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The Use of Motivational Strategies in EFL Classrooms: A Guide for Turkish EFL Teachers¹

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ABSTRACT

Motivation is a highly influential factor in determining success in second/foreign language learning; however, the question of how to motivate language learners has not received sufficient attention in L2 research. In the literature, there is a need for some guidance for language teachers as to the ways of fostering motivation. Therefore, the present study aims to explore the mostly valued motivational strategies in Turkish EFL context and offer a set of motivational macro-strategies which can serve teachers of English in Turkey as commandments. It is also another purpose of the study to find out the frequency of motivational strategy use in language classes and to identify and highlight the mismatch between the attached importance and actual use of the strategies. The participant teachers were asked to rate 50 strategies that were proposed by Dörnyei and Csizer (1998) in terms of their importance and frequency of use. Based on their responses a list of ten most important motivational strategies was formed, the most frequently used strategies were identified and the underutilized strategies were highlighted.

Keywords: Motivation, Motivational Strategies, Turkish EFL Context.

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İngilizce'nin Yabancı Dil Olarak Öğretildiği Sınıflarında Motivasyon Stratejileri Kullanımı: Türkiye'deki İngilizce Öğretmenleri İçin Bir Rehber¹

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ÖZET

Motivasyon yabancı dil öğreniminde başarıyı belirleyen son derece önemli bir etken olmasına rağmen, dil öğrenenleri motive etme yolları yabancı dil eğitimi araştırmalarında yeterince ilgi görmemiştir. Oysa ki, yabancı dil öğretmenlerinin motivasyonu artırmaya yönelik yollarla ilgili yönlendirmeye ihtiyacı vardır. Bu yüzden, bu araştırma Türkiye'de yabancı dil olarak İngilizce öğretiminde önemli olduğu düşünülen motivasyon stratejilerini ortaya çıkarmayı ve Türkiye'deki İngilizce öğretmenlerine faydalanabilecekleri bir grup makro-strateji sunmayı amaçlamaktadır. Ayrıca, önem verilen stratejilerle sınıf ortamında kullanılan stratejileri karşılaştırarak, önemli görüldüğü halde ihmal edilen motivasyon stratejilerini ortaya çıkarmak bu çalışmanın diğer bir hedefidir. Bu amaçla, katılımcı İngilizce öğretmenlerinden Dörnyei ve Csizer (1998) tarafından önerilen 50 motivasyon stratejisini önemleri ve kullanım sıklıkları bakımından değerlendirmeleri istenmiştir. Bu değerlendirmelere dayanarak en önemli görülen on strateji ve en sık kullanılan on strateji olmak üzere iki grup belirlenmiş ve önemli görüldüğü halde eğitim-öğretim ortamlarınca bu denli kullanılmayan stratejiler vurgulanmıştır.

Anahtar Kelimeler: Motivasyon, Motivasyon Stratejileri, Türkiye'de Yabancı Dil olarak İngilizce Öğretimi.

1. Introduction

Motivation, which is defined as “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2001, p. 51), has been widely accepted to be a key factor in language learning (Ehrman, 1996; Grabe, 2009; Harmer, 2001; Van Lier, 1996). The high correlation between the strength of motivation and the level of L2 achievement makes it clear that the connection between these two is quite significant (Saville-Troike, 2006). As well as playing a crucial role in learning a language, motivation also determines whether the learning is superficial or deep and internalized (Capen, 2010). Dörnyei and Csizer (1998) state that with a high level of motivation, it is possible to compensate for considerable deficiencies related to one's language aptitude and learning conditions. On the other hand, with a lack of motivation, even the individuals with the necessary language abilities cannot achieve long term goals in the language learning process.

In an attempt to explain the construct and the nature of L2 motivation as a central factor influencing foreign language learning, a considerable amount of research has been done in the field of foreign or second language learning. Until 1990s a social-psychological approach, which viewed second languages as a mediator between different ethnolinguistic communities, dominated L2 motivation research (Gardner, 1985). From this view, the motivation to learn the language of other community was seen to be a crucial factor enabling or hindering intercultural interaction and communication. However, Gardner's social-psychological approach did not make very clear contributions to classroom settings and there was a need for a more education centered approach whose results would be more relevant and applicable to classroom contexts. In an answer to this need, in the 1990s there was a shift in the way L2 motivation was handled and researchers turned their attention to more education-oriented approach (e.g. Crookes & Schmidt, 1991; Dörnyei, 1990; Oxford & Shearin, 1994; Williams & Burden, 1997).

1.1. The Importance of Motivating Language Learners

Language classrooms are desired to become learning environments which truly promote foreign language studies. In such a learning environment, it is the teacher who plays a crucial role to shape the classroom life (Dörnyei & Kubanyiova, 2014). Therefore, the motivation issue would be incomplete

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without some reference to language teachers. With motivation being accepted as such an important element in language learning, motivating learners, then, should be an indispensable skill for effective teaching. Teachers have a key role to play in shaping the students' perception of how achievable language learning tasks are and in fostering positive attitudes towards the target language in addition to initiating and sustaining learners' desire to learn the language (Chambers, 1999).

As it is very well known, practice is what helps language learners to improve their language performance (Ericsson, & Krampe & Tesch- Römer, 1993) and unlike an English as a Second Language (ESL) setting where the language environment is already provided, in an English as a Foreign Language (EFL) setting where the exposure to the target language is mostly limited to classroom practice and where learners do not have real and natural opportunities to practice the language outside the classroom, the amount of personal efforts made to create practice opportunities largely depends on learners' interest and motivational state (Yang, 2008). Furthermore, as Oxford and Shearin (1994) suggest motivation has a major impact on how often students make use of L2 learning strategies, how much interaction they have with native speakers, how successful they are in achievement tests, how high their proficiency level becomes as well as how long they will maintain their L2 knowledge and skills after the learning process is completed. Therefore, it is highly important for teachers to know about their students' motivation as well as the ways about how to sustain their motivation through the long and challenging journey of foreign language learning, both inside and outside the classroom.

1.2. The Role of Teacher

However, the significance attached to the role of teacher in motivating learners has not been reflected in the literature. Although there has been a considerable amount of research on motivational strategies (Brown, 2001; Oxford & Shearin, 1994; Williams & Burden, 1997), research into what affects second language learners' motivation is quite recent (Dörnyei, 1994; Dörnyei & Csizer, 1998; Dörnyei & Clement, 2001; Oxford & Shearin, 1994). Williams and Burden (1997) claimed that L2 learners' interactions with teachers while getting language instruction, feedback, praise or punishment may be quite influential on students' motivation. Oxford and Shearin (1994) underlined the importance of five actions that language teachers should take: (1) understanding why learners need the second/foreign language; (2) encouraging students to build tough but achievable goals; (3) creating a non-threatening and welcoming classroom atmosphere; (4) helping students realize the advantages of learning the L2 and (5) motivating students to have high and realistic intrinsic motivation.

As the findings from the studies suggest, teachers are given the task to help learners develop positive attitudes towards the L2 and generate and sustain students' motivation (Al-Kaboody, 2013). In order to achieve this challenging and demanding task, it is clear that language teachers need more help and guidance about which motivating strategies to use and how to implement them into their teaching (Alexander & Winne, 2006). In line with this, based on his belief that language teachers were forced to rely on unsystematic approaches, Dörnyei (1994) proposed a list of the most systematic L2 motivational strategies consisting of 30 macro-strategies as well as several micro-strategies and techniques which resulted in about 100 basic suggestions. Later in 1996, Dörnyei compiled a smaller set of macro-strategies in an answer to the call for a smaller and more practical set of strategies and he finally called them "Ten commandments for motivating language learners". However, since the list was based on a synthesis of experience rather than empirical evidence, Dörnyei and Csizer (1998) conducted a study with Hungarian teachers to revise those commandments by relying on the perceptions and actual classroom practices of language teachers. In addition to making the task of motivating more manageable and teacher-friendly, the results of the study also reflected Hungarian teachers' beliefs and perceptions regarding the motivational strategies as well as highlighting the underutilization of some certain strategies.

The relation between motivation and culture is clear from the interpretation in the social sciences that motivation is the desire or strategies for achieving various aims which have been constructed and internalized through the society and culture in which an individual grows (D'Andrade & Strauss, 1992). Given that every society or culture has its own construct, it is not possible to say that the ten commandments are valid in every cultural, ethnolinguistic or educational setting. The commandments in the abovementioned study are derived from a Hungarian context and there have been attempts to explore the motivational strategies to be used in Taiwanese context (Cheng & Dörnyei, 2007). However, there are

not any studies examining the Turkish EFL setting which draws attention to the need for further research regarding the Turkish EFL context due to its different cultural background. Therefore, the present study aims to explore the importance attached to the 50 macrostrategies in Dörnyei and Csizer's (1998) study by Turkish EFL teachers and to find out how often they are actually used by them. It is also the aim of this study to obtain a set of strategies that can serve Turkish EFL teachers as commandments. The following research questions guided the present study:

1. What are the most important motivational strategies from Turkish EFL teachers' perspective?
2. What are the most frequently used strategies in Turkish EFL setting?
3. Is there a mismatch between the perceived importance and the actual use of the motivational strategies?

2. Method

In an attempt to answer the research questions, the participants were asked to rate a set of 50 strategies in terms of the importance attached to them and their frequency of use in instructional settings. The mean scores for each strategy were calculated on both scales and a top ten list was formed based on these mean scores. The difference between the attached importance and the frequency of use were compared using standardized scores.

2.1. Participants

The participants were 78 teachers of English in Turkey (63 females, 15males) teaching at preparatory level in different universities. 45 participants were English instructors from Bülent Ecevit University since it was the home institution of the researcher and it was easy to reach them. As for the rest, a 'snowball' sampling strategy was adopted in which a small pool of initial informants were first identified and asked to reach other participants with similar work experience. The participant teachers represented a range of teaching experiences (See Table 1.) They all teach young adults who study English at their first year of university before starting their education in their departments. Instead of collecting data from participants teaching at different levels in a variety of educational sectors, the sampling was deliberately limited to the EFL teachers who work at preparatory schools of universities because the lack of learner motivation is a shared problem at this level and the results from the study would give some insight into the difficulties faced.

Table 1

The participants' teaching experience

Experience (years)	Importance Questionnaire		Frequency Questionnaire	
	N	Percentage	N	Percentage
0-5	12	29.3	7	18.9
6-10	13	31.7	13	35.1
11-15	11	26.8	12	32.4
16-20	3	7.3	3	8.1
21-25	2	4.9	-	-
Above 25	-	-	2	5.4
Total	41	100.0	37	100.0

2.2. Instruments

The study aimed at investigating Turkish EFL teachers' experiences about motivating strategies with the focus on (1) how much importance the participating teachers attached to certain motivational strategies, and (2) how frequently they actually used the strategies in their teaching practice. In order to gain insight into these two aspects two questionnaires which were developed by Dörnyei and Csizer (1998) were used. The questionnaires contained the same set of motivational strategies, but in the first one the participants were asked to rate each strategy on a seven-point scale in terms of their perceived importance ('not important' to 'very important') whereas in the second one they rated the same motivational strategies in terms of the frequency of their use on a seven-point scale ('hardly ever' to 'very

often'). Since all the participants were teachers of English, the language of both questionnaires was English.

Because both questionnaires were self-reported questionnaires containing the same set of motivational strategies, it was assumed that two types of rating by the same respondent would influence each other. In other words, a participant who rated a certain strategy as 'very important' would tend to rate its frequency of use in a similar way. In order to eliminate this limitation, the participant teachers were given only one of the questionnaires. The importance of the strategies was rated by 41 teachers and the frequency of use by 37.

The questionnaires consisted of 50 motivational strategies (see Table 2 for a complete list) in total with 18 scales. The strategy items were grouped into scales based on their content. Some scales were made up of some micro-strategies while some of them were individual items.

Table 2

The strategy scales and the individual strategies with their importance means

Scale	Strategy	Imp. Mean	SD
1. Climate	7) Create a pleasant atmosphere in the classroom.	6.63	.62
	21) Bring in humor, laughter and smile.	6.48	.74
	37) Have games and fun in class.	6.19	.87
	48) Have game-like competitions within class.	6.07	1.05
2. Task	8) Give clear instructions.	6.63	.62
	31) Provide guidance about how to do a task.	6.46	.59
	46) State the purpose and the utility of every task.	5.90	.99
3. Teacher	42) Try to behave naturally and be yourself in class.	6.56	.70
	13) Prepare for the lessons properly.	6.39	.86
	27) Show a good example by being committed and motivated.	6.21	.93
	2) Be as sensitive and accepting as you can.	6.07	.95
4. Interest	33) Choose interesting topics and supplementary materials.	6.53	.71
	28) Vary the activities.		
	5) Select interesting tasks.	6.51	.67
	11) Raise learners' curiosity by introducing unexpected or exotic elements.	6.39	.70
	17) Offer a variety of materials.	6.14	.82
	36) Make tasks challenging to involve your students.	6.07	.81
5. Autonomy	40) Build on the learners' interests rather than tests or grades, as the main energizer for learning.	5.92	.72
	23) Encourage questions and other contributions from the students.	5.87	.97
	9) Encourage creative and imaginative ideas.	6.51	.63
	30) Share as much responsibility to organize the learning process with your students as possible.	6.39	.80
6. Self-Confidence	32) Constantly encourage your students.	6.00	1.02
	41) Demystify mistakes (make them easier to understand by giving a clear explanation): they are a natural part of the learning.	6.48	.59
	20) Give positive feedback and appraisal.	6.43	.67
	26) Make sure that students experience success regularly.	6.41	.74
	1) Select tasks that do not exceed the learners' competence.	6.02	.79
7. Comparison	16) Avoid any comparison of students to one another.	5.92	1.03
8. Rapport	10) Develop a good relationship with your students.	6.41	.92
9. Decoration	9) Encourage creative and imaginative ideas.	6.39	.83
10. Usefulness	3) Emphasize the usefulness of the language.	6.39	.80
11. Finished Products	38) Allow students to create products that they can display or perform.	6.36	.76
12. Effort	15) Help students realize that it is mainly effort that is needed for success.	6.24	.91
13. Goal	4) Help the students develop realistic expectations about their learning.	6.21	.79

	14) Set up several specific learning goals for the learners.	5.92	.95
	29) Increase the group's goal-orientedness.	5.90	.86
	34) Do a needs analysis about the learners' language goals and needs.	5.68	1.12
	44) Help students design their individual study plans.	5.53	1.18
14. Group	49) Include regular group work in your class.	6.07	0.84
	22) Help students to get to know one another.	6.00	.97
	35) Be an ordinary member of the group as much as possible.	5.48	1.09
	43) Organize extracurricular (out-of-class) activities.	5.24	1.42
15. Reward	50) Besides the grades, give the learners other rewards.	6.02	1.03
16. Culture	24) Use authentic materials.	5.80	1.07
	6) Familiarize the learners with the cultural background of the language they are learning.	5.73	.97
	45) Invite native speakers to some classes.	5.43	1.41
	47) Find pen friends for your learners.	4.09	1.64
17. Rule	18) Help maintain the set of classroom rules that students accepted.	5.75	1.09
	25) Involve students in creating their own classroom rules.	5.39	1.33
	39) Regularly review the classroom rules with your students.	5.00	1.22
18. Personal Relevance	12) Try and fill the tasks with personal content that is relevant to the students.	5.60	1.09

2.3. Data Analysis

The data were analyzed using SPSS 22 package. The reliability analysis was conducted for both questionnaires (importance: α .930, frequency: α .929). Then, to answer the first and the second research questions descriptive statistics were conducted. As for the third research question the mean differences of each strategy in the importance and frequency questionnaires were calculated by subtracting the importance mean scores from frequency mean scores.

3. Results and Discussion

3.1. Research Question 1: What are the most important motivational strategies from Turkish EFL teachers' perspective?

The participants were asked to rate the importance of 50 motivational strategies on a seven-point scale. The descriptive statistics were conducted to find out the perceived importance attached to the strategies. The mean values were found and they were rank ordered from the highest to the lowest mean. While ordering the scales, the item with the highest mean was taken into consideration and it was ranked as the first scale. The other related items were also added to the cluster. The same procedure was run to order the next scales.

Table 3

The final importance rank order and descriptive statistics of the strategies

Scale	Strategy	Imp. Mean	SD
1. Climate	7) Create a pleasant atmosphere in the classroom.	6.63	.62
	21) Bring in humor, laughter and smile.	6.48	.74
	37) Have games and fun in class.	6.19	.87
	48) Have game-like competitions within class.	6.07	1.05
2. Task	8) Give clear instructions.	6.63	.62
	31) Provide guidance about how to do a task.	6.46	.59
	46) State the purpose and the utility of every task.	5.90	.99
3. Teacher	42) Try to behave naturally and be yourself in class.	6.56	.70
	13) Prepare for the lessons properly.	6.39	.86
	27) Show a good example by being committed and	6.21	.93

	motivated.		
	2) Be as sensitive and accepting as you can.	6.07	.95
4. Interest	33) Choose interesting topics and supplementary materials.	6.53	.71
	28) Vary the activities.		
	5) Select interesting tasks.	6.51	.67
	11) Raise learners' curiosity by introducing unexpected or exotic elements.	6.39	.70
		6.14	.82
	17) Offer a variety of materials.		
	36) Make tasks challenging to involve your students.	6.07	.81
	40) Build on the learners' interests rather than tests or grades, as the main energizer for learning.	5.92	.72
		5.87	.97
5. Autonomy	23) Encourage questions and other contributions from the students.	6.51	.63
	9) Encourage creative and imaginative ideas.	6.39	.80
	30) Share as much responsibility to organize the learning process with your students as possible.	6.00	1.02
6. Self-Confidence	32) Constantly encourage your students.	6.48	.59
	41) Demystify mistakes (make them easier to understand by giving a clear explanation): they are a natural part of the learning.	6.43	.67
	20) Give positive feedback and appraisal.	6.41	.74
	26) Make sure that students experience success regularly.	6.02	.79
	1) Select tasks that do not exceed the learners' competence.		
		5.92	1.03
7. Comparison	16) Avoid any comparison of students to one another.	6.41	.92
8. Rapport	10) Develop a good relationship with your students.	6.39	.83
9. Decoration	9) Encourage creative and imaginative ideas.	6.39	.80
10. Usefulness	3) Emphasize the usefulness of the language.	6.36	.76

As presented in Table 3, the item 'Create a pleasant atmosphere in the classroom' was the strategy with the highest importance score (M: 6.63, SD: .62) which reveals that Turkish EFL teachers find it really important to have a classroom where students do not feel anxious. Another strategy which turned out to be considered highly important by participant teachers was 'Give clear instructions' (M: 6.63, SD: .62) suggesting that guiding students properly about the tasks they are expected to do is quite significant for generating motivation in the classroom. The next important strategy was from the 'Teacher' scale. With a mean score of 6.56 (SD: .70), the statement 'Try to behave naturally and be yourself in class' was the third most important strategy among the 50 strategies.

As for the strategies which were not perceived as very significant, the item 'Find pen friends for your learners' was the strategy with the lowest mean score (M: 4.09, SD: 1.64) which means that Turkish EFL teachers do not believe in the strength of finding pen friends to motivate their students. Another strategy that turned out to be considered less important was 'Regularly review the classroom rules with your students' (M: 5.00, SD: 1.22), followed by 'Organize extracurricular (out-of-class) activities' (M: 5.24, SD: 1.42). These show us that a regular review of classroom rules and the use of extracurricular activities are not believed to be highly important in terms of fostering motivation.

The first ten strategy scales or individual items which were found to be the most important ones from Turkish EFL teachers' point of view were rank-ordered based on the teachers' responses. These strategies formed the basis of the 'Ten commandments for motivating language learners' (Table 4).

Table 4

Ten commandments for motivating language learners

1. Create a pleasant atmosphere in the classroom.
2. Present the tasks properly.
3. Set a personal example with your own behavior.
4. Make the language classes interesting.
5. Promote learner autonomy.
6. Increase the learners' linguistic self-confidence.
7. Avoid any comparison of students to one another.

-
8. Develop a good relationship with the learners.
 9. Encourage the learners to decorate the classroom and make it cosy in any way they can.
 10. Emphasize the usefulness of the language.
-

3.2. Research Question 2: What are the most frequently used strategies in Turkish EFL setting?

37 of the participating teachers were given the frequency questionnaire to find out how often they use the motivational strategies in their teaching practice. In order to find out the frequency of their use, descriptive statistics were conducted. The mean values were found and they were rank ordered from the highest to the lowest mean. While ordering the scales, the item with the highest mean was taken into consideration and it was ranked as the first scale. The other related items were also added to the cluster. The same procedure was run to order the other scales. The final order of the strategies in terms of their frequency of use is displayed in Table 5.

Table 5

The final frequency rank order and descriptive statistics of the strategies

Scale	Strategy	Freq. Mean	SD
1. Teacher	42) Try to behave naturally and be yourself in class.	6.70	.57
	27) Show a good example by being committed and motivated.	6.18	.87
	13) Prepare for the lessons properly.		
	2) Be as sensitive and accepting as you can.	5.81	.99
		5.70	.96
2. Task	31) Provide guidance about how to do a task.	6.48	.55
	8) Give clear instructions.	6.32	.78
	46) State the purpose and the utility of every task.	5.05	1.39
3. Usefulness	3) Emphasize the usefulness of the language.	6.40	.86
4. Self-confidence	20) Give positive feedback and appraisal.	6.37	.89
	32) Constantly encourage your students.	6.24	.76
	41) Demystify mistakes (make them easier to understand by giving a clear explanation): they are a natural part of the learning.	6.13	.85
	1) Select tasks that do not exceed the learners' competence.		
	26) Make sure that students experience success regularly.	5.56	1.51
		5.10	1.21
5. Effort	15) Help students realize that it is mainly effort that is needed for success.	6.35	.78
6. Rapport	10) Develop a good relationship with your students.	6.32	.85
7. Climate	21) Bring in humor, laughter and smile.	6.29	.87
	7) Create a pleasant atmosphere in the classroom.	6.02	1.01
	37) Have games and fun in class.	5.56	1.25
	48) Have game-like competitions within class.	5.16	1.62
8. Autonomy	23) Encourage questions and other contributions from the students.	6.21	.78
	9) Encourage creative and imaginative ideas.		
	30) Share as much responsibility to organize the learning process with your students as possible.	6.10	0.90
		5.51	1.26
9. Group	22) Help students to get to know one another.	6.16	.79
	49) Include regular group work in your class.	5.67	1.41
	35) Be an ordinary member of the group as much as possible.	4.81	1.46
	43) Organize extracurricular (out-of-class) activities.	4.02	2.02
10. Goal	4) Help the students develop realistic expectations about their learning.	5.75	1.21
	14) Set up several specific learning goals for the learners.	5.35	.88
	29) Increase the group's goal-orientedness.	5.24	1.23
	44) Help students design their individual study plans.	4.16	1.74
	34) Do a needs analysis about the learners' language goals and needs.	3.08	1.78

As can be seen in the table, the items in the 'Teacher' scale were ranked as the mostly used strategies. The strategy 'Try to behave naturally and be yourself in class' was the one with the highest frequency

score (M: 6.70, SD: .57) suggesting that Turkish EFL teachers behave as they are in front of their students. Following this, the statement 'Provide guidance about how to do a task' is another strategy which is frequently used in language classes in Turkey (M: 6.48, SD: .55). The strategy about the usefulness of the language ('Emphasize the usefulness of the language.') is also reported to be a quite frequently used one with a frequency mean of 6.40 (SD: .86) revealing that Turkish EFL teachers talk about the advantages of learning English in their classrooms on a regular basis.

Among all 50 strategies, the strategies with the two lowest frequency means belong to the 'culture' scale. The lowest one is about finding pen friends for the students (M: 1.40, SD: .98) followed by 'Invite native speakers to some classes' (M: 2.56, SD: 2.21). It is quite clear that Turkish EFL teachers do not employ these strategies too much. 'Do a needs analysis about the learners' language goals and needs' also turned out to be an infrequent strategy in Turkish EFL context.

3.3. Research Question 3: Is there a mismatch between the perceived importance and the actual use of the motivational strategies?

One of the purposes of the current study was to find out if there is a mismatch between the importance attached to certain motivational strategies and their actual frequency of use. In order to see whether the frequency of an item matches the importance attached to it, the importance means of each strategy were subtracted from the frequency means and the result is referred to as the relative frequency of a strategy. Table 6 displays the mean differences for each strategy.

Table 6

Relative frequency scores (frequency and importance mean differences)

Scale	Freq. Mean	Imp. Mean	Mean diff.
1. Climate			
7) Create a pleasant atmosphere in the classroom.	6.02	6.63	- 0.61
21) Bring in humor, laughter and smile.	6.29	6.48	- 0.19
37) Have games and fun in class.	5.56	6.19	- 0.63
48) Have game-like competitions within class.	5.16	6.07	- 0.91
2. Task			
8) Give clear instructions.	6.32	6.63	- 0.31
31) Provide guidance about how to do a task.	6.48	6.46	0.02
46) State the purpose and the utility of every task.	5.05	5.90	- 0.85
3. Teacher			
42) Try to behave naturally and be yourself in class.	6.70	6.56	0.14
13) Prepare for the lessons properly.	5.81	6.39	- 0.58
27) Show a good example by being committed and motivated.	6.18	6.21	- 0.03
2) Be as sensitive and accepting as you can.	5.70	6.07	- 0.37
4. Interest			
33) Choose interesting topics and supplementary materials.	5.21	6.53	- 1.32
28) Vary the activities.	5.43	6.51	- 1.08
5) Select interesting tasks.	5.08	6.39	- 1.31
11) Raise learners' curiosity by introducing unexpected or exotic elements.	5.37	6.14	- 0.77
17) Offer a variety of materials.			
36) Make tasks challenging to involve your students.	4.94	6.07	- 1.1
40) Build on the learners' interests rather than tests or grades, as the main energizer for learning.	5.62	5.92	- 0.3
	4.81	5.87	- 1.06
5. Autonomy			
23) Encourage questions and other contributions from the students.	6.21	6.51	- 0.3
9) Encourage creative and imaginative ideas.			
30) Share as much responsibility to organize the learning process with your students as possible.	6.10	6.39	- 0.29
	5.51	6.00	- 0.49
6. Self-Confidence			
32) Constantly encourage your students.	6.24	6.48	- 0.24
41) Demystify mistakes (make them easier to understand by giving a clear explanation): they are a natural part of the learning.	6.13	6.43	- 0.3
20) Give positive feedback and appraisal.	6.37	6.41	- 0.04

26) Make sure that students experience success regularly.	5.10	6.02	- 0.92
1) Select tasks that do not exceed the learners' competence.	5.56	5.92	- 0.36
7. Comparison			
16) Avoid any comparison of students to one another.	5.70	6.41	- 0.71
8. Rapport			
10) Develop a good relationship with your students.	6.32	6.39	- 0.07
9. Decoration			
9) Encourage creative and imaginative ideas.	6.10	6.39	- 0.29
10. Usefulness			
3) Emphasize the usefulness of the language.	6.40	6.36	0.04
11. Finished Products			
38) Allow students to create products that they can display or perform.	5.27	6.24	- 0.97
12. Effort			
15) Help students realize that it is mainly effort that is needed for success.	6.35	6.21	0.14
13. Goal			
4) Help the students develop realistic expectations about their learning.	5.75	6.19	- 0.44
14) Set up several specific learning goals for the learners.	5.35	5.92	- 0.57
29) Increase the group's goal-orientedness.	5.24	5.90	- 0.66
34) Do a needs analysis about the learners' language goals and needs.	3.08	5.68	- 2.6
44) Help students design their individual study plans.	4.16	5.53	- 1.37
14. Group			
49) Include regular group work in your class.	5.67	6.07	- 0.4
22) Help students to get to know one another.	6.16	6.00	0.68
35) Be an ordinary member of the group as much as possible.	4.81	5.48	- 0.67
43) Organize extracurricular (out-of-class) activities.	4.02	5.24	- 1.22
15. Reward			
50) Besides the grades, give the learners other rewards.	5.45	6.02	- 0.57
16. Culture			
24) Use authentic materials.	5.00	5.80	- 0.8
6) Familiarize the learners with the cultural background of the language they are learning.	5.27	5.73	- 0.46
45) Invite native speakers to some classes.	2.56	5.43	- 2.87
47) Find pen friends for your learners.	1.40	4.09	- 2.69
17. Rule			
18) Help maintain the set of classroom rules that students accepted.	5.64	5.75	- 0.11
25) Involve students in creating their own classroom rules.	4.16	5.39	- 1.23
39) Regularly review the classroom rules with your students.	4.27	5.00	- 0.73
18. Personal Relevance			
12) Try and fill the tasks with personal content that is relevant to the students.	5.43	5.60	- 0.17

As can be understood from the table, item 45 (Invite native speakers to some classes) has the highest relative frequency score (-2.87) which means that the importance attached to this strategy does not match the actual use of it. It is followed by item 47 which says 'Find pen friends for your learners' (-2.69). Although this strategy had the lowest importance mean (M: 4.09), its frequency is still lower than the importance attached to it. Apparently, the strategy about doing a needs analysis about the learners' language goals and needs is also an underutilized strategy when compared to its perceived importance (-2.6).

In terms of scales, all the constituent strategies in the 'interest' scale seems to be underutilized when compared to the importance attached to them. This is also evident in that in the ten commandments formed on the basis of the perceived importance of the strategies, interest is the fourth scale in the rank order. However, when the frequency scores are considered, it is not even in the first ten. The strategies in the 'goal' scale also seem to be underutilized, especially the items about doing a needs analysis (-2.6) and helping students design their individual study plans (-1.37) are the strategies with the highest relative frequency scores. Table 7 presents the comparison of the first ten scales in the importance and the frequency rank order.

Table 7

The rank order of the scales based on the importance and frequency questionnaires

Importance Rank Order	Frequency Rank Order
1. Climate	1. Teacher
2. Task	2. Task
3. Teacher	3. Usefulness
4. Interest	4. Self-confidence
5. Autonomy	5. Effort
6. Self-confidence	6. Rapport
7. Comparison	7. Climate
8. Rapport	8. Autonomy
9. Decoration	9. Group
10. Usefulness	10. Goal

As can be understood from the table, there are certain differences between the two. Although 'climate' is ranked as the first in the importance rank order, it comes as the seventh in the frequency rank order indicating a mismatch between the two. 'Interest', 'Comparison' and 'Decoration' are the scales which are perceived as important, but are not used very frequently in the language classrooms. On the other hand, it is interesting that even though the teachers do not put themselves to the top of the list in the importance rank order, they actually employ the strategies in this scale quite a lot. Furthermore, the strategy about the usefulness of the language seems to be overused when compared to its order in the importance rank order.

As a result, it is clear that there is a mismatch between the perceived importance and the actual use of the strategies in the language classrooms in Turkey. The only exceptional strategy scale seems to be the one about 'task' since it takes its place as the second both in the importance and frequency questionnaires.

4. Conclusion

The study aimed at providing a set of the most important motivating strategies that EFL teachers in Turkey could benefit from to foster motivation in their classrooms in addition to finding out the difference between the importance attached to some certain strategies and their actual frequency of use.

4.1. Importance

With the help of the results from the importance questionnaire, a set of ten highly valued motivational strategies were drawn up:

4.1.1. Create a pleasant atmosphere in the classroom: It is certain that learning a foreign

language is one of the most challenging experiences students have during their educational life (Dörnyei, 2005). Also, a tense classroom atmosphere is a well-known negative factor hindering students' motivation and language achievement (Young, 1999). It is clear that Turkish EFL teachers are aware of the fact that fun, humor, laughter and games are indispensable factors affecting the classroom atmosphere in a positive way.

4.1.2. Present the tasks properly: Its high position in the rank scale indicates that the

teachers are quite informed about the close relationship between the task presentation and motivation. The way a task is presented or the instruction is given is quite influential on students' interest in an activity. Stating the purpose of a task makes learners' mind more clear and the learning more meaningful.

4.1.3. Set a personal example with your own behavior: According to the Turkish EFL

teachers participating in the study, teacher behaviors are among the most important factors affecting student motivation. Teachers are the most important role models for students, so it is easy for teachers to inspire their students by setting a good example.

4.1.4. *Make the language classes interesting: The need for arousing interest in language*

classes seems to be acknowledged by Turkish EFL teachers. The more interesting the classes are, the more attentive language learners become, so interest is a great contributor to motivation for language learning.

4.1.5. *Promote learner autonomy: Motivation and autonomy are highly related to each other*

in that in language environments where autonomy is supported, intrinsic motivation is increased (Deci & Ryan, 1985). The position of the scale indicates that Turkish EFL teachers are in favor of supporting autonomy instead of controlling everything in the classroom.

4.1.6. *Increase the learners' linguistic self-confidence: Confidence in one's abilities usually*

enhances motivation (Benabou & Tirole, 2002), so it is really important to help learners increase their linguistic self-confidence so that they become more motivated to learn more.

4.1.7. *Avoid any comparison of students to one another: Although it is not in a higher*

position, the scale is still in the first ten. The participants were teachers working with young adults at universities. Since their students are not young children, teachers may think that avoiding a comparison among students would be offensive.

4.1.8. *Develop a good relationship with the learners: There is no doubt that a good*

relationship between a teacher and students is an important factor that puts students in a learning effort to please the teacher. Even if the Turkish teachers of English do not rate this strategy as very important, the position of it in the first ten commandments shows that they consider a good rapport with students as one of the important factors to increase learners' motivation.

4.1.9. *Encourage the learners to decorate the classroom and make it cosy in any way they*

can: It is quite clear that encouraging learners to decorate the classroom is viewed as an important strategy to some extent. This is sure to help learners to feel comfortable and to personalize the language learning environment.

4.1.10. *Emphasize the usefulness of the language: Learners' beliefs affect language learning*

(Ellis, 1995), so it is crucial to remind students of the usefulness of the language. The macro-strategy was ranked as one of the ten most important strategies by Turkish EFL teachers. This may be because the students in Turkey often question the necessity of learning English and teachers often feel the need to persuade them to be able to generate motivation.

Apart from these, there were some strategies that were not rated as important. For instance, the item 'Find pen friends for your learners' was the least important strategy according to the results. This may be because with the distinctive improvements in the technology, people contact each other by means of technological tools. It is now very easy for learners to make friends with people from different parts of the world via their computers or even mobile phones. Thus, finding pen friends may not motivate young people nowadays. Similarly, the strategy 'Invite native speakers to some classes' had a low importance score. This may be attributed to the same reason because students can easily reach people from all over the world, so having a native speaker in their class as a guest may not be a very interesting or fun idea for them.

4.2. *Frequency*

Turkish EFL teachers reported that they used the strategies denoting teacher behavior most frequently. This may be related to the fact that teachers are the most prominent and central figures in the classrooms, and they receive attention from the students. Therefore, it may be the safest way to motivate learners. The strategies grouped under the 'task' scale, were also rated as frequently used. The frequency of their use can be explained by frequency of task use in language classes. During the courses, many tasks are used and the lessons mostly go around them. Without giving clear instructions or providing guidance

about how to do a task, it is almost impossible to attract students' attention and keep them alert. 'Emphasizing the usefulness of the language' was ranked third in the frequency rank order. That could be because most of the students studying at preparatory schools of universities do not even know they would learn English for one year. In other words, they do not deliberately prefer to study English, and they keep questioning and complaining about learning the language and the teachers need to persuade their students about the usefulness of learning English.

The mismatch between the perceived importance and actual use of the strategies revealed that some strategies were underutilized when compared to their perceived importance. When the first ten scales were compared (Table 6), it was seen that some scales like 'climate', 'teacher', 'autonomy' and 'usefulness' changed their position in the ranking. Moreover, 'interest', 'decoration' and 'comparison' scales lost their place in the first ten in the frequency ranking which means that they are neglected in the classroom practice.

When the individual items are considered, the items 'invite native speakers to some classes' and 'find pen friends for your learners' were the strategies with the highest relative frequency. This result was interesting because these two strategies were not reported to receive much importance from the teachers, but still they were overlooked in the classroom practice and their frequency scores could not even match their considerably low importance scores.

5. Implications

Although it is difficult to generalize the findings of the study due to the limited number of the participants, it is still possible to draw some pedagogical implications.

The set of ten strategies obtained based on the results of the importance questionnaire can serve Turkish EFL teachers as the ten commandments and they can be used by English instructors teaching at preparatory level at universities. Thus, teachers could be guided about how to implement a more motivationally conscious teaching approach.

The underutilized strategies were highlighted in the study. It may be worthwhile to pay more attention to the strategies which are valued but not sufficiently utilized in language classrooms.

6. Limitations of the study

The study is limited to 78 Turkish EFL teachers teaching at preparatory schools of different universities, making it difficult to generalize the conclusions. With a larger number of participants, the results would have been more generalizable.

The participating teachers were deliberately chosen from preparatory schools of universities. However, with a variety of educational settings and levels, the results would be different. Furthermore, the study was conducted in a Turkish EFL setting. Since every society or culture has its own construct, a similar study conducted in a different context may reveal different results.

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