,95 respectively). Similarly, teachers between the ages of 31-40 'sometimes encourage learners to conduct their own exploration of the L2 community (e.g. on the internet)' and 'use needs analysis techniques to find out about their students' needs, goals and interests, and then build these into the curriculum as much as possible' and these two strategies have been at the least rank by the teachers between the ages of 31-40 ($\bar{x}$=3,15).

Kruskal-Wallis test has been applied to the motivational strategies in generating initial motivation dimension in order to see whether there is a significant difference between the teachers' opinions according to their ages and the results of this analysis can been found in table 35. Additionally, in the homogeneity test (at the .025 level), which is done with the grades of the generating initial motivation dimension, non-parametric Kruskal-Wallis test has been used as there is not any homogeneity between the ages of the groups.

Table 35. Results of kruskal-wallis analysis in terms of the grades of generating initial motivation dimension according to the teachers' ages

Age Ranking	N	Mean Ranking	df	X^2	p
21-30	40	49,36	2	2, 311	0,106
31-40	31	46,29			
41-55	20	38,83			

There is no any meaningful significance between the ages of English language teachers in using the motivational strategies in generating initial motivation dimension [X^2(2)=2.31, p>.05] (see table 35). As there is not any meaningful significance between the groups, Mann-Whitney U test can not be done. However, when we look at the mean rankings of this dimension, we can see that young teachers mostly apply the motivational

strategies of this dimension. As the teachers getting older, the application of the strategies in this dimension becomes less.

4.2.2.5 According to the level of the classes

The mean values and order of importance of the items at generating initial motivation dimension according to the levels of the classes the English language teachers teach can clearly be seen.

As is clear in Table 36, teachers teaching the first classes 'always make sure that there are no serious obstacles to success' ($\bar{x}$ =4,60) and similarly teachers of second classes 'often make sure that there are no serious obstacles to success' and 'often relate the subject matter to the everyday experiences and backgrounds of the students' ($\bar{x}$ =3,88). Teachers of third level classes 'always make sure that they receive sufficient preparation and assistance' ($\bar{x}$ =4,33). Teachers teaching both first and third level classes 'always relate the subject matter to the everyday experiences and backgrounds of the students' ($\bar{x}$ =4,33). On the other hand, teachers teaching both second and third levels 'often make the first encounters with L2 a positive experience' ($\bar{x}$ =4,08) and teachers teaching to all level classes 'often make sure that that there are no serious obstacles to success' and 'often make sure that they receive sufficient preparation and assistance' ($\bar{x}$ =4,00).

Table 36. Order of importance and means of the items at generating initial motivation dimension according to the levels of the classes

Items	1st. year $\bar{x}$	Order of Importance	2nd. year $\bar{x}$	Order of Importance	3rd. year $\bar{x}$	Order of Importance	1st. & 2nd. years $\bar{x}$	Order of Importance	1st. & 3rd. years $\bar{x}$	Order of Importance	2nd. & 3rd. years $\bar{x}$	Order of Importance	All of them $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
10. I highlight and demonstrate aspects of L2 learning that my students are likely to enjoy.	3,90	3	3,38	5	3,83	4	4,00	1	4,25	2	3,75	3	3,46	6	3,83	5
11. I make the first encounters with L2 a positive experience.	4,10	2	3,63	3	4,25	2	3,78	5	4,00	4	4,08	1	3,77	3	3,93	2
12. I quote positive views about language learning by influential public figures.	3,25	6	3,14	6	3,42	6	3,17	10	3,42	9	3,08	7	2,69	9	3,16	10
13. I encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).	3,11	7	2,75	8	3,33	8	3,48	8	3,00	10	3,17	6	2,92	8	3,17	9
14. I make sure that they receive sufficient preparation and assistance.	3,90	3	3,38	5	4,33	1	3,83	4	3,83	5	3,67	4	4,00	1	3,87	4
15. I make sure that there are no serious obstacles to success.	4,60	1	3,88	1	3,75	5	3,57	7	4,08	3	3,67	4	4,00	1	3,88	3
16. I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.	3,00	8	3,13	7	3,17	9	3,30	9	3,42	8	3,75	3	3,38	7	3,32	8

Item																
17. I relate the subject matter to the everyday experiences and backgrounds of the students.	3,90	3	3,88	1	4,08	3	3,87	3	4,33	1	3,92	2	3,69	4	3,94	1
18. I positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.	3,33	5	3,50	4	3,67	6	3,70	6	4,00	4	3,42	5	3,54	5	3,62	7
19. I raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	3,67	4	3,75	2	3,75	5	3,91	2	3,67	7	3,75	3	3,85	2	3,79	6
General mean	3,36		3,37		3,75		3,66		3,80		3,62		3,53		3,62	

Two motivational strategies mentioned above are mostly used by these teachers. As it is clear from the results, there is not consistent application of the motivational strategies by the English language teachers according to the levels they teach.

Teachers teaching both first year 'rarely encourage and if possible organize extra curricular activities and outgoings' and this item has been their last choice ($\bar{x}$ =2,50). On the other hand, teachers teaching second year students 'rarely use small-group tasks where students can mix and the teacher try and prevent the emergence of rigid seating patterns' and they have attributed the least ranking on this item ($\bar{x}$ =2,50). English language teachers of first and second year students 'always highlight and demonstrate aspects of L2 learning that the students are likely to enjoy' ($\bar{x}$ =4,00).

However, teachers teaching to first and third year classes separately 'sometimes use needs analysis techniques to find out about the students' needs, goals and interests, and then build these into the curriculum as much as possible the teacher quotes positive views about language learning by influential public figures' and this item is the last choice by both groups ($\bar{x}$ =3,00 for teachers of first year classes and $\bar{x}$ =3,17 for teachers of third year levels respectively). Teachers teaching for second year classes and teaching both first and third year classes 'sometimes encourage learners to conduct their own exploration of the L2 community, e.g. on the internet ($\bar{x}$ =2,75 and $\bar{x}$ =3,00 respectively). However, English language teachers teaching first and second year classes, second and third classes and all classes 'sometimes quote positive views about language learning by influential public figures' ($\bar{x}$ =3,17 for teachers teaching first and second levels and $\bar{x}$ =3,08 for second and third levels and $\bar{x}$ =2,69 for teachers teaching to all levels).

Kruskal-Wallis test has been applied to the motivational strategies at initial motivation dimension in order to see whether there is a significant difference between the levels of the classes and the results of this analysis can been found in table 37. This test has been used since number of teachers in the groups are small (n) and there are more groups than 2 groups.

Table 37: Results of kruskal-wallis test in generating initial motivation dimension according to the levels the teachers teach

Level of the Classes	N	Mean Ranking	Df	X^2	p
First Classes (freshmen)	6	31,58	6	3,502	0,744
Second Classes (sophomores)	7	33,50			
Third Classes (Juniors)	12	47,08			
Both first and second classes (Both freshmen and sophomores)	23	43,83			
Both first and third classes (both freshmen and juniors)	12	49,29			
Both second and third classes (both sophomores and juniors)	12	41,75			
All Levels	13	43,50			
Total	85				

The results of the analysis proves that there is no meaningful significance between the levels of the classes English language teachers teach in using the motivational strategies in generating initial motivation dimension [$X^2(6)=3.50$, $p>.05$] (see Table 37). Since there is no meaningful significance between the groups, Mann-Whitney U test has not been applied in order to see the source of the difference. However, mean ranking results show that teachers teaching for the first classes use the motivational strategies of this dimension at the least level. On the other hand, teachers teaching for the third year classes, both first and third year classes, both first and third year classes and both second and third year classes similarly apply these motivational strategies.

4.2.3 Maintaining Motivation Dimension

4.2.3.1 According to the gender

Mean values and the order of importance of each item made by using these values of maintaining motivation dimension according to the gender of the teachers, who respond to the 13 items, are shown in table 38 as follows:

Table 38. Results of the mean and the order of importance of maintaining motivation dimension according to gender of the teachers

Items	female $\bar{x}$	Order of Importance	male $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
20. I vary the learning tasks and other aspects of your teaching as much as I can.	4,09	7	4,04	5	4,07	7
21. I focus on the motivational flow and not just the information flow in your class.	4,19	5	3,84	7	4,10	5
22. I make tasks challenging.	3,51	10	3,46	11	3,49	11
23. I personalise learning tasks.	3,46	11	3,47	10	3,47	12
24. I monitor student progress.	4,13	6	4,12	4	4,13	4
25. I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	3,79	8	3,84	7	3,81	9
26. I draw my learners' attention to their strengths and abilities.	4,09	7	3,96	6	4,05	8
27. I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	4,35	2	4,35	2	4,35	2
28. I promote cooperation instead of competition.	4,20	4	3,77	9	4,08	6
29. I help learners accept the fact that they will make mistakes as	4,57	1	4,46	1	4,54	1
30. I set up tasks in which teams of learners are asked to work	3,69	9	3,35	12	3,60	10
31. I raise my students' awareness of the importance of self-motivation.	4,28	3	4,15	3	4,24	3
32. I encourage students to adopt, develop and apply self-motivating strategies.	4,20	4	3,80	8	4,10	5
General Mean	4,28		4,13		4,24	

As can be seen in Table 38, by looking at the 29th item in maintaining motivation dimension, we can say that teachers 'always help learners accept the fact that they will make mistakes' ($\bar{x}$ =4,54). This item is at the first place in terms of applying strategies in

this dimension. Similarly, both female and male language teachers 'always' apply this item in their classes ($\bar{x}$ =4,57 and $\bar{x}$ =4,46 respectively).

When we look at in terms of gender, female teachers 'often personalize learning tasks' ($\bar{x}$ =3,46) and this item has been their last choice. Male English language teachers 'sometimes set up tasks in which teams of learners are asked to work' ($\bar{x}$ =3,35).

In generating initial motivation dimension, t-test has been conducted in order to see if there is a meaningful difference between female and male teachers (gender) and the results are shown in table 39.

Table 39. T-test results of maintaining motivation dimension according to the gender

Gender	n	$\bar{x}$	S	df	t	p
Male	23	4,1371	0,72	84	,889	,371
Female	63	4,2882	0,67			

T-test has been applied because in both groups variances of calculated distribution are equal. Although the number in both groups (n) is smaller than 30, this statistical technique is used due to that reason. The validity of this variance has been examined with statistically significance of F ratios which is in the Independent Samples Test of Levene's Test for Equity of Variances section. F ratio is statistically significant as F ratio is .415 which is larger than .05. This shows that the variances of both groups are equal.

Female English language teachers 'always' ($\bar{x}$ =4,28) apply maintaining motivation dimension in their classes. Similarly, male English language teachers 'often' ($\bar{x}$ =4,13) use the mentioned dimension in their classes. Analyzing this result, we can say that both male and female teachers equally apply the motivational strategies in this dimension. However, female teachers' result can be interpreted a little bit more positive than male teachers' result. On the other hand, significance of the English language teachers' is α=,05 in generating initial motivation dimension [t(89)=,889, p>.05]. There is not any meaningful significance between the female and the male teachers. This significance proves that both female and male teachers use the similar motivational strategies in encouraging self-evaluation dimension (see Table 39).

4.2.3.2 According to the types of schools

In Table 40, mean values and the order of importance of the items in generating initial motivation dimension according to the types of the schools (state or private schools) the English language teachers teach can be seen.

Table 40. Mean values and the order of importance of the items in maintaining motivation dimension according to the type of the schools

Items	State $\bar{x}$	Order of Importance	Private $\bar{x}$	Order of impotance	Total $\bar{x}$	Order of impotance
20. I vary the learning tasks and other aspects of your teaching as much as I can.	3,90	8	4,39	5	4,07	7
21. I focus on the motivational flow and not just the information flow in your class.	4,02	4	4,26	7	4,10	5
22. I make tasks challenging.	3,31	12	3,85	10	3,49	11
23. I personalise learning tasks.	3,33	11	3,73	12	3,47	12
24. I monitor student progress.	3,98	5	4,41	4	4,13	4
25. I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	3,65	9	4,13	8	3,81	9
26. I draw my learners' attention to their strengths and abilities.	4,02	4	4,12	9	4,05	8
27. I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	4,15	2	4,73	2	4,35	2
28. I promote cooperation instead of competition.	3,94	7	4,36	6	4,08	6
29. I help learners accept the fact that they will make mistakes as	4,40	1	4,79	1	4,54	1
30. I set up tasks in which teams of learners are asked to work	3,48	10	3,82	11	3,60	10
31. I raise my students' awareness of the importance of self-motivation.	4,08	3	4,55	3	4,24	3
32. I encourage students to adopt, develop and apply self-motivating strategies.	3,95	6	4,36	6	4,10	5
General Mean	4,09		4,56		4,24	

Both teachers teaching for the state schools and the teachers teaching for the private schools have attributed the highest ranking to 'I help learners accept the fact that they will make mistakes as natural part of learning' ($\bar{x}$=4,54) and this motivational strategy has 'always' been applied by both groups ($\bar{x}$=4,40 for teachers teaching state schools and $\bar{x}$=4,79 for teachers teaching private schools) and it is the 29th item in the questionnaire (see table 40).

State school teachers 'sometimes make tasks challenging' ($\bar{x}$=3,31)' and they have attributed the least ranking to this item. Private school teachers 'often personalize learning tasks' ($\bar{x}$=3,73)' and they have attributed the least ranking to this item.

Analysis results of t-test for maintaining motivation dimension according to the type of the schools can be seen below in Table 41.

Table 41. T-test results of maintaining motivation dimension according to type of the schools

School types	n	$\bar{x}$	Sd	Df	t	p
State	58	4,0955	0,73	84	3,096	,003*
Private	28	4,5632	0,43			

In Table 41, it can be seen that English language teachers teaching for the private schools 'always' ($\bar{x}$=4,56) and teachers teaching for state schools 'often' ($\bar{x}$=4,09) apply the motivational strategies in maintaining motivation dimension in their classes. Analyzing this result, it seems that private school teachers are more positive than state school teachers in this regard. On the other hand, significance of the English language teachers' in α=,05 level is meaningful in maintaining motivation dimension [t(89)=3,096, p<.05]. This significance proves that teachers teaching for the state schools are not sufficient enough in using the motivational strategies in this dimension. Students studying at the state schools are not motivated enough anyhow. Level of the success of these students will be affected negatively when the teachers of state schools do not apply necessary motivational strategies.

4.2.3.3 According to the places of the schools

In Table 42, mean values and the order of importance of the items in generating initial motivation dimension according to the places the English language teachers teach can be seen.

Table 42. Mean values and the order of importance of the items in maintaining motivation dimension according to the places of the schools

Items	Rural $\bar{x}$	Order of importance	Urban $\bar{x}$	Order of impotance	Total $\bar{x}$	Order of importnace
20. I vary the learning tasks and other aspects of your teaching as much as I can.	4,30	4	4,05	6	4,07	7
21. I focus on the motivational flow and not just the information flow in your class.	4,60	1	4,04	7	4,10	5
22. I make tasks challenging.	3,50	6	3,49	11	3,49	11
23. I personalise learning tasks.	3,40	7	3,48	12	3,47	12
24. I monitor student progress.	4,40	3	4,09	4	4,13	4
25. I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	4,30	4	3,75	9	3,81	9
26. I draw my learners' attention to their strengths and abilities.	4,50	2	4,00	8	4,05	8
27. I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	4,40	3	4,34	2	4,35	2
28. I promote cooperation ınstead of competition.	4,40	3	4,05	6	4,08	6
29. I help learners accept the fact that they will make mistakes as natural part of learning	4,60	1	4,53	1	4,54	1
30. I set up tasks in which teams of learners are asked to work	3,60	5	3,60	10	3,60	10
31. I raise my students' awareness of the importance of self-motivation.	4,60	1	4,20	3	4,24	3
32. I encourage students to adopt, develop and apply self-motivating strategies.	4,40	3	4,06	5	4,10	5
General mean	4,43		4,22		4,24	

In Table 42, it can be clearly seen that teachers teaching at the urban places 'always help learners accept the fact that they will make mistakes as a natural part of learning' ($\bar{x}$ =4,53). This motivational strategy has been attributed to the highest ranking by teachers teaching at urban places. Similarly, together with item number 29, teachers teaching at the rural places 'always focus on the motivational flow and not just the information flow in their class' and 'raise their students' awareness of the importance of self-motivation' ($\bar{x}$ =4,60).

On the other hand, both urban and rural school teachers 'often personalize learning tasks' ($\bar{x}$ =3,40 and $\bar{x}$ =3,48 respectively), and they choose this item as their last option.

A Mann Whitney U test has been applied in order to see whether there is a meaningful significance between the places of the schools. Result of the analysis is in table 43. Mann Whitney U test has been used because there is a huge gap between both groups and the number of the samples (n) in this group is small.

Table 43. U-test results of the grades of maintaining motivation dimension according to the places

Places	n	Mean rank	Sum of ranks	U	p
Urban	10	60,35	603,50	261,00	,068
Rural	81	44,23	3582,50		

In maintaining motivation dimension, there is not any meaningful significance according to the places where the teachers teach [(U=251, p>.05)] (see table 43). Looking at the sum of ranks, it can be seen that the teachers teaching at rural places use motivational strategies of this dimension higher than the teachers teaching at urban places. The main reason of this result may be that the students of rural places may need to be motivated much more than the students of urban places. In Table 44, mean values and the order of importance of the items in maintaining motivation dimension according to the ages of the English language teachers can be seen.

Table 44. Mean values and the order of importance of the items in maintaining motivation dimension according to the ages of the teachers

Items	Ages between 21-30 $\bar{x}$	Order of Importance	Ages between 31-40 $\bar{x}$	Order of Importance	Ages between 41-55 $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
20. I vary the learning tasks and other aspects of your teaching as much as I can.	4,26	6	3,82	8	4,10	3	4,07	7
21. I focus on the motivational flow and not just the information flow in your class.	4,30	4	3,88	7	4,00	5	4,10	5
22. I make tasks challenging.	3,53	10	3,59	10	3,25	11	3,49	11
23. I personalise learning tasks.	3,53	10	3,33	12	3,55	9	3,47	12
24. I monitor student progress.	4,29	5	3,94	5	4,10	3	4,13	4
25. I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	3,93	8	3,73	9	3,68	8	3,81	9
26. I draw my learners' attention to their strengths and abilities.	4,09	7	4,00	4	4,05	4	4,05	8
27. I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	4,45	2	4,12	2	4,50	1	4,35	2
28. I promote cooperation instead of competition.	4,36	3	3,94	5	3,75	7	4,08	6
29. I help learners accept the fact that they will make mistakes as	4,69	1	4,52	1	4,25	2	4,54	1
30. I set up tasks in which teams of learners are asked to work	3,83	9	3,34	11	3,50	10	3,60	10
31. I raise my students' awareness of the importance of self-motivation.	4,45	2	4,09	3	4,05	4	4,24	3
32. I encourage students to adopt, develop and apply self-motivating strategies.	4,36	3	3,91	6	3,85	6	4,10	5
General Mean	4,39		4,10		4,14		4,24	

4.2.3.4 According to the ages of the teachers

As can clearly be seen in Table 44, both teachers between ages 21-30 and 31-40 'always help learners accept the fact that they will make mistakes as natural part of learning' ($\bar{x}$ =4,69 and $\bar{x}$ =4,52). Similarly, teachers between the ages 41-55 'always indicate their students that they believe in the students' effort and their capability to complete the tasks' ($\bar{x}$ =4,50). The teachers of this group have attributed their highest ranking to this motivational strategy.

Teachers between the ages of 21-30 and 41-55 'often personalize learning tasks' and 'often make tasks challenging' and they indicate that they have used these items at the last order ($\bar{x}$ =3,53). Similarly, teachers between the ages of 31-40 'sometimes personalize learning tasks' ($\bar{x}$ =3,25).

One-way ANOVA test has been applied to the motivational strategies in maintaining motivation dimension in order to see whether there is a significant difference between the teachers' opinions according to their ages and the results of this analysis can been found in Table 46. Results in Table 45 have been used in order to interpret the ANOVA test results.

Table 45. Results of standard deviation and mean values in maintaining Motivation dimension according to teachers' ages

Age ranking	N	$\bar{x}$	Sd
21-30	40	4,3904	,5559
31-40	28	4,1099	,8944
41-55	18	4,1453	,5502
Total	86	4,2478	,6888

As can be seen in Table 45, most of the teachers of this dimension are at the 21-30 age range. There are 18 English language teachers between the ages 41-55 and 28 teachers at the 31-40 age range. Younger teachers using these motivational strategies in this dimension are more positive than older teachers. Teachers between the ages 31-40 have

indicated that they apply the motivational strategies the least in their classes. Teachers between the ages 21-30 always apply these strategies in their lessons ($\bar{x}$ =4,39). Similarly, teachers between the ages 31-40 and 41-55 often use the motivational strategies in their classes ($\bar{x}$ =4,10 and $\bar{x}$ =4,14 respectively). General mean of the groups in terms of age is $\bar{x}$ =4,24, which is at the 'always' level.

Results concerning whether there is a meaningful significance between the ages of the teachers can be seen in Table 46.

There is no any meaningful significance between the ages of English language teachers in using the motivational strategies in maintaining motivation dimension [$F_{(2-83)}$=1.64, p>.05] (see table 46). This means that the teachers' ages are significantly different from the motivational strategies of this dimension. However, we have a general sense due to results shown in Table 45.

Table 46. Results of one-way ANOVA analysis in terms of the grades of maintaining motivation dimension according to the teachers' ages

Source of the variance	Sum of squares	df	Mean square	F	p
Between groups	1,535	2	0,767	1,642	0,200
Inter-groups	38,801	83	0,467		
Total	40,336	85			

4.2.3.5 According tot the level of the classes

In Table 47, mean values and the order of importance of the items in maintaining motivation dimension according to the level of the classes the English language teachers teach can be seen.

Table 47. Order of importance and means of the items at maintaining motivation conditions dimension according to the levels of the classes

Items	1st years $\bar{x}$	Order of Importance	2nd years $\bar{x}$	Order of Importance	3rd years $\bar{x}$	Order of Importance	1st & 2nd years $\bar{x}$	Order of Importance	1st & 3rd years $\bar{x}$	Order of Importance	2nd & 3rd years $\bar{x}$	Order of Importance	All Levels $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
20. I vary the learning tasks and other aspects of your teaching as much as I can.	4,20	4	3,88	5	4,25	4	4,00	8	4,08	8	4,08	2	4,00	6	4,07	8
21. I focus on the motivational flow and not just the information flow in your class.	4,20	4	3,88	5	4,08	5	4,18	5	4,50	3	3,91	4	4,00	6	4,12	5
22. I make tasks challenging.	3,70	8	3,71	7	3,58	9	3,39	11	3,50	12	3,33	10	3,54	8	3,51	11
23. I personalise learning tasks.	3,60	9	2,75	10	3,75	8	3,43	10	3,58	11	3,50	9	3,38	9	3,46	12
24. I monitor student progress.	4,10	5	4,00	4	4,36	3	4,30	3	4,25	7	3,67	7	4,31	3	4,17	4
25. I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	3,56	10	3,50	8	3,82	7	4,26	4	3,67	9	3,73	6	3,69	7	3,83	9
26. I draw my learners' attention to their strengths and abilities.	4,10	5	4,13	2	4,08	5	4,00	8	4,25	7	3,83	5	4,15	4	4,07	8
27. I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	4,90	1	3,87	6	4,50	2	4,35	2	4,36	2	4,00	3	4,38	2	4,35	2
28. I promote cooperation instead of competition.	4,20	4	3,88	5	4,00	5	4,00	6	4,55	2	4,00	3	4,08	5	4,09	7

Item																
29. I help learners accept the fact that they will make mistakes as	4,70	2	4,75	1	4,92	1	4,57	1	4,64	1	4,25	1	4,38	2	4,58	1
30. I set up tasks in which teams of learners are asked to work	3,80	7	3,14	9	3,50	10	3,74	9	3,64	10	3,58	8	3,54	8	3,60	10
31. I raise my students' awareness of the importance of self-motivation.	4,30	3	4,00	3	4,50	2	4,09	7	4,45	4	4,00	3	4,46	1	4,25	3
32. I encourage students to adopt, develop and apply self-motivating strategies.	4,00	6	4,00	3	3,75	8	4,17	6	4,27	6	4,00	3	4,38	2	4,10	6
General Mean	4,28		4,23		4,32		4,27		4,39		3,99		4,24		4,24	

It can clearly be seen the mean values and order of importance of the items at maintaining motivation dimension according to the levels of the classes the English language teachers teach.

As it is clear in Table 47, teachers teaching second classes, third classes, first and second classes, both first and third classes and both second and third classes mostly apply 'I help learners accept the fact that they will make mistakes' item. Teachers of second classes ($\bar{x}$=4,75), teachers of third classes ($\bar{x}$=4,92), teachers of both first and second classes ($\bar{x}$=4,57), teachers of both first and third classes ($\bar{x}$=4,64) and ($\bar{x}$=4,57) and teachers of second and third classes ($\bar{x}$=4,25) 'always help learners accept the fact that they will make mistakes'. Teachers of first level classes 'always indicate to the students that the teacher believes in their effort to learn and their capability to complete the tasks' ($\bar{x}$=4,90). Teachers teaching to all levels 'always raise the students' awareness of the importance of self-motivation' ($\bar{x}$=4,46).

Teachers teaching both first and second year classes, only third year classes and both second and third year classes 'make tasks challenging' at the least level. Teachers teaching both first and second year classes and both second and third year classes 'sometimes' apply this motivational strategy ($\bar{x}$=3,39 and $\bar{x}$=3,33 respectively). On the other hand, teachers teaching both first and third year students 'often' use this strategy in their classes' ($\bar{x}$=3,50). However, teachers of second year classes and teachers teaching all levels have attributed the least ranking on 'I personalize learning tasks' item. Teachers of second year classes 'sometimes' apply this motivational strategy in their classes ($\bar{x}$=2,75 and $\bar{x}$=3,38 respectively). English language teachers of first year students 'often adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones' ($\bar{x}$=3,56) and they have attributed the least ranking on this motivational strategy.

Kruskal-Wallis test has been applied to the motivational strategies in maintaining motivation dimension in order to see whether there is a significant difference between the levels of the classes and the results of this analysis can been found in Table 48.

Table 48. Results of kruskal-wallis test in maintaing motivation dimension according to the levels the teachers teach

Level of the Classes	N	Mean Ranking	df	X^2	p
First Classes (Freshmen)	9	38,44	6	2,750	0,839
Second Classes (sophomores)	5	36,10			
Third Classes (Juniors)	11	40,59			
Both First and Second Classes (Both freshmen and sophomores)	22	40,41			
Both First and Third Classes (both freshmen and juniors)	11	44,59			
Both second and third classes (both sophomores and juniors)	9	31,61			
All Levels	13	46,38			
Total	80				

Additionally, in the homogeneity test (at the .025 level), which is done with the grades of the generating initial motivation dimension, non-parametric Kruskal-Wallis test has been used as there is not any homogeneity between the levels of the classes.

Results of the analysis proves that there is not meaningful significance between the levels of the classes English language teachers teach in using the motivational strategies at maintaining motivation [$X^2(6)=2.75$, $p>.05$] (see table 48). Since there is not meaningful significance between the groups, Mann-Whitney U test has not been applied in order to see the source of the difference. However, mean ranking results show that teachers teaching to all levels apply the motivational strategies of this dimension higher than the teachers teaching to other levels. However, teachers teaching both sophomore and junior levels use these motivational strategies at the least rank.

4.2.4 Protecting Motivation Dimension

4.2.4.1 According to the gender

Mean values and the order of importance of each item made by using these values of protecting motivation dimension according to the gender of the teachers, who respond to the 8 items, are shown in Table 49 as follows:

Looking at the 36th item in protecting motivation dimension, we can say that teachers 'often design tests that focus on what learners can rather than cannot do' ($\bar{x}$ =3,83). This item is at the first place in terms of applying strategies in this dimension. Similarly, female language teachers 'often design tests that focus on what learners can rather than cannot do'($\bar{x}$ =3,93) and male language teachers 'often adopt the role of a facilitator' ($\bar{x}$ =3,65). These two motivational strategies are at the first place at this dimension (see Table 49).

When we look at in terms of gender, female teachers 'sometimes do the unexpected' ($\bar{x}$ =2,91) and this item has been their last choice. Male English language teachers 'sometimes draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward' ($\bar{x}$ =2,77). General mean of this dimension is $\bar{x}$ =3,39, which is at the 'sometimes' level. This means that English language teachers sometimes apply the motivational strategies at protecting motivation dimension.

Table 49. Results of the mean and the order of importance of protecting motivation dimension according to gender of the teachers

Items	female $\bar{x}$	Order of Impotance	male $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
33. I occasionally do the unexpected.	2,91	8	3,08	5	2,96	7
34. I create specific roles and personalised assignments for everybody.	3,12	6	2,96	7	3,08	6
35. I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them.	3,03	7	2,77	8	2,96	7
36. I design tests that focus on what learners can rather than cannot do.	3,93	1	3,58	2	3,83	1
37. I make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.	3,42	5	3,04	6	3,32	5
38. I take into account team products and not just individual products in my assesment.	3,54	4	3,27	4	3,47	4
39. I adopt the role of a facilitator.	3,85	2	3,65	1	3,80	2
40. I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.	3,66	3	3,50	3	3,61	3
General Mean	3,46		3,23		3,39	

In protecting motivation dimension, t-test has been conducted in order to see if there is a meaningful difference between female and male teachers (gender) and the results are shown in table 50. T-test has been applied because in both groups variances of calculated distribution are equal. Although the number in both groups (n) is smaller than 30, this statistical technique is used due to that reason. The validity of this variance has been examined with statistically significance of F ratios which is in the Independent Samples Test of Levene's Test for Equity of Variances section. F ratio is statistically significant as F ratio is .538 which is larger than .05. This shows that the variances of both groups are equal.

Looking at the 36th item in protecting motivation dimension, we can say that teachers 'often design tests that focus on what learners can rather than cannot do' ($\bar{x}$=3,83). This item is at the first place in terms of applying strategies in this dimension. Similarly, female language teachers 'often design tests that focus on what learners can rather than cannot do'($\bar{x}$=3,93) and male language teachers 'often adopt the role of a facilitator' ($\bar{x}$=3,65). These two motivational strategies are at the first place at this dimension (see table 49).

When we look at in terms of gender, female teachers 'sometimes do the unexpected' ($\bar{x}$=2,91) and this item has been their last choice. Male English language teachers 'sometimes draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward' ($\bar{x}$=2,77). General mean of this dimension is $\bar{x}$=3,39, which is at the 'sometimes' level. This means that English language teachers sometimes apply the motivational strategies at protecting motivation dimension.

In protecting motivation dimension, t-test has been conducted in order to see if there is a meaningful difference between female and male teachers (gender) and the results are shown in Table 50. T-test has been applied because in both groups variances of calculated distribution are equal. Although the number in both groups (n) is smaller than 30, this statistical technique is used due to that reason. The validity of this variance has been examined with statistically significance of F ratios which is in the Independent Samples Test of Levene's Test for Equity of Variances section. F ratio is statistically significant as F ratio is .538 which is larger than .05. This shows that the variances of both groups are equal.

Table 50. T-test results of protecting motivation dimension according to the gender

Gender	n	$\bar{x}$	S	df	t	p
Male	26	3,2308	0,66	86	1,495	,138
female	62	3,4637	0,66			

Female English language teachers 'often' ($\bar{x}$ =3,46) apply protecting motivation dimension in their classes. Similarly, male English language teachers 'sometimes' ($\bar{x}$ =3,23) use the mentioned dimension in their classes. Analyzing this result, we can say that both male and female teachers equally apply the motivational strategies in this dimension. However, female teachers' result can be interpreted a little bit more positive than male teachers' result. On the other hand, significance of the English language teachers' is α=,05 in generating initial motivation dimension [t(86)=1,495, p>.05]. There is no any meaningful significance between the female and the male teachers. This significance proves that both female and male teachers use the similar motivational strategies in encouraging self-evaluation dimension (see table 50).

4.2.4.2 According to the types of schools

In Table 51, mean values and the order of importance of the items in generating initial motivation dimension according to the types of the schools (state or private schools) the English language teachers teach can be seen.

Table 51. Mean values and the order of importance of the items in protecting motivation dimension according to the type of the schools

Items	Goverment $\bar{x}$	Order of Importance	Private $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
33. I occasionally do the unexpected.	2,87	8	3,12	6	2,96	7
34. I create specific roles and personalised assignments for everybody.	3,02	6	3,19	5	3,08	6
35. I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them.	2,97	7	2,94	8	2,96	7
36. I design tests that focus on what learners can rather than cannot do.	3,98	1	3,55	3	3,83	1
37. I make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.	3,50	5	2,97	7	3,32	5
38. I take into account team products and not just individual products in my assesment.	3,57	3	3,27	4	3,47	4
39. I adopt the role of a facilitator.	3,77	2	3,85	1	3,80	2
40. I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.	3,56	4	3,73	2	3,61	3
General Mean	3,42		3,33		3,39	

As is clear in Table 51, teachers teaching for the state schools 'often design tests that focus on what learners can rather than cannot do' ($\bar{x}$=3,98). This motivational strategy is at the 36th item in the questionnaire which is at the protecting motivation dimension. Also, teachers of state schools have attributed the highest ranking to this strategy. Teachers teaching for the private schools 'often adopt the role of a facilitator' ($\bar{x}$=3,85) and this group of teachers mostly apply this motivational strategy in their classes.

State school teachers 'sometimes do the unexpected' ($\bar{x}$=2,87)' and they have attributed the least ranking to this item. Private school teachers 'sometimes draw up a

detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them' ($\bar{x}$ =2,94)' and they have attributed the least ranking to this item.

Analysis results of t-test for protecting motivation dimension according to the types of the schools can be seen below in Table 51.

Table 52. T-test results of protecting motivation dimension according to type of the schools

School types	n	$\bar{x}$	Sd	df	t	p
Govenrment	57	3,4254	0,68	86	,577	,566
Private	31	3,3387	0,65			

In Table 52, it can be seen that English language teachers teaching for the private schools 'sometimes' ($\bar{x}$ =3,33) and teachers teaching for state schools 'often' ($\bar{x}$ =3,42) apply the motivational strategies in protecting motivation dimension in their classes. This dimension is different from other 4 dimensions which are creating the basic motivational conditions, generating initial motivation, maintaining motivation and encouraging positive self-evaluation dimensions in terms of the mean ranks because in the remaining 4 dimensions mean ranks private school teachers are higher. However, in the protecting motivation dimension, mean ranks of the teachers teaching for the state schools are higher than the teachers teaching for the private schools. Analyzing this result, it seems that state school teachers are more positive than private school teachers in this regard. On the other hand, significance of the English language teachers' in α=,05 level is not meaningful in the protecting motivation dimension [t(89)=,577, p<.05].

4.2.4.3 According to the places of the schools

In Table 53, mean values and the order of importance of the items in protecting motivation dimension according to the places the English language teachers teach can be seen.

Table 53. Mean values and the order of importance of the items in protecting motivation dimension according to the places of the schools

Items	Rural $\bar{x}$	Order of Importance	Urban $\bar{x}$	Order of Importnace	Total $\bar{x}$	Order of Importance
33. I occasionally do the unexpected.	2,60	6	3,00	7	2,96	7
34. I create specific roles and personalised assignments for everybody.	3,50	4	3,02	6	3,08	6
35. I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them.	2,90	5	2,96	8	2,96	7
36. I design tests that focus on what learners can rather than cannot do.	4,40	1	3,77	2	3,83	1
37. I make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.	4,20	2	3,21	5	3,32	5
38. I take into account team products and not just individual products in my assesment.	4,20	2	3,38	4	3,47	4
39. I adopt the role of a facilitator.	3,90	3	3,79	1	3,80	2
40. I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.	3,50	4	3,63	3	3,61	3
General mean	3,65		3,36		3,39	

Teachers teaching at the rural places have attributed the highest ranking to 36th item where the teachers 'always design tests that focus on what learners can rather can not do' ($\bar{x}$ =4,40) (see table 53). This strategy at protecting motivation dimension is at the first

order in terms of application by the teachers teaching at the rural places. Similarly, teachers teaching at the urban places 'often adopt the role of a facilitator' ($\bar{x}$=3,79) and this item has been applied mostly by these teachers.

On the other hand, teachers teaching at rural schools 'sometimes do the unexpected' ($\bar{x}$=2,60) and this strategy has been their last choice. Similarly, urban school teachers 'sometimes draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them' ($\bar{x}$=2,96). This item has been the last choice by the teachers teaching at the urban places.

Non-parametric Mann Whitney U test has been applied in order to see whether there is a meaningful significance between the places of the schools. Result of the analysis is in table 54. Mann Whitney U test has been used because there is a huge gap between both groups and number of the samples (n) in this group is very small.

In protecting motivation dimension, there is not any meaningful significance according to the places where the teachers teach [(U=283, p>.05)] (see table 54).

Table 54. U-test results of the grades of protecting motivation conditions dimension according to the places

Places	n	Mean rank	Sum of ranks	U	p
Urban	10	60,35	603,50	261,00	,068
Rural	81	44,23	3582,50		

Looking at the sum of ranks, it can be seen that the teachers teaching at rural places use motivational strategies of this dimension higher than the teachers teaching at urban places. The main reason of this result may be that the students of rural places may need to be motivated much more than the students of urban places.

4.2.4.4 According to the ages of the teachers

In Table 55, mean values and the order of importance of the items in generating the initial motivation dimension according to the ages of the English language teachers can be seen.

Table 55. Mean values and the order of importance of the items in protecting motivation dimension according to the ages of the teachers

Items	Ages between 21-30 $\bar{x}$	Order of Importance	Ages between 31-40 $\bar{x}$	Order of Importance	Ages between 41-55 $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
33. I occasionally do the unexpected.	2,91	7	2,97	7	3,05	5	2,96	7
34. I create specific roles and personalised assignments for everybody.	3,05	6	3,26	6	2,85	6	3,08	6
35. I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them.	2,86	8	3,28	5	2,65	7	2,96	7
36. I design tests that focus on what learners can rather than cannot do.	3,95	1	3,85	1	3,55	2	3,83	1
37. I make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.	3,45	5	3,30	4	3,05	5	3,32	5
38. I take into account team products and not just individual products in my assesment.	3,52	4	3,31	3	3,60	2	3,47	4
39. I adopt the role of a facilitator.	3,78	2	3,85	1	3,75	1	3,80	2
40. I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.	3,63	3	3,73	2	3,40	4	3,61	3
General Mean	3,41		3,48		3,23		3,39	

As can be clearly seen in Table 55, teachers between ages 21-30 'often design tests that focus on what learners can rather than cannot do' ($\bar{x}$ =3,95). This strategy, which is the 36th item in the questionnaire, has been the first choice by this group of teachers. Similarly, teachers between the ages 31-40 'often design tests that focus on what learners can rather

than cannot do' and 'often adopt the role of a facilitator' ($\bar{x}$ =3,85). Having a look at the teachers between ages 41-55, it is seen that they 'often adopt the role of a facilitator' ($\bar{x}$ =3,75).

Teachers between the ages of 21-30 and 41-55 'rarely draw up a detailed written agreement with individual students or whole groups, that specifies what they will learn and how, and the ways by which the teachers will help and reward the students' ($\bar{x}$ =2,86 and $\bar{x}$ =2,65 respectively). On the other hand, teachers between the ages of 31-40 'sometimes do the unexpected' ($\bar{x}$ =2,97), which is seldom applied by this group of teachers.

A One-way ANOVA test has been applied to the motivational strategies in protecting motivation dimension in order to see whether there is a significant difference between the teachers' opinions according to their ages and the results of this analysis can been found in Table 56. Results in Table 55 have been used in order to interpret the ANOVA test results.

As can be seen in Table 56, most of the teachers of this dimension are at the 21-30 age range. There are 20 English language teachers between the ages 41-55 and 29 teachers at the 31-40 age range. Younger teachers using these motivational strategies in this dimension are more positive than older teachers. Teachers between the ages 31-40 have indicated that they highly apply the motivational strategies in their classes. Teachers between the ages 21-30 and 31-40 often apply these strategies in their lessons ($\bar{x}$ =3,41 and $\bar{x}$ =3,48). Similarly, teachers between the age 41-55 sometimes use these motivational strategies in their classes ($\bar{x}$ =3,23). General mean of the groups in terms of age is $\bar{x}$ =3,39, which is at the 'sometimes' level.

Table 56. Results of standard deviation and mean values in protecting motivation dimension according to teachers' ages

Age Ranking	N	$\bar{x}$	Sd
21-30	39	3,4103	,5410
31-40	29	3,4828	,8330
41-55	20	3,2375	,6462
Total	88	3,3949	,6713

Results concerning whether there is a meaningful significance between the ages of the teachers can be seen in Table 57.

There is no any meaningful significance between the ages of English language teachers in using the motivational strategies in maintaining motivation dimension [$F_{(2-85)}$=.805, p>.05] (see Table 57). This means that the teachers' ages are significantly different from the motivational strategies of this dimension. However, we have a general sense due to results shown in table 56.

Table 57. Results of one-way ANOVA analysis in terms of the grades of protecting motivation dimension according to the teachers' ages

Source of the variance	Sum of Squares	df	Mean square	F	p
Between groups	0,729	2	0,364	0,805	0,451
Inter-groups	38,487	85	0,453		
Total	39,215	87			

4.2.4.5 According to the level of the classes

In Table 58, mean values and the order of importance of the items in maintaining motivation dimension according to the level of the classes the English language teachers teach can be seen.

As is clear in Table 58, teachers of first, both first and second years and all levels mostly apply 'I adopt the role of a facilitator' in their classes. First year and both first and second year teachers often use this motivational strategy in their classes ($\bar{x}$=4,00 and $\bar{x}$=3,69 respectively). Similarly, teachers teaching to second year, and both first and third year mostly apply 'I design tests that focus on what learners can rather than cannot do' item in their classes ($\bar{x}$=4,38). Teachers teaching both first and third years and second years 'always' apply this motivational strategy ($\bar{x}$=4,42 and $\bar{x}$=4,38 respectively). In the same way, teachers teaching third year students, and teachers teaching both second and third year students mostly use 'I make task content attractive by adapting it to the students'

natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements' item in their classes. Teachers of third year and teachers of both second and classes 'often' apply this motivational strategy in their classes ($\bar{x}$ =3,75 and $\bar{x}$ =3,83 respectively).

Table 58. Order of importance and means of the items at protecting motivation dimension according to the levels of the classes

Items	1st. years $\bar{x}$	Order of Importance	2nd. years $\bar{x}$	Order of Importance	3rd. years $\bar{x}$	Order of Importance	1st. & 2nd. years $\bar{x}$	Order of Importance	1st. & 3rd. years $\bar{x}$	Order of Importance	2nd. & 3rd. years $\bar{x}$	Order of Importance	All Levels $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
33. I occasionally do the unexpected.	2,90	7	2,62	8	2,75	8	3,09	8	3,08	7	2,92	7	2,85	5	2,92	7
34. I create specific roles and personalised assignments for everybody.	3,63	3	3,00	7	3,08	6	2,83	6	3,42	6	2,91	8	2,92	4	3,06	6
35. I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them.	2,60	4	3,88	3	3,09	3	3,09	5	2,58	8	3,00	6	2,38	6	2,92	7
36. I design tests that focus on what learners can rather than cannot do.	3,70	2	4,38	1	3,50	1	3,87	3	4,42	1	3,33	4	3,62	2	3,81	1
37. I make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.	3,10	6	3,75	4	3,25	4	3,39	5	3,55	4	3,50	3	2,85	5	3,33	5
38. I take into account team products and not just individual products in my assesment.	3,30	5	3,29	5	3,00	7	3,78	3	3,64	3	3,25	5	3,62	2	3,47	4
39. I adopt the role of a facilitator.	3,90	1	3,25	6	3,67	2	4,00	1	4,10	2	3,67	2	3,69	1	3,80	2

40. I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.	3,70	4,00	3,75	3,65	3,50	3,83	3,00	3,61
	2	2	1	4	5	1	3	3
General Mean	3,39	3,66	3,26	3,46	3,61	3,27	3,11	3,38

Teachers teaching first, second and third year classes choose 'I occasionally do the unexpected' at the least level. Teachers teaching first, second and third year classes 'sometimes' apply this motivational strategy ($\bar{x}$=2,90, $\bar{x}$=2,62 and ($\bar{x}$=2,75 respectively). However, teachers teaching both first and second year classes and teachers teaching second and third level classes have attributed the least ranking on 'I create specific roles and personalized assignments for everybody' item. Teachers teaching both first and second year classes and teachers teaching both second and third year classes 'sometimes' apply this motivational strategy in their classes ($\bar{x}$=2,83 and $\bar{x}$=2,91 respectively). English language teachers teaching both first and third year classes and teachers teaching to all levels have attributed the least level to 'I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward the students'. Teachers teaching both first and third levels and teachers teaching to all levels 'rarely' apply this motivational level in their classes ($\bar{x}$=2,58 and $\bar{x}$=2,38 respectively).

Kruskal-Wallis test has been applied to the motivational strategies in maintaining motivation dimension in order to see whether there is a significant difference between the levels of the classes and the results of this analysis can been found in Table 59. Additionally, in the homogeneity test (at the .025 level), which is done with the grades of the protecting motivation dimension, non-parametric Kruskal-Wallis test has been used as there is not any homogeneity between the levels of the classes.

Table 59. Results of kruskal-wallis test in protecting motivation dimension according to the levels the teachers teach

Level of the Classes	N	Mean Ranking	Df	X^2	p
First Classes (Freshman)	8	40,06	6	5,014	0,542
Second Classes (sophomores)	6	54,33			
Third Classes (Juniors)	11	37,27			
Both First and Second Classes (Both freshman and sophomores)	23	43,28			
Both First and Third Classes (both freshman and juniors)	10	49,15			
Both second and third classes (both sophomores and juniors)	11	38,91			
All Levels	13	33,19			
Total	82				

Results of the analysis proves that there is no meaningful significance between the levels of the classes English language teachers teach in using the motivational strategies in maintaining initial motivation dimension [$X^2(6)=5.014$, p>.05] (see table 59). Since there is no meaningful significance between the groups, Mann-Whitney U test has not been applied in order to see the source of the difference. However, mean ranking results show that teachers teaching for sophomore levels apply the motivational strategies higher than the teachers teaching to other levels. However, teachers teaching to all levels use these motivational strategies at the least rank.

4.2.5 Encouraging Positive Self-Evaluation Dimension

4.2.5.1 According to the gender

Mean values and the order of importance of each item made by using these values of encouraging positive self-evaluation dimension according to the gender of the teachers, who respond to the 6 items, are shown in table 60 as follows:

Table 60. Results of the mean and the order of importance of encouraging positive self-evaluation dimension according to gender of the teachers

Items	Female $\bar{x}$	Order of Importance	Male $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
41. I encourage learners to apply their L2 proficiency in real-life situations.	4,09	2	3,88	3	4,03	2
42. I provide regular feedback about the progress my students are making and about the areas which they should particulary concentrate on.	4,00	3	3,69	4	3,92	4
43. I monitor student accomplishments and progress, and take time to celebrate any victory.	3,77	5	3,50	6	3,69	5
44. I make sure that even non-material rewards have some kind of lasting visual representation.	3,63	6	3,31	7	3,54	6
45. I make the assessment system completely transparent.	3,91	4	4,15	1	3,98	3
46. I make sure that grades also reflect effort and improvement and not just objective levels of achievement.	4,17	1	4,00	2	4,13	1
47. I encourage accurate student self-assessment by providing various self-evaluation tools.	3,52	7	3,58	5	3,54	6
General Mean	3,86		3,73		3,82	

Looking at the 46th item in encouraging positive self-evaluation dimension, we can say that teachers 'often make sure that grades also reflect effort and improvement and not just objective levels of achievement' ($\bar{x}$ =4,13). This item is at the first place in terms of applying strategies in this dimension. Similarly, female language teachers 'often make sure that grades also reflect effort and improvement and not just objective levels of achievement' ($\bar{x}$ =4,17) and male language teachers 'often make the assessment system completely transparent' ($\bar{x}$ =4,15). These two motivational strategies are at the first place at this dimension (see table 60).

When we look at in terms of gender, female teachers 'often encourage accurate student self-assessment by providing various self-evaluation tools' ($\bar{x}$ =3,52) and this item has been their last choice. Male English language teachers 'sometimes make sure that even

non-material rewards have some kind of lasting visual representation' ($\bar{x}$ =3,31). General mean of this dimension is $\bar{x}$ =3,82, which is at the 'sometimes' level. This means that English language teachers sometimes apply the motivational strategies at encouraging self-evaluation dimension.

In protecting motivation dimension, t-test has been conducted in order to see if there is a meaningful difference between female and male teachers (gender) and the results are shown in table 61. T-test has been applied because in both groups variances of calculated distribution are equal. Although the number in both groups (n) is smaller than 30, this statistical technique is used due to that reason. The validity of this variance has been examined with statistically significance of F ratios which is in the Independent Samples Test of Levene's Test for Equity of Variances section. F ratio is statistically significant as F ratio is .546 which is larger than .05. This shows that the variances of both groups are equal.

Table 61. T-test results of encouraging positive self-evaluation dimension according to the gender

Gender	n	$\bar{x}$	S	df	t	P
Male	26	3,7308	0,68	91	,883	,380
Female	67	3,8678	0,66			

As can clearly be seen in Table 61, both female and male English language teachers 'often' ($\bar{x}$ =3,86 and $\bar{x}$ =3,73 respectively) apply encouraging self-evaluation dimension in their classes. Analyzing this result, we can say that both male and female teachers equally apply the motivational strategies in this dimension. However, female teachers' result can be interpreted a little bit more positive than male teachers' result. On the other hand, significance of the English language teachers' is α=,05 in generating initial motivation dimension [t(91)=,883, p>.05]. There is not any meaningful significance between the female and the male teachers. This significance proves that both female and male teachers use the similar motivational strategies in encouraging self-evaluation dimension.

4.2.5.2 According to the types of schools

In Table 62, mean values and the order of importance of the items in generating initial motivation dimension according to the types of the schools (state or private schools) the English language teachers teach can be seen.

As is clear in Table 62, teachers teaching for the state schools 'often make sure that grades also reflect effort and improvement and not just objective levels of achievement' ($\bar{x}$=4,03). This motivational strategy is at the 46th item in the questionnaire which is at the encouraging positive self-evaluation dimension. Also, teachers of state schools have attributed the highest ranking to this strategy. Teachers teaching for the private schools 'always provide regular feedback about the progress the students are making and about the areas which they should particularly concentrate on' ($\bar{x}$=4,33) and this group of teachers mostly apply this motivational strategy in their classes.

Table 62. Mean values and the order of importance of the items in encouraging self-evaluation dimension according to the type of the schools

Items	State $\bar{x}$	Order of Importance	Private $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
41. I encourage learners to apply their L2 proficiency in real-life situations.	3,92	2	4,24	3	4,03	2
42. I provide regular feedback about the progress my students are making and about the areas which they should particulary concentrate on.	3,69	4	4,33	1	3,92	4
43. I monitor student accomplishments and progress, and take time to celebrate any victory.	3,56	6	3,94	5	3,69	5
44. I make sure that even non-material rewards have some kind of lasting visual representation.	3,50	7	3,63	6	3,54	6
45. I make the assessment system completely transparent.	3,90	3	4,12	4	3,98	3
46. I make sure that grades also reflect effort and improvement and not just objective levels of achievement.	4,03	1	4,30	2	4,13	1
47. I encourage accurate student self-assessment by providing various self-evaluation tools.	3,58	5	3,45	7	3,54	6
General Mean	3,74		4,00		3,82	

Private school teachers 'often encourage accurate student self-assessment by providing various self-evaluation tools' ($\bar{x}$=3,45)' and they have attributed the least ranking to this item. State school teachers 'often make sure that even non-material rewards have some kind of lasting visual representation' ($\bar{x}$=3,50) and they have attributed the least ranking to this item.

Analysis results of t-test for protecting motivation dimension according to the types of the schools can be seen below in Table 63.

Table 63: T-test results of positive self-evaluation dimension according to type of the schools

School types	n	$\bar{x}$	Sd	df	t	p
State	61	3,7400	0,72	91	1,796	,076
Private	32	4,0000	0,53			

In Table 63, it can be seen that English language teachers teaching for the private schools and state schools 'often' ($\bar{x}$=4,00 and $\bar{x}$=3,74) apply the motivational strategies in encouraging positive self-evaluation dimension in their classes. Analyzing this result, it seems that private school teachers are more positive than state school teachers in this regard. On the other hand, there is not meaningful significance in the encouraging positive self-evaluation dimension [t(91)=1,796, p<.05].

4.2.5.3 According to the places of the schools

In Table 64, mean values and the order of importance of the items in encouraging positive self-evaluation dimension according to the places the English language teachers teach can be seen.

Table 64. Mean values and the order of importance of the items in encouraging self-evaluation dimension according to the places of the schools

Items	Rural $\bar{x}$	Order of Impotance	Urban $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
41. I encourage learners to apply their L2 proficiency in real-life situations.	4,20	2	4,01	2	4,03	2
42. I provide regular feedback about the progress my students are making and about the areas which they should particulary concentrate on.	4,30	1	3,87	3	3,92	4
43. I monitor student accomplishments and progress, and take time to celebrate any victory.	3,60	4	3,71	4	3,69	5
44. I make sure that even non-material rewards have some kind of lasting visual representation.	3,70	3	3,52	6	3,54	6
45. I make the assessment system completely transparent.	4,20	2	3,95	2	3,98	3
46. I make sure that grades also reflect effort and improvement and not just objective levels of achievement.	4,30	1	4,11	1	4,13	1
47. I encourage accurate student self-assessment by providing various self-evaluation tools.	3,60	4	3,53	5	3,54	6
General mean	3,98		3,81		3,82	

Teachers teaching at the rural places have attributed the highest ranking to 42nd and 46th items where the teachers 'always make sure that grades also reflect effort and improvement and not just objective levels of achievement' and 'always provide regular feedback about the progress the students are making and about the areas which they should particularly concentrate on' ($\bar{x}$ =4,30) (see table 64). These two strategies are at the first order in terms of application by these teachers. Similarly, teachers teaching at the urban places 'often make sure that grades also reflect effort not just objective levels of achievement' ($\bar{x}$ =4,11) and this item has been applied mostly by these teachers.

On the other hand, teachers teaching at urban schools 'often make sure that even non-material rewards have some kind of lasting visual representation' ($\bar{x}$=3,52) and this strategy has been their last choice. Similarly, rural school teachers 'often encourage accurate student self-assessment by providing various self-evaluation tools' and 'often monitor student accomplishments and progress, and take time to celebrate any victory' ($\bar{x}$=3,60). This item has been the last choice by the urban teachers.

Non-parametric Mann Whitney U test has been applied in order to see whether there is a meaningful significance between the places of the schools. Result of the analysis is in Table 65. Mann Whitney U test has been used because there is a huge gap between both groups and number of the samples (n) in this group is very small.

Table 65. U-test results of the grades of encouraging positive self-evaluation dimension according to the places

Places	n	Mean rank	Sum of ranks	U	p
Urban	10	60,35	603,50	261,00	,068
Rural	81	44,23	3582,50		

In encouraging positive self-evaluation dimension, there is no any meaningful significance according to the places where the teachers teach [(U=309, p>.05)] (see table 65). Looking at the sum of ranks, it can be seen that the teachers teaching at rural places use motivational strategies of this dimension higher than the teachers teaching at urban places. The main reason of this result may be that the students of rural places may need to be motivated much more than the students of urban places.

4.2.5.4 According to the ages of the teachers

In Table 66, mean values and the order of importance of the items in generating the initial motivation dimension according to the ages of the English language teachers can be seen.

Table 66. Mean values and the order of importance of the items in encouraging positive self-evaluation dimension according to the ages of the teachers

Items	Ages between 21-30 $\bar{x}$	Order of Importance	Ages between 31-40 $\bar{x}$	Order of Importance	Ages between 41-55 $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
41. I encourage learners to apply their L2 proficiency in real-life situations.	4,02	3	4,15	1	3,85	3	4,03	2
42. I provide regular feedback about the progress my students are making and about the areas which they should particulary concentrate on.	4,29	2	3,61	5	3,65	4	3,92	4
43. I monitor student accomplishments and progress, and take time to celebrate any victory.	3,86	5	3,82	4	3,15	6	3,69	5
44. I make sure that even non-material rewards have some kind of lasting visual representation.	3,83	6	3,36	7	3,25	5	3,54	6
45. I make the assessment system completely transparent.	3,98	4	3,94	2	4,05	2	3,98	3
46. I make sure that grades also reflect effort and improvement and not just objective levels of achievement.	4,31	1	3,85	3	4,20	1	4,13	1
47. I encourage accurate student self-assessment by providing various self-evaluation tools.	3,45	7	3,58	6	3,65	4	3,54	6
Genel Ortalama	3,95		3,75		3,68		3,82	

As can be seen clearly in Table 66, teachers between ages 21-30 and 41-55 'always make sure that grades also reflect effort and improvement and not just objective levels of achievement' ($\bar{x}$ =4,31 and $\bar{x}$ =4,20 respectively). This strategy, which is the 46th item in the questionnaire, has been the first choice by these groups of teachers and this motivational strategy has the first rank by these teachers. This strategy has been chosen as the first order of importance when ages of the teachers are considered. Similarly, teachers between the ages 31-40 'often encourage learners to apply their L2 proficiency in real-life situations' and this motivational strategy has been mostly applied by this group of teachers ($\bar{x}$ =4,14).

Teachers between the ages of 21-30 'often' and 31-40 'sometimes make sure that even non-material rewards have some kind of lasting visual representation' ($\bar{x}$ =3,83 and $\bar{x}$ =3,36 respectively). This motivational strategy has taken the least ranking by these two age groups of teachers. Teachers of 41-55 age group 'sometimes monitor student accomplishments and progress, and take time to celebrate their victory' ($\bar{x}$ =3,15), which has been the last choice of this age group.

A one-way ANOVA test has been applied to the motivational strategies in protecting motivation dimension in order to see whether there is a significant difference between the teachers' opinions according to their ages and the results of this analysis can been found in Table 68. Results in Table 67 have been used in order to interpret the ANOVA test results.

Table 67. Results of standard deviation and mean values in encouraging positive self-evaluation dimension according to teachers' ages

Age Ranking	N	$\bar{x}$	sd
21-30	41	3,9582	,5944
31-40	32	3,7545	,8003
41-55	20	3,6857	,5706
Total	93	3,8295	,6711

As it can be seen in Table 67, most of the teachers of this dimension are at the 21-30 age range. There are 20 English language teachers between the ages 41-55 and 32 teachers at the 31-40 age range. Younger teachers using these motivational strategies in this dimension are more positive than older teachers. Older teachers apply these motivational strategies the least in their classes. Teachers between the ages 31-40 have indicated that they apply the motivational strategies at the avarage level in their classes. Teachers between the ages 21-30, 31-40 and 41-55 often apply these strategies in their lessons ($\bar{x}$ =3,95, $\bar{x}$ =3,75 and $\bar{x}$=3,68 respectively). General mean of the groups in terms of age is $\bar{x}$=3,82, which is at the 'often' level.

Results concerning whether there is a meaningful significance between the ages of the teachers can be seen in Table 68.

Table 68. Results of one-way ANOVA analysis in terms of the grades of encouraging positive self-evaluation dimension according to the teachers' ages

Source of the variance	Sum of Squares	df	Mean Square	F	p
Between Groups	1,273	2	0,636	1,426	0,246
Inter-groups	40,166	90	0,446		
Total	41,439	92			

There is no meaningful significance between the ages of English language teachers in using the motivational strategies in encouraging positive self-evaluation dimension [$F_{(2-92)}$=1.426, p>.05] (see table 68). This means that the teachers' ages are significantly different from the motivational strategies of this dimension. However, we have a general sense due to results shown in Table 67.

4.2.5.5 According to the level of the classes

In Table 69, mean values and the order of importance of the items at encouraging positive self-evaluation dimension according to the level of the classes the English lteachers teach can be seen.

As it is clear in Table 69, teachers teaching to third classes, both first and second classes, first and third classes and to all classes mostly apply 'I make sure that grades also reflect effort and improvement and not to just objective levels of achievement' in their classes. They always use this motivational strategy in their classes ($\bar{x}$=4,33, $\bar{x}$=4,13, $\bar{x}$=4,36, $\bar{x}$=4,23 respectively). Similarly, teachers teaching to first year students 'always provide regular feedback about the progress of the students are making and about the areas which they should particularly concentrate on' ($\bar{x}$=4,30). They mostly apply this strategy in their teachings.

Teachers teaching both to second and third year classes mostly apply 'I encourage learners to apply their L2 proficiency in real-life situations' and this motivational strategy is 'always' used in their teachings ($\bar{x}$ =3,92). Teachers teaching second classes mostly use 'I encourage learners to apply their L2 proficiency in real-life situations' and 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' in their classes and they 'always' apply this strategy in their teachings ($\bar{x}$ =4,13).

The motivational strategy 'I encourage accurate student self-assessment by providing various self-evaluation tools' is least applied by the teachers teaching first, third, both first and third year and all level classes. Teachers teaching first and third classes 'often', teachers teaching both to first and third year classes and all levels 'sometimes' apply this motivational strategy in their classes ($\bar{x}$ =3,60, $\bar{x}$ =3,58 and $\bar{x}$ =2,73 and $\bar{x}$ =3,00 respectively). However, the strategy 'I make sure that even non-material rewards have some kind of lasting visual representation' is least applied by the teachers teaching second year classes. They often use this strategy in their teachings ($\bar{x}$ =2,88).

Table 69. Order of importance and means of the items at encouraging positive self-evaluation dimension according to the levels of the classes

Items	1st years $\bar{x}$	Order of Importance	2nd years $\bar{x}$	Order of Imortance	3rd years $\bar{x}$	Order of Importance	1st & 2nd years $\bar{x}$	Order of Importance	1st & 3rd years $\bar{x}$	Order of Importance	2nd & 3rd years $\bar{x}$	Order of Importance	All Levels $\bar{x}$	Order of Importance	Total $\bar{x}$	Order of Importance
41. I encourage learners to apply their L2 proficiency in real-life situations.	3,90	3	4,13	1	4,25	1	4,04	3	4,33	2	3,92	2	3,69	4	4,03	2
42. I provide regular feedback about the progress my students are making and about the areas which they should particulary concentrate on.	4,30	1	3,88	2	4,08	2	3,74	4	4,18	3	3,58	4	3,92	3	3,92	4
43. I monitor student accomplishments and progress, and take time to celebrate any victory.	3,70	5	3,88	2	4,08	2	3,57	6	3,82	5	3,75	2	3,46	5	3,72	5
44. I make sure that even non-material rewards have some kind of lasting visual representation.	3,78	4	2,88	2	3,67	4	3,74	4	3,82	5	3,42	5	3,46	5	3,58	6
45. I make the assessment system completely transparent.	3,60	6	3,88	2	4,08	2	4,09	2	4,00	4	3,64	3	4,08	2	3,94	3
46. I make sure that grades also reflect effort and improvement and not just objective levels of achievement.	4,00	2	4,13	1	4,33	1	4,13	1	4,36	1	3,75	1	4,23	1	4,13	1
47. I encourage accurate student self-assessment by providing various self-evaluation tools.	3,60	6	3,50	3	3,58	5	3,65	5	3,73	6	3,42	6	3,00	6	3,51	7
General mean	3,80		3,75		4,01		3,85		4,03		3,62		3,69		3,83	

The strategies 'I make sure that even non-material rewards have some kind of lasting visual representation' and 'I encourage accurate student self-assessment by providing various self-evaluation tools' are least applied by the teachers teaching both second and third classes and they often use this motivational strategy in their teachings ($\bar{x}$=3,42).

A Kruskal-Wallis test has been applied to the motivational strategies at encouraging positive self-evaluation dimension in order to see whether there is a significant difference between the levels of the classes and the results of this analysis can been found in Table 70. Additionally, in the homogeneity test (at the .025 level), which is done with the grades of the protecting motivation dimension, non-parametric Kruskal-Wallis test has been used as there is not any homogeneity between the levels of the classes.

Results of the analysis proves that there is not meaningful significance between the levels of the classes English language teachers teach in using the motivational strategies encouraging positive self-evaluation dimension [$X^2(6)$=3.199, p>.05].

Table 70: Results of kruskal-wallis test in encouraging positive-self evaluation dimension according to the levels the teachers teach

Level of the Classes	N	Mean Ranking	df	X^2	p
First Classes (Freshmen)	9	42,83	6	3,199	0,783
Second Classes (sophomores)	8	38,13			
Third Classes (Juniors)	12	50,75			
Both First and Second Classes (Both freshmen and sophomores)	23	43,98			
Both First and Third Classes (both freshmen and juniors)	11	51,32			
Both second and third classes (both sophomores and juniors)	11	36,91			
All Levels	13	42,04			
Total	87				

Since there is not meaningful significance between the groups, Mann-Whitney U test has not been applied in order to see the source of the difference. However, mean ranking results show that teachers teaching both freshmen and juniors apply the motivational strategies of this dimension higher than the teachers teaching to other levels. However, teachers teaching both sophomore and junior levels use these motivational strategies at the least rank.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In this section of the paper, the main results are to be discussed. Opinions of the English language teachers who are the samples of this study constitute the following results:

5.1.1 Creating the basic motivational strategies

Motivational strategies at creating the basic motivational strategies are sometimes applied. The item 'I encourage risk-taking and have mistakes accepted as a natural part of learning' is always applied and the samples have attributed the highest ranking to this item. However, the item 'I ask for the student's assistance in performing certain supportive tasks at home' is sometimes used, and it is the last choice of the samples.

When we consider gender issues, we see that both female and male language teachers have applied the 'I encourage risk-taking and have mistakes accepted as a natural part of learning' item, the 4th item in the questionnaire, at the highest level. Female language teachers have applied 'I ask for their assistance in performing certain supportive tasks at home' and 'I encourage and if possible organise extracurricular activities and outings' items at the lowest order and it is their last choice. However, there is no meaningful significance in terms of gender of the samples in creating the basic motivational conditions dimension.

Teachers who teach both for state schools and private schools have greatly applied the 'I encourage risk-taking and have mistakes accepted as a natural part of learning' motivational strategy in their classes. State school teachers applied at a low level the 'I ask for their assistance in performing certain supportive tasks at home' and 'I try and prevent the emergence of rigid seating patterns' items in their classes, and these two motivational strategies is their last choice. Private school language teachers have applied at the lowest level the 'I ask for their assistance in performing certain supportive tasks at home' motivational strategy in their teachings and this strategy is their last choice. However,

there is no meaningful significance in terms of the type of school the samples teach at when it comes to the creating the basic motivational conditions dimension.

Samples teaching both in rural and urban areas mostly use the 'I encourage risk-taking and have mistakes accepted as a natural part of learning' motivational strategy in their classes. Teachers teaching in rural places have attributed the least ranking to the 'I try and prevent the emergence of rigid seating patterns' strategy in their teaching. Teachers teaching in urban areas have attributed their least rank to 'I ask for their assistance in performing certain supportive tasks at home,' strategy and this is their last choice. However, there is no meaningful significance in terms of the locations of the schools the teachers teach at in creating the basic motivational conditions dimension.

All age groups most highly use 'I encourage risk-taking and having mistakes accepted as a natural part of learning. Teachers between the ages of 21-30 have attributed the least ranking to the 'I encourage and if possible organize extracurricular activities and outgoings' motivational strategy in their teaching. Teachers between the ages of both 31-40 and 41-55 have attributed the least ranking to 'I ask for their assistance in performing certain supportive tasks at home' strategy in their classes and this strategy is their last choice.

It can be seen that young teachers are more positive in using motivational strategies at this dimension when they are compared to older teachers. Teachers between the ages 31-40 are using the motivational strategies a great deal. Teachers between the ages of both 21-30 and 31-40 'often', and teachers between the ages 41-55 'sometimes' apply the motivational strategies at creating the basic motivational conditions dimension. The general mean is at the 'sometimes' level of the samples according to their ages. Analysis results prove that there is no meaningful significance in terms of the ages of the teachers in creating the basic motivational conditions dimension

When we consider the levels of the classes, samples teaching to first year, third year, both first and second year, both first and third year, both second and third year

classes and all levels most greatly apply 'I encourage risk-taking and have mistakes accepted as a natural part of learning' in their teaching.

Teachers teaching freshman classes have attributed their least choice to the 'I encourage and if possible organize extracurricular activities and outgoings' motivational strategy in their classes. Teachers of sophomores have attributed the least ranking to 'I regularly use small-group tasks where students can mix' and 'I try and prevent the emergence of rigid seating patterns' motivational strategies in their teaching. Junior class teachers and teachers teaching to all levels have attributed the least ranking to 'I ask for their assistance in performing certain supportive tasks at home' strategy in their classes. Teachers of both freshmen and sophomores have attributed their least ranking to 'I ask for their assistance in performing certain supportive tasks at home' and 'I try and prevent the emergence of rigid seating patterns' strategy in their teaching. Teachers of freshmen and junior classes have attributed their least ranking to 'I keep parents regularly informed about their children's progress' motivational strategy in their classes. Teachers of both sophomores and juniors have attributed their last choice to 'I try and prevent the emergence of rigid seating patterns'. Analysis of results prove that there is no meaningful significance in terms of the levels of the classes the samples teach at creating the basic motivational conditions dimension.

5.1.2   Generating initial motivation

Motivational strategies at generating initial dimension are often applied. The item 'I make the first encounters with L2 a positive experience' is always applied and the samples have attributed the highest ranking to this item.

When we consider gender issues, while female language teachers often apply the same motivational strategies in their classes, male language teachers 'often raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success' and have attributed their first rank to this motivational strategy. Female language teachers have attributed their least ranking to 'I encourage learners to conduct their own exploration of the L2 community (such as on the internet)', but male language teachers have least applied 'I quote positive views about language learning by influential public figures' motivational strategy in their teachings.

However, there is no meaningful significance in terms of gender of the samples in generating the initial motivation dimension.

Teachers who teach both for the state schools and the private schools have highly applied the 'I make the first encounters with L2 a positive experience' and 'I relate the subject matter to the everyday experience and backgrounds of the students' motivational strategies in their classes. While teachers teaching for private schools mostly apply 'I make sure that the students receive sufficient preparation and assistance' motivational strategy in their classes, teachers teaching for state schools mostly use the 'I relate the subject matter to the everyday experiences and backgrounds of the students' strategy in their teachings. Private school language teachers are least likely to apply the 'I encourage learners to conduct their own exploration of the L2 community, such as on the internet' motivational strategy in their teachings, and this strategy is their last choice. As a result of analysis, there is a meaningful significance for the benefit of the private school teachers in terms of the type of the school at generating the initial motivation dimension.

Samples teaching both in rural and urban areas mostly highly use the 'I make the first encounters with L2 a positive experience' and 'I relate the subject matter to the everyday experiences and backgrounds of the students' motivational strategies in their classes. While teachers teaching for secondary schools in rural places have attributed the highest ranking to the 'I make sure that there are no serious obstacles to success' strategy in their teaching, they have attributed their least ranking to 'I encourage learners to conduct their own exploration of the L2 community, such as on the internet' motivational strategy in their classes and this strategy has been their last choice. Teachers teaching for in urban areas have attributed their least rank to the 'I quote positive views about language learning by influential public figures' strategy and this is their last choice. However, there is no meaningful significance in terms of the locations of the schools the teachers teach at in generating initial motivation dimension.

Teachers between the ages of 21-30 have attributed the highest ranking to 'I make the first encounters with L2 a positive experience'; teachers between the ages 31-40 have attributed the highest ranking to 'I make sure that there are no obstacles to success' and 'I relate the subject matter to the everyday experiences and backgrounds of the students'; teachers between the ages 41-55 have attributed their highest ranking to 'I make sure that

they receive sufficient preparation and assistance' and 'I relate the subject matter to the everyday experiences and backgrounds of the students'.

Teachers between the ages of 21-30 and 41-55 have attributed the least ranking to the 'I quote positive views about language learning by influential public figures' strategy in their teachings; and teachers between the ages 31-40 have attributed their least ranking to 'I encourage learners to conduct their own exploration of the L2 community, such as on the internet' and 'I use needs analysis techniques to find out about the students' needs, goals and interests, and then build these into the curriculum as much as possible'. These strategies are their last choices. Analysis of results proves that there is no meaningful significance in terms of the ages of the teachers in generating the initial motivation dimension.

Teachers teaching freshman classes have attributed their highest ranking to the 'I make sure that there are no serious obstacles to success' motivational strategy. Teachers of sophomores have attributed their first choice to the 'I make sure that there are no serious obstacles to success' and 'I relate the subject matter to the everyday experiences and backgrounds of the students' motivational strategies. Junior class teachers have attributed the highest ranking to the 'I make sure that they receive sufficient preparation and assistance' strategy. Teachers teaching both to freshman and sophomores have chosen the 'I highlight and demonstrate aspects of L2 learning that my students are likely to enjoy' strategy as their first choice. Teachers teaching both freshman and junior classes have attributed the highest ranking to the 'I relate the subject matter to the everyday experiences and backgrounds of the students' motivational strategy. Teachers teaching both to sophomores and juniors have attributed their first choice to the 'I make the first encounters with L2 a positive experience' strategy, and teachers teaching all levels have chosen 'I make sure that there are no serious obstacles to success' and 'I make sure that they receive sufficient preparation and assistance' as their highest order.

Teachers teaching both to freshman and juniors have chosen 'I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible' and 'I quote positive views about language learning by influential public figures' motivational strategy as their last choice. Teachers teaching sophomore classes and both freshman and junior classes have attributed their least

ranking to 'I encourage learners to conduct their own exploration of the L2 community, such as on the internet'. Also, teachers teaching both freshman and sophomores, both sophomores and juniors as well as all levels have chosen 'I quote positive views about language learning by influential public figures' as their lowest ranking. Analysis of results proves that there is no meaningful significance in terms of the levels of the classes the samples teach in creating the generating initial motivation dimension.

5.1.3 Maintaining motivation

Motivational strategies at maintaining motivation dimension are always applied. The item 'I help learners accept the fact that they will make mistakes as a natural outcome of learning' is always applied, and the samples have attributed the highest ranking to this item.

When we consider gender issues, we see that both female and male language teachers have applied the 'I help learners accept the fact that they will make mistakes as a natural outcome of learning' item at the highest level. Female language teachers have applied 'I personalize learning tasks' and male language teachers have used 'I set up tasks in which teams of learners are asked to work' items at the last order, and these items are their last choice. However, there is no meaningful significance in terms of gender of the samples in creating the basic motivational conditions dimension ($\alpha=,05$).

Teachers who teach both for state schools and private schools have greatly applied the 'I help learners accept the fact they will make mistakes as natural part of learning' motivational strategy in their classes. State teachers least apply 'I make tasks challenging' and private language teachers least apply 'I personalize learning tasks'. These strategies are their last choices. However, there is a meaningful significance in terms of the type of the school the samples teach in maintaining the motivation dimension.

Samples teaching both in rural areas and urban areas use the least the 'I personalise learning tasks' motivational strategy in their classes. Teachers teaching in urban places have attributed the highest ranking to 'I help learners accept the fact that they will make mistakes as natural part of learning'. Similarly, teachers teaching in rural areas have

attributed their highest ranking to 'I I help learners accept the fact that they will make mistakes as natural part of learning', 'I focus on the motivational flow and not just the information flow in your class' and 'I raise my students' awareness of the importance of self-motivation'. There is no meaningful significance in terms of the locations of the schools the teachers teach at in creating the basic motivational conditions dimension.

Teachers between the ages of both 21-30 and 31-40 have attributed the highest ranking to the 'I help learners accept the fact that they will make mistakes as natural part of learning' motivational strategy. Teachers between the ages 41-55 have chosen 'I indicate to the students that I believe in their effort to learn and their capability to complete the tasks' as their first choice. Teachers between the ages 21-30 have attributed their least ranking to the 'I personalize learning tasks' and 'I make tasks challenging' strategies. Teachers between the ages 41-55 have chosen 'I make tasks challenging' strategy as their last choice.

It can be seen clearly that young teachers are more positive in using motivational strategies at this dimension when they are compared to older teachers. Teachers between the ages 31-40 have applied the motivational strategies least in their teachings. Teachers between the ages of both 21-30 'always' and 31-40 as well as 41-55 'often' apply the motivational strategies in maintaining the motivation dimension. The general mean is at the 'always' level of the samples according to their ages. Analysis of results proves that there is no meaningful significance in terms of the ages of the teachers in maintaining the motivation dimension.

When we consider the levels of the classes, samples teaching second year, third year, both first and second year, both first and third year, both second and third year classes and all levels most greatly apply 'I help learners accept the fact that they will make mistakes as natural part of learning' in their teaching.

Teachers teaching freshman classes have attributed their highest choice to the 'I indicate to the students that I believe in their effort to learn and their capability to complete

the tasks' motivational strategy. Teachers teaching all levels have chosen the 'I raise the students' awareness of the importance of self-motivation' motivational strategy as their first choice.

Freshman class teachers and teachers teaching all levels have attributed the least ranking to the 'I indicate to the students that I believe in their effort to learn and their capability to complete the tasks' strategy. Teachers teaching sophomores and all levels have chosen the 'I personalise learning tasks' strategy. Teachers of freshmen classes have attributed their least ranking to the 'I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones' motivational strategy. Teachers of both sophomores and juniors have attributed their last choice to 'I try and prevent the emergence of rigid seating patterns'. Analysis of results proves that there is no meaningful significance in terms of the levels of the classes the samples teach in maintaining motivation dimension.

5.1.4 Protecting motivation

Motivational strategies at protecting motivation are sometimes applied. The item 'I design tests that focus on what learners can rather than cannot do' is mostly applied and the samples have attributed the highest ranking to this item.

When we consider gender issues, we see that female language teachers have applied the 'I design tests that focus on what learners can rather than cannot do' item at the highest level. Female language teachers have applied the 'I occasionally do the unexpected' item at the last order, and it is their last choice. Male language teachers have attributed their highest ranking to the 'I adopt the role of a facilitator' item. Their least ranking has been attributed to the 'I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them' item and this item is their last choice. However, there is no meaningful significance in terms of gender of the samples in protecting the motivation dimension.

Teachers who teach both for state schools and private schools have greatly applied the 'I design tests that focus on what learners can rather than cannot do' motivational

strategy in their classes. The strategy 'I adopt the role of a facilitator' is highly applied by teachers teaching in private schools. The motivational strategy 'I occasionally do the unexpected' is least applied by teachers teaching in state schools. Similarly, the item 'I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them' is least applied by private language teachers. There is no meaningful significance in terms of the type of school the samples teach at in protecting the motivation dimension.

The motivational strategy 'I design tests that focus on what learners can rather than cannot do' is highly applied by the teachers teaching in rural areas. The strategy 'I adopt the role of a facilitator' is highly used by teachers teaching in urban places. The item 'I occasionally do the unexpected' is least applied by teachers teaching in rural areas. Also, the strategy 'I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them' is least applied by teachers teaching in urban places. There is no meaningful significance in terms of the locations of the schools the teachers teach at in protecting the motivation dimension.

Teachers between the ages of 21-30 have mostly applied the 'I design test that focus on what learners can rather cannot do' motivational strategy in their teaching. This item is their highest choice in protecting the motivation dimension. The items 'I design test that focus on what learners can rather cannot do' and 'I adopt the role of a facilitator' are highly used by teachers whose ages range from 31 to 40. The strategy 'I adopt the role of a facilitator' has been highly used by the teachers whose ages range from 41 to 55. The motivational strategy 'I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them' is least applied by teachers whose ages range both from 21 to 30 and 41 to 55. The strategy 'I occasionally do the unexpected' is least used by teachers whose ages range from 31 to 40.

It can be seen clearly that young teachers are more positive in using motivational strategies at this dimension when they are compared to older teachers. Teachers between the ages 31-40 are greatly using motivational strategies in their classes. Teachers between the ages both 21-30 and 31-40 'often', and teachers between the ages 41-55 'sometimes'

apply the motivational strategies of protecting the motivation dimension in their teachings. The general mean is at the 'sometimes' level of the samples according to their ages. Analysis of results proves that there is no meaningful significance in terms of the ages of the teachers in protecting the motivation dimension.

When we consider levels of the classes, teachers teaching freshmen, both freshmen and sophomores and all levels, most apply 'I adopt the role of a facilitator' in their teaching. Teachers teaching sophomore, and both freshman and junior classes, have attributed their highest choice on the 'I design tests that focus on what learners can rather cannot do' motivational strategy. The strategy 'I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements' is used a great deal by the teachers teaching juniors and both sophomore and junior classes. The motivational strategy 'I occasionally do the unexpected' is least applied by the teachers teaching freshman, sophomores and juniors. Also, the item 'I create specific roles and personalised assignments for everybody' is least used by teachers teaching both freshman and sophomore classes and both sophomore and junior classes. The motivational strategy 'I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them' is least used by the teachers teaching both freshmen and juniors and at all levels. Analysis results prove that there is no meaningful significance in terms of the levels of the classes the samples teach in creating the basic motivational conditions dimension.

5.1.5 Encouraging a positive self-evaluation

Motivational strategies at encouraging a positive self-evaluation dimension are often applied. The item 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' is mostly applied by all of the samples, and they have attributed the highest ranking to this item.

When we consider gender issues, we see that the same motivational strategy 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' is applied greatly by female language teachers. Similarly, the strategy 'I make the assessment system completely transparent' is mostly used by the male language teachers. On the other had, the strategy 'I encourage accurate student elf-assessment by

providing various self-evaluation tools' is least applied by the female language teachers. Also, the strategy 'I make sure that even non-material reward have some kind of lasting visual representation' is least used by the male language teachers. there is no meaningful significance in terms of gender of the samples when it comes to encouraging a positive self-evaluation dimension.

The motivational strategy 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' is mostly applied by the teachers teaching at state schools. Also, the strategy 'I provide regular feedback about the progress my students are making and about the areas which they should particularly concentrate on' is greatly used by teachers teaching at private schools. However, the strategy 'I encourage accurate student self-assessment by providing various self-evaluation tools' is least applied by teachers teaching at private schools. The item 'I make sure that even non-material rewards have some kind of lasting visual representation' is least used by teachers teaching at state schools. There is no meaningful significance in terms of the type of school the samples teach at in terms of encouraging a positive self-evaluation dimension.

The motivational strategies 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' and 'I provide regular feedback about the progress my students are making and about the areas which they should particularly concentrate on' are highly applied by the teachers teaching in rural areas. The strategy 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' is highly used by the teachers teaching in urban areas. The item 'I make sure that even non-material rewards have some kind of lasting visual representation' is least applied by teachers teaching in urban places. Also, the motivational strategies 'I encourage accurate student self-assessment by providing various self-evaluation tools' and ' I monitor student accomplishments and progress, and take time to celebrate any victory' are least applied by teachers teaching in rural areas. There is no meaningful significance in terms of the locations of the schools the teachers teach at in encouraging a positive self-evaluation dimension.

The motivational strategy 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' is mostly applied by the

teachers whose age range is both from 21 to 30 and from 41 to 55. This item is their highest choice in encouraging a positive self-evaluation dimension. The item 'I encourage learners to apply their L2 proficiency in real-life situations' is highly used by the teachers whose ages range from 31 to 40. The strategy 'I make sure that even non-material rewards have some kind of lasting visual representation' is least used by the teachers whose ages range both from 21 to 30 and from 31 to 40. The motivational strategy 'I monitor student accomplishments and progress, and take time to celebrate any victory' is least applied by the teachers whose age range is from 41 to 55.

It can clearly be seen that young teachers are more positive in using motivational strategies in this dimension when they are compared to older teachers. Older teachers use these motivational strategies less in their classes. Teachers between the ages 21-30, 31-40 and 41-55 'often' apply the motivational strategies at encouraging a positive self-evaluation dimension in their teachings. The general mean is at the 'often' level of the samples according to their ages. Analysis results prove that there is no meaningful significance in terms of the ages of the teachers in encouraging a positive self-evaluation dimension.

When we consider the levels of the classes, teachers teaching junior classes, both freshmen and sophomore classes, and both freshman and junior classes, and all levels mostly apply the 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' in their teaching. The motivational strategy 'I provide regular feedback about the progress my students are making and about the areas which they should particularly concentrate on' is highly applied by the teachers teaching freshman classes. The strategy 'I encourage learners to apply their L2 proficiency in real-life situations' is used a lot by teachers teaching both sophomore and junior classes. The items 'I encourage learners to apply their L2 proficiency in real-life situations' and 'I make sure that grades also reflect effort and improvement and not just objective levels of achievement' are greatly applied by teachers teaching sophomore classes.

The motivational strategy 'I encourage accurate student self-assessment by providing various self-evaluation tools' is least applied by teachers teaching freshman classes, junior classes and both to freshman and junior classes. The motivational item 'I make sure that even non-material rewards have some kind of lasting visual representation'

is least used by the teachers teaching to sophomore classes. The strategy 'I monitor student accomplishments and progress, and take time to celebrate any victory' is least applied by teachers teaching both freshman and sophomore classes. The motivational strategies 'I make sure that even non-material rewards have some kind of lasting visual representation' and 'I encourage accurate student self-assessment by providing various self-evaluation tools' are least used by teachers teaching both sophomore and junior classes. Analysis results prove that there is no meaningful significance in terms of the levels of the classes the samples teach in encouraging a positive self-evaluation dimension.

5.2 Suggestions

The following suggestions are developed based on the findings.

1. New arrangements should be made in teacher training and in-service training programs in order to increase the level of application of motivational strategies in creating the basic motivational conditions and in maintaining motivation dimensions.The teachers should be given Zoltan Dornei's suggestions about motivational strategies mentioned in his book 'Motivational Strategies in the Language Classroom' .The teachers can choose 5 of these strategies, apply them in their classes and then five feedback to other teachers about their experiences.

2. As there is less competition among the teachers teaching for state schools, they tend to apply less motivational strategies in their teachings. I think teachers teaching at state schools should be required to be successful at a certain level. They will be considered succesfull if no one in their classes gets below 5 (out of 10). Therefore, they will need to use more motivational strategies in their classes.

3. Teachers teaching for in rural schools are young and more willing to apply motivational strategies in their teachings. Therefore, heads of these schools should reward these efforts. They could give their teacher certificate.

4. There should be in-service training programs for elderly teachers, or they should be asked to be part of the administration team of the school. Thereby they will gain dynamism in their performance.

5. In general, teachers should be given one or two level of classes. If given more than one or two levels of classes, the teachers will be less likely to apply the motivational strategies in their classes.

6. Motivational strategies in generating the initial motivation dimension are often applied. Therefore, motivational strategies in this dimension should be supported by the heads of the schools. The heads of schools could give a half day off to the teachers who use this dimension the most often.

7. There should be some precautionary measures taken to ensure that teachers teaching at state schools in generating the initial dimension apply the motivational strategies. Here, it will be useful to benefit from the experiences of the teachers teaching at private schools.

8. Motivational strategies are sometimes applied in protecting the motivation dimension. Their 'sometimes' usage proves that they are not applied enough in classes. Teachers are not sufficiently qualified in using these motivational strategies in this dimension. The reason of insufficient qualification in applying them should be explored, and there should be some precautions ensuring that teachers will apply these strategies at this dimension.

9. Motivational strategies in encouraging positive self-evaluation are often applied. Teachers' efforts in using these motivational strategies should be awarded. Rewards always motivate teachers; therefore they will always apply motivational strategies in their teaching. To reward teachers, the heads of schools could let the teachers choose their own classes and/or organize their timetables themselves.

BIBLIOGRAPHY

Adams, C. (1979). Chapter 9: The Program. English Speech Rhythms and the Foreign Learner. The Hague: Mouton.

Ahern-Rindell, A. (1998, December). Applying inquiry-based and cooperative group learning strategies to promote critical thinking. Journal of College Science Teaching 28, 203(5).

Anderman, L. H., & Midgley, C. (1997). Motivation and middle school students. In Judith L. Irvin (Ed.). What current research says to the middle level practitioner (pp. 41-48). ERIC Digest.

Bandura, Albert (1977). Social Learning Theory. Englewood Cliffs, NJ: Prentice-Hall.

Bennett, T., Deluca, D. and Bruns, D. (1997, Fall). Putting inclusion into practice: perspectives of teachers and parents. Exceptional Children 64(11), 115(17).

Bonilla-Santiago, Gloria (1997, Winter). Making a vision a reality: LEAP: leadership, education and partnership. Latino Studies Journal, 86(16).

Bork, Alfred (1997, June). The future of computers and learning. (Technology Information). T H E Journal (Technological Horizons In Education) 24, 69(9).

Bowen, J., Madsen, H. and Hilferty, A. (1985). TESOL: Techniques and Procedures. Cambridge, MA: Newbury House.

Bower, B. (2000, May 27). Building Blocks of Talk. Science News, 344.

Bradfield, Luther E. (1964). Supervision for Modern Elementary School. (Chapter 5) Charles E. Merrill Books Inc. Colombus, Ohio.

Bruning, R H; Schraw, G J and Ronning, R R (1999). Cognitive psychology and instruction. 3rd edition. Columbus, Ohio: Merrill.

Case, R. (1985). Intellectual Development: A Systematic Reinterpretation. New York, NY: Academic Press.

Cazet, Donna Maurer (1998, May). Multi-subject CDs: a first-grade sampler. Technology

& Learning 18, 18(5).

Cohen, E. (1998, September). Making cooperative learning equitable. Educational Leadership 56, 18(4).

Czubaj, Camilia Anne (1995, Fall). English as a second language - are educators doing a disservice to students? Education 116(1), 109-110.

Dörnyei, Zoltan (2003). Motivational Strategies in the Language Classroom (3rd. Edition). Cambridge:Cambridge University Press

Forsyth, D. R., & McMillan, J. (1981). Attributions, affect, and expectations: A test of Weiner's three-dimensional model. Journal of Educational Psychology 73, 393-401.

Fuchs, D. and Fuchs, L. (1998, Annual). Competing visions for educating students with disabilities: inclusion versus full inclusion. Childhood Education 74(5), 309(8).

Furlong, M. and Morrison, G. (2000, Summer). The school in school violence: Definitions and facts. Journal of Emotional and Behavioral Disorders 8(2), pp. 71-80.

Gassin, J. (1990). The Notion of Synchrony in Second Language Learning, M.A.K.Halliday, J.Gibbons and H.Nicholas (eds). In Learning, Keeping and Using Language. Amsterdam: John Benjamins, 433-443.

Gousie, Laurent (1998, April). New methods and tools for teaching foreign languages. T H E Journal (Technological Horizons In Education) 25, 54(3).

Halawah, I. (2006). The Effect of Motivation, Family Environment, and Student Characteristics on Academic Achievement. Journal of Instructional Psychology, 33(2)pp. 91-99

Heider, F. (1958). The psychology of interpersonal relations. New York: Wiley.

Harmer, J. (1991). The Practice of English Language Teaching. Essex: Longman.

Herrold, W. G., Jr. (1989, Fall). Brain research: Brain-compatible learning. Educational Horizons 68, 37-41.

Hill, Maggie (1994, May-June). Easy as A, B ... CD-ROM. Instructor (1990) 103, S21(1).

Hogan-Brun,Gabrielle (1997, Oct). The potential of multi-media for foreign language

learning: a critical evaluation. <u>Computers and the Humanities</u> 31, 451(7).

Huitt, W. (2001). Motivation to learn: An overview. <u>Educational Psychology Interactive.</u> Valdosta, GA: Valdosta State University. Retrieved [June 22, 2004,], from <u>http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html</u>

Huguet, a. (2006). Attitudes and Motivation Versus Language Achievement in Cross-linguistic Settings. What is Cause and What Effect?. <u>Journal of Multilingual and Multicultural Development,</u> 27(5), Pp. 413-429.

Kamii, C. and Ewing, J. (1996, Annual). Basing technique on Piaget's constructivism. <u>Childhood Education</u> 72, 260-265.

Kissau, S. (2006). Gender Differences in Motivation to Learn French. <u>The Canadian Modern Language Review/La Revue canadienne des langues vivantes,</u> 62(3), pp. 401-422

Lehman, Winfred (1985). <u>Language: An Introduction</u>. New York, NY: Random House.

Margolis, H. and McCabe, P. P. (2006). Improving Self-Efficacy and Motivation: What to Do, What to Say. <u>Intervention in School and Clinic.</u> 41(4), pp. 218-227.

McKnight, A. (1995, March). Pragmatics and TESOL: Using Authentic Language Data. Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 28-April 1, 1995).

Melser, Nancy (1999, May). Gifted students and cooperative learning: A study of grouping strategies. <u>Roeper Review</u> 21, 315.

Min, Liu (1995, Fall-Winter). Contextual Enrichment Through Hypermedia Technology. <u>Computers in Human Behavior</u> 11, 439(12).

Montali, Julie; Lewandowski, Lawrence (1996, May). Bimodal reading: Benefits of a talking computer for average and less skilled readers. <u>Journal of Learning Disabilities</u> 29, 271.

Motivation (2002, July). Retrieved June 25, 2005, from: <u>http://www.businessteacher.co.uk/resources/studyroom/humanresources/motivation</u> /7-makingconnections.php

Mowrer, O.J. (1960). *Learning theory and behavior*. New York: John Wiley and Sons.

Orton, J., Swart, R., Isaac, A., and Thompson, C. (1995). The Rhythm of Language Developing L2 Speaking Skills. Video. Education Unit: The University of Melbourne.

Patrikis, Peter (1995, Winter). Where Is Computer Technology Taking Us? ADFL Bulletin 26, 36-39.

Pedersen, B. (1997). Learning for life: Creating a brain-compatible classroom and school. Lebanon, Ind.: C.LA.S.S.

Piaget, Jean (1954). The Language and Thought of a Child. Gabain, M. and Gabain, r., Trans. New York, NY: Humanities.

Pillar, G. (1997). Paralanguage and the integrative use of video in developing L2 communicative competence. Paper presented at the ECER 97 Conference, Wolfgang Goethe Universität, Frankfurt am Main, Germany, 24-27 September, 1997.

Randall, Vickie (1999, October). Cooperative learning: abused and overused? Education Digest 65, 29(4).

Reissman, Rose (1998, April). And I read it all by myself! Educational Leadership 55, 76(2).

Renchler, R. (1992). Student Motivation, School Culture, and Academic Achievement What School Leaders Can Do. University of Oregon: Oregon.

Schwartz, Barry & Reisberg, Daniel (1991). Learning and Memory. New York, NY: W.W. Norton and Company.

Siegler, R. S. (1986). Children's Thinking. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Sparks, R. L. And Ganschow, L. (1996). Teachers' Perception of students' foreign language Academic skills and Affective Characteristics. The Journal of Educational Research. 89(3), pp.172-185.

Taetle, J. and Ryan, T. (2003). Research on Student Motivation. Using Information Effectively in Education. Retrieved at http://tiger.towson.edu/users/jtaetl1 (January, 6th, 2007).

TESOL (1995). TESOL Mission Statement. New York: CUNY Publications. Tomasello, M. (1996, September-October). Piagetian and Vygotskian approaches to language acquisition. Human Development 39, 269-277.

Vandrick, S., Messerschmitt, D. and Hafernik, J. (1996, Spring). ESL in the academy today. Education 116(3), 403-410.

Vygotsky, L. S. (1978) Mind in Society: The Development of Higher Psychological Processes. Edited by M. Cole, V. John-Steiner, S. Scribner & E. Souberman. Cambridge, MA.: Harvard University Press.

Vygotsky, L.S. (1981). The genesis of higher mental functions. In J.V. Wertsch (Ed.) The concept of activity in Soviet Psychology. Armonk, NY: Sharpe.

Waxman, H., C., Huang, S., L. and Pardón, Y., N (1998). Motivation and Learning Environment Differences: Between Resilient and Nonresilient Latino Middle School Students. *Spotlight on Student Success.* Temple University Center for Research in Human Development and Education retrieved at http://www.temple.edu/LSS (January, 6th. 2007).

Winter, Metta. (1996, Spring). Kids say the darndest things, in a very smart way. Human Ecology Forum, 12(4).

APPENDIX A

Motivational Strategies Questionnaire

Esen Sucuoğlu,
Near East University,
Lefkoşa – Kıbrıs.

15th December 2005

Dear Colleague,

I am an instructor at the Near East University. At present I have completed my MA subjects in English language and continue to do a research on the motivational strategies in teaching English language in the TRNC schools as part of my MA thesis. In this respect I have prepared a lengthy questionnaire for the secondary schools' English language teachers who teach English in their own schools. The questionnaire is intended to cover both the private and the state schools.

I shall be pleased if you participate in this research. It is not necessary to reveal your name. Your contributions will be much appreciated.

Thank you,

Esen Sucuoğlu

This questionaire is prepared to search the use of the motivational strategies in teaching English language.

Gender	
Age	

Which levels are you teaching?

Orta I	
Orta II	
Orta III	

Read and answer the questions by indicating the one that best suits you.	Always	Often	Sometimes	rarely	never
1. I indicate my mental and physical availability for all things academic.	( )	( )	( )	( )	( )
2. I keep parents regularly informed about their children's progress.	( )	( )	( )	( )	( )
3. I ask for their assistance in performing certain supportive tasks at home.	( )	( )	( )	( )	( )
4. I encourage risk-taking and have mistakes accepted as a natural part of learning.	( )	( )	( )	( )	( )
5. I encourage learners to personalise the classroom environment according to their taste.	( )	( )	( )	( )	( )
6. I try and promote interaction, cooperation and the sharing of genuine personal information among learners.	( )	( )	( )	( )	( )
7. I regularly use small-group tasks where students can mix.	( )	( )	( )	( )	( )
8. I encourge and if possible organise extracurricular activities and outings.	( )	( )	( )	( )	( )
9. I try and prevent the emergence of rigid seating patterns.	( )	( )	( )	( )	( )
10. I highlight and demonstrate aspects of L2 learning that my students are likely to enjoy.	( )	( )	( )	( )	( )

11. I make the first encounters with L2 a positive experience.	( )	( )	( )	( )	( )
12. I quote positive views about language learning by influential public figures.	( )	( )	( )	( )	( )
13. I encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).	( )	( )	( )	( )	( )
14. I make sure that they receive sufficient preparation and assistance.	( )	( )	( )	( )	( )
15. I make sure that there are no serious obstacles to success.	( )	( )	( )	( )	( )
16. I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.	( )	( )	( )	( )	( )
17. I relate the subject matter to the everyday experiences and backgrounds of the students.	( )	( )	( )	( )	( )
18. I positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.	( )	( )	( )	( )	( )
19. I raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	( )	( )	( )	( )	( )
20. I vary the learning tasks and other aspects of your teaching as much as I can.	( )	( )	( )	( )	( )
21. I focus on the motivational flow and not just the information flow in your class.	( )	( )	( )	( )	( )
22. I make tasks challenging.	( )	( )	( )	( )	( )
23. I personalise learning tasks.	( )	( )	( )	( )	( )
24. I explain the purpose and utility of a task.	( )	( )	( )	( )	( )
25. I monitor student progress.	( )	( )	( )	( )	( )
26. I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	( )	( )	( )	( )	( )
27. I draw my learners' attention to their strengths and abilities.	( )	( )	( )	( )	( )
28. I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	( )	( )	( )	( )	( )

29. I promote cooperation instead of competition.	( )	( )	( )	( )	( )
30. I help learners accept the fact that they will make mistakes as	( )	( )	( )	( )	( )
31. I set up tasks in which teams of learners are asked to work	( )	( )	( )	( )	( )
32. I raise my students'awareness of the importance of self-motivation.	( )	( )	( )	( )	( )
33. I encourage students to adopt, develop and apply self-motivating strategies.	( )	( )	( )	( )	( )
34. I occasionally do the unexpected.	( )	( )	( )	( )	( )
35. I create specific roles and personalised assignments for everybody.	( )	( )	( )	( )	( )
36. I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which I will help and reward them.	( )	( )	( )	( )	( )
37. I design tests that focus on what learners can rather than cannot do.	( )	( )	( )	( )	( )
38. I make tests and assessment completely 'transparent' and	( )	( )	( )	( )	( )
39. I take into account team products and not just individual products in my assesment.	( )	( )	( )	( )	( )
40. I adopt the role of a facilitator.	( )	( )	( )	( )	( )
41. I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.	( )	( )	( )	( )	( )
42. I encourage learners to apply their L2 proficiency in real-life situations.	( )	( )	( )	( )	( )
43. I provide regular feedback about the progress my students are making and about the areas which they should particulary concentrate on.	( )	( )	( )	( )	( )
44. I monitor student accomplishments and progress, and take time to celebrate any victory.	( )	( )	( )	( )	( )
45. I make sure that even non-material rewards have some kind of lasting visual representation.	( )	( )	( )	( )	( )

46. I make the assessment system completely transparent.	( )	( )	( )	( )	( )
47. I make sure that grades also reflect effort and improvement and not just objective levels of achievement.	( )	( )	( )	( )	( )
48. I encourage accurate student self-assessment by providing various self-evaluation tools.	( )	( )	( )	( )	( )