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Promoting L2 Motivation via Motivational Teaching Practice: A Mixed-Methods Study in the Turkish EFL Context

Zeynep Erdil
University of South Florida, zeynep.erdil@hotmail.com

Promoting L2 Motivation via Motivational Teaching Practice: A Mixed-Methods Study in the

Turkish EFL Context

by

Zeynep Erdil-Moody

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Second Language Acquisition and Instructional Technology
College of Arts & Sciences – College of Education
University of South Florida

Major Professor: Amy S. Thompson, Ph.D.
Camilla Vásquez, Ph.D.
Nicole Tracy-Ventura, Ph.D.
Wei Zhu, Ph.D.

Date of Approval:
September 29, 2016

Keywords: L2 motivation, L2MSS, Ideal L2 Self, English as a foreign language

DEDICATION

To my family and husband, Patrick Moody…

Without their support, love, and faith in me,

this dissertation would not be possible…

ACKNOWLEDGEMENTS

their lovely family. I would like to take this opportunity to thank Dr. Deniz Şallı Çopur for her contributions, as she has always enlightened me with her ideas and feedback.

I also would like to thank my dear friends Erhan Aslan, Ahmet Çolak, Zeynep Koylu, Leslie Lust, and Hayriye Karliova for their great friendship, academic and emotional support, and most importantly for being there whenever I needed a shoulder. Moreover, I would like to thank Pervin Hayrullah, Furkan Doygun, Seval Karakuş, Aylin Dewan, Kağan Erçakır, Sema Bilgin, and Anastasia Kwaja, for all levels of support throughout the coursework and process of writing this dissertation. I feel very lucky to have such inspiring and supportive friends. I was lucky to be surrounded by such people throughout this process. I also wish to express my thankfulness to instructor and student participants in this study.

Finally, my special thanks go to both of my families, in Turkey and in Tampa. As an international student having an intercultural marriage, I am one of those who have two families in two different continents. I am very grateful for their never-ending support, love, and understanding. They all have displayed endless amounts of patience for my absence in several family occasions, and have always been ready to take care of things on my behalf during such times. When I lost my confidence that I would complete my degree, I borrowed theirs. My mom (Semiha), dad (Erdoğan), sister (Meliha), brother (Erkut), and especially my niece (Kardelen) have given me the strength and encouraged me to have faith in my skills during the last steps of the final drafts of my dissertation. I am thankful to my family for their wholehearted support and encouragement in every step of my life. Next, I would like to express my appreciation to my Moody family in Tampa who have been extremely supportive and patient with me even though I've chained myself to my study desk and stayed buried behind a huge pile of books since they met me.

Finally, I would like to express my deepest gratitude to my husband, Patrick Moody, who has never grown tired of listening to my endless discussions of Dörnyei and his theories, providing encouragement and emotional support since we met. Patrick, I would not have been able to complete this dissertation without your support. Thank YOU!

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ABSTRACT

The shift toward bilingualism and multilingualism in historically monolingual societies resulting from globalization has positioned second/foreign language (L2) learning research as a significant field. Extensive research in L2 motivation over decades has demonstrated motivation to be a significant determiner of L2 learning achievement and has yielded many sound L2 motivation theories and frameworks. The latest L2 motivation framework is the L2 Motivational Self System (L2MSS) offered by Dörnyei (2005, 2009). Numerous studies have been conducted to validate this theory in different English as a foreign language (EFL) contexts (e.g., in China, Iran and Japan: (Taguchi, Magid & Papi, 2009); in Hungary: (Csizér & Kormos, 2009); in Saudi Arabia: (Al-Shehri, 2009); and in Turkey: (Thompson & Erdil-Moody, 2014). Studies have found the theory sufficiently elaborate to explain the multifaceted L2 motivation in its dynamic nature. This study utilized the theoretical framework of L2MSS to examine L2 learners' motivation.

Due to the importance of motivation in L2 learning and achievement, research focusing on EFL instructors' use of motivation-enhancing strategies has gained significance. To fill a longstanding gap in L2 research for a unified and systematic motivational strategies framework for teachers, Dörnyei (2001) offered the Motivational Teaching Practice in the L2 Classrooms Model (MTP) – which offers various strategies that L2 teachers can use to enhance student motivation. The current study used this MTP theoretical framework to investigate L2 teachers'

motivational teaching practice. However, how the L2MSS could be integrated into the motivational teaching practice has not been adequately studied and requires further examination. Moreover, most language teacher education programs lack motivational teaching practice training for pre-service L2 teachers. Consequently, the present study aims to fill the gap in L2 research by examining a) how to promote EFL instructors' motivational teaching practice through a training program on motivation-enhancing strategies within the L2MSS framework; b) how L2 teachers' consistent and systematic use of motivation-enhancing strategies within this framework impact students' motivated learning behaviors.

Another way this study contributes to L2 research is by offering both quantitative and qualitative empirical data in an understudied EFL context, Turkey, concerning the relationship between motivational teaching practice and learner motivation. The study employed a mixed-methods experimental design. The researcher collected data from February 2015 to June 2015, coordinating and delivering the teacher workshops, and analyzing and interpreting the data. The data involve various sources: self-report questionnaires from L2 teachers and students, classroom observations of teachers' motivational teaching practice and students' motivated learning behaviors, semi-structured interviews with teachers and students, teachers' strategy logs and reflective journals.

Quantitative and qualitative data analysis procedures were employed to analyze the data. The self-report questionnaire data were analyzed via exploratory factor analyses, Cronbach's alpha, descriptive statistics, independent and paired samples t-tests; the classroom observation data were analyzed using repeated measures ANOVA; strategy logs were analyzed using descriptive statistics; and the qualitative data via classroom observations, reflective journals and interviews were analyzed via content analysis. The researcher coded, categorized, themed, and

analyzed the data separately. This study intends to a) contribute to the L2 motivation research, b) offer pedagogical recommendations for motivational teaching practice to promote learner motivation within the L2MSS framework, c) contribute to the pre-service L2 teacher training to promote motivational teaching practice.

The results showed that instructors' and students' perceptions of instructors' use of motivational strategies demonstrated both differences and similarities, indicating that both groups have varying perceptions in regards to instructors' motivational teaching practice. An overall analysis of the MTP across 25 different EAP classes showed an average use of motivational strategies excluding any of the recently suggested strategies that enhance the L2 self guides (the ideal L2 self and the ought-to L2 self) of learners grounded in the L2MSS theory.

The classroom observation and L2 motivation data that were collected in both experimental and control groups before and after the treatment showed that instructors who received motivational teaching workshop started using more varieties of strategies more often and in a more consistent way compared to the control group instructors who did not receive any treatment. Similarly, experimental group students in the classes where instructors used more consistent and varied motivational strategies demonstrated more motivated classroom behaviors compared to the control group students. Experimental group instructors' reflective journals and strategy logs also indicated an increased awareness of MTP and more conscious effort in trying to vary their motivational strategy use and develop their own consistent MTP.

The interviews with the experimental group instructors showed that instructors were more confident in their MTP, more conscious in their choice of motivation-enhancing strategies and lesson and material design that address learners' ideal L2 selves. They all expressed that participating in the study including but not limited to taking the MTP workshop, implementing

those strategies in their classes, continuous feedback and discussion sessions with the other experimental group instructors and the researcher, writing the reflecting journals and the strategy logs were altogether helped them to a great deal creating a "transformational experience like a wake-up call" in their teaching.

Interviews with the students revealed that experimental group students were happier in their EAP class this semester compared to their previous pre-requisite EAP class because they were kept more motivated, engaged and active throughout the semester. They found their instructors as the most motivating factor on their motivation and achievement this semester.

CHAPTER ONE:

INTRODUCTION

Learning English as a foreign or second language (L2) has evidently become very important in non-English speaking countries as a result of English gaining international prominence. Therefore, L2 learning achievement has been the focus of research aiming to examine factors that facilitate L2 learning process and promote achievement. L2 motivation has been found to be the most significant factor influencing success in L2 learning, thereby leading L2 research to investigate how to promote L2 motivation (Dörnyei, 2005; 2009; Gass & Selinker, 2008). As more classroom-oriented research has been conducted to examine what enhances learner motivation not only to start learning an L2 but also to maintain that motivation to pursue learning, teacher motivation and attitudes have been found the most influential factor on learners' L2 motivation (Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012; Kubanyiova, 2006; Moskosky, Alrabai, Paolini & Ratcheva, 2013). Extensive research in L2 motivation, thus, generated two significant premises relevant to L2 teachers: L2 teacher motivation/attitudes in class which shape the classroom environment and their use of motivation-enhancing strategies.

Despite the prevailing amount of L2 motivation research in various English as a foreign language (EFL) contexts, lack of motivation still remains as one of the biggest challenges in EFL classrooms. One country where EFL education has increasing importance in educational institutions ranging from K-12 to college is Turkey and it is relatively an understudied EFL

context. English has widely been considered as the key to a better and high-paying job and better education in Turkey (e.g., Engin, 2009). Schools started teaching English as early as kindergarten and the number of English medium schools and universities has been increasing rapidly. However, despite the growing significance of English, lack of students' L2 motivation still is a challenge that EFL teachers face everyday. Hence, more empirical studies are needed in this and other various EFL contexts to better understand how to increase EFL teachers' facilitating impact on their students' L2 motivation because teachers have been found to be the most influential factor on student motivation (e.g., Guilloteaux & Dörnyei, 2008).

L2 motivation has been studied within Dörnyei's L2 Motivational Self System Theory (L2MSS) (2005; 2009a) for a decade now but the relationship between EFL teachers' motivational strategy use grounded in this theory and learner motivation is understudied (Dörnyei & Hadfield, 2014). This study, therefore, examined the impacts of Turkish EFL teachers' consistent use of motivation-enhancing strategies on students' motivation within Dörnyei's L2MSS (2005; 2009a). This study also investigated how an intensive L2 teacher training workshop on motivation-enhancing strategies influences consistent use of motivational strategies in class, what Dörnyei (2001) calls "motivational teaching practice." With an attempt to bridge these two separate motivation theories, two theoretical frameworks guided this study: Dörnyei's (2001) Motivational Teaching Practice in L2 Classrooms model, which focuses on L2 teachers' use of motivational strategies, and the L2MSS (2005; 2009a), which examines learner motivation. This mixed-methods study data from college-level EFL learners and their English instructors in Turkey via questionnaires, classroom observations, strategy logs, reflective journals, and in-depth semi-structured interviews.

Statement of the Problem

"Motivation is one of the main determinants of second/foreign language (L2) learning achievement" (Dörnyei, 1994, p. 273). Therefore, for the last few decades, L2 motivation research has gained increasing significance within L2 studies (Dörnyei, 2005; Gass & Selinker, 2008). It reached a wealth of theoretical content and empirical studies during the 1990s, leading to an exceptional boom in the field with the shift toward more cognitive approaches, and then the process-oriented approaches both with a focus on classroom motivation (Csizér & Dörnyei, 2005a, 2005b; Dörnyei, 2001a, 2001b, 2005; Noels, 2003; Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011). Motivation has long been considered to have a strong influence on L2 learning achievement rooted in different theories and models. The theoretical underpinnings of L2 motivation research were heavily influenced by first socio-psychological perspectives (Gardner & Lambert, 1972; Gardner, 1985), and then cognitive situated approaches (Crookes & Schmidt, 1991; Deci & Ryan, 1985), and since the last decade have been influenced by the process-oriented (Dörnyei, 2005; Dörnyei & Ushioda, 2009), dynamic systems theory (e.g., de Bot, Lowie, & Verspoor, 2007; Ellis, 2007) or socio-dynamic perspectives (Dörnyei & Ushioda, 2011), which emphasizes the situated complexity of L2 motivational processes. In an attempt to represent the intricacy of L2 learning motivation from a broader and global perspective that could be applicable in various language contexts, Dörnyei (2005, 2009) reconceptualized L2 motivation in his framework: the L2 Motivational Self System (L2MSS), which provides more explanatory power with regard to the process of L2 learning motivation within a global understanding and self-framework.

Considerable amount of research in L2 motivation for the last two decades has generated two important premises that bridge research to the actual L2 classroom settings. First, the

classroom environment substantially influences students' motivational beliefs and their motivational state affects their learning outcomes (Pintrich, Marx, & Boyle, 1993). Second, by utilizing a variety of proactive motivational strategies, teachers can create motivating learning environments (Dörnyei, 2001; Guilloteaux & Dörnyei, 2008; Williams & Burden, 1997). In order to offer pedagogical implications of L2 motivation research, Dörnyei (2001) suggested a framework for L2 instructors' motivational strategy use in class: Motivational Teaching Practice in L2 Classrooms model. There is yet much to know about pedagogical implications of L2 motivation research in various EFL contexts within these two L2 motivation theories.

L2 research indicates that motivating students is one of the most important challenges L2 teachers face (e.g., Dörnyei & Ushioda, 2011). For this reason, there has been increasing research on classroom motivation, motivational techniques and strategies (Dörnyei & Csizér, 1998; Dörnyei, 2001a; Dörnyei & Kubanyiova, 2014; Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008). However, with the changing focus in L2 motivation research toward first the L2MSS (Dörnyei, 2005; 2009) within the self-framework and then the socio-dynamic perspectives (Dörnyei & Ushioda, 2011), there is yet much to know about the relationship between teachers' motivational teaching practices and L2 learners' motivated learning behaviors in various EFL contexts. As Dörnyei (2001) highlights, the effectiveness and/or appropriateness of motivational strategies used by L2 teachers in class might differ in various L2 contexts including but not limited to socio-cultural or religious reasons. Hence, more empirical data in various L2 contexts is needed in order to offer more solid pedagogical recommendations for practice. Consequently, the issue of how to enhance student motivation still remains a prevailing matter for even experienced practitioners.

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Given the complexity of motivation, it was essential to set a clear understanding of *motivation* for the purpose of this study. Research shows that motivation – derived from the Latin verb *movere* which means 'to move' – has been one of the most investigated concepts in psychology (Dörnyei & Ushioda, 2011). Motivation psychologists have long been concerned about how to better understand why individuals behave or think the way they do, what moves a person towards specific choices and actions, and what entices them to put effort and persistence into these actions. This concern is also of great importance to L2 researchers as they endeavor to understand the reasons for success or failure in language learning so that they can offer pedagogical recommendations to provide the optimal learning environment and enhance students' motivation. Research in Second Language Acquisition (SLA) demonstrates 'L2 learning motivation' as one of the main determinants of L2 learning achievement, indicating that highly motivated individuals attain higher language competence in a shorter amount of time when compared to those who are not motivated to learn another language (Dörnyei, 2005; Dörnyei & Ushioda, 2009; Gass & Selinker, 2008). Ellis (2008) notes, "no single individual difference factor in language learning has received as much attention as MOTIVATION" (all in capital in the original) (p. 677).

The significance of motivation in L2 research does not only derive from the complexity and multidimensional nature of L2 learning motivation but also from the rather intricate and multifaceted nature of L2 acquisition process. As Williams (1994) notes, "the learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore, has a significant impact on the social nature of the learner" (p. 77). Similarly, Brown (1989) highlights that learning a foreign language also

involves learning the culture of the L2-speaking communities to some degree, regardless of the fact that the learner might not have or will not set foot in the native L2-speaking country because "language and culture are bound up with each other and interrelated" (p. 65). This inextricable bond between culture and language, the multidimensional L2 learning process with socio-cultural, socio-political, socio-economic and individual factors influencing this process makes L2 acquisition more challenging and different than learning any other subject. Thus, having sufficient motivation to learn an L2 gains more importance for L2 learning achievement since being motivated to learn a target language leads to effort and persistence in the L2 acquisition process. Dörnyei (2001a) states, "during the lengthy and tedious process of mastering a foreign/second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure" (p. 5). Research shows that L2 learners with sufficient motivation put all the required effort and demonstrate enthusiasm to succeed in their language learning process regardless of their language aptitude or other cognitive or linguistic abilities (e.g., Dörnyei, 2005; 2009). More precisely, motivated learners display persistence, desire to achieve L2-related goals/desires, and demonstrates positive attitudes, self-confidence and effort toward language learning. Hence, cultivating motivation is fundamental for L2 learning achievement, and, therefore, fundamental for L2 teachers and researchers to thoroughly understand and investigate.

A plethora of research, thus, has been conducted on L2 learning motivation and classroom practices to increase student motivation over the decades that has yielded many motivation theories and models. Yet, there was a need for a systematic and unified model to represent motivational teaching practice with specific motivation-enhancing strategies from a broader perspective. As a result of extensive research on L2 research, Dörnyei (2001a) offers a

thorough theory-driven understanding of motivation and a practical framework: Motivational Teaching Practice in The L2 Classroom, which is discussed in detail later in this chapter. To better understand how to enhance student motivation, one needs to thoroughly know what is really meant by *motivating someone*.

What Does 'Motivating Someone' Mean?

Dörnyei (2001a) notes that one way of motivating someone is directly persuading one to do an action or believe/think in a specific way. Another way to motivate someone is to indirectly influence the person by creating the appropriate conditions that would lead the person to act on a specific course of action. Regardless of the purpose or method of motivating someone, it is always a long process. "There are no magical motivational buttons that can be pushed to 'make' people want to learn, work hard, and act in a responsible manner" (Ford, 1992, p. 202). In classroom settings, particularly, motivating students involve an array of nuances rather than one-time dramatic triggers, eventually culminating a long-term influence on students' motivated attitudes (Dörnyei, 2001a). Research shows that the actual problem with motivation is the fact that educators naïvely seek that one single pedagogy that they can utilize to make students both excel in L2 classes and become responsible learners (Dörnyei & Ushioda, 2011). However, motivating students has never been that simple; realistically, it is a complex, longitudinal and multifaceted process.

Teacher Motivation

There is scarcity of research on the relationship between teacher and student motivation, but the recently growing body of L2 teacher motivation research indicates a direct impact of teacher motivation and behaviors on students' language learning motivation and achievement (Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011; Kubanyiova, 2006). Research also notes various aspects of teacher characteristics as important motivating factors. Language teachers' high expectations from their students, display of their enthusiasm and satisfaction for both the subject matter and teaching, interactive relationship with their students, and their motivation to teach the subject matter and teaching in general are the major aspects of language teachers that have been demonstrated as factors in promoting learner motivation (Çelik, 2004; Dörnyei & Ushioda, 2011; Guilloteaux & Dörnyei, 2008; Magid & Chan, 2012; Smart, 2009). Teachers' enthusiasm for the subject matter they teach and teaching in general can become "infectious, that is, instills in students a similar willingness to pursue knowledge" (Dörnyei & Ushioda, 2011, p. 188). Teachers' high expectations prompt high student performance and teachers can foster the continuity of learners' good performance by providing extra learning opportunities, increased challenges, positive rapport, detailed, engaging, and constructive feedback to students (Dörnyei & Ushioda, 2011). Studies indicate that not only teachers' motivation but also their use of motivational strategies significantly influence their students' motivational disposition and L2 learning achievement (Dörnyei, 2001a; Dörnyei, 2005; Dörnyei & Csizér, 1998; Moskovsky, Alrabai, Paolini, & Ratcheva, 2013; Papi & Abdollahzadeh, 2012).

Motivational Strategies

Motivational strategies are techniques that promote individual's goal-related behaviors. In essence, "motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" on human behavior are called *motivational strategies* (Dörnyei, 2001a, p. 28). L2 teachers' reasonable expectations from their students and motivated teaching behaviors positively impact student performance. Research shows that learners consider teacher behaviors as the most important motivational tool (Champbers, 1999; Dörnyei &Ushioda, 2011). Given this fundamental impact of teacher behavior on L2 motivation, L2 teachers' consistent and systematic use of motivational strategies and their own motivated behaviors increase L2 motivation promoting long-term development of L2 learners. Therefore, "motivational training might be a very good investment in the longer run, and it may also make [teachers'] life in the classroom so much more pleasant" (Dörnyei, 2001a).

Even though L2 motivation within the L2MSS framework has been of interest to researchers and educators, L2 teachers' motivational teaching practice and their motivational strategy training within this framework has been underexamined. To be able to fill this gap in the literature, the overarching goal of this study was to establish a more elaborate understanding of L2 motivation and teachers' impact on learner motivation via their consistent and systematic motivational strategy use in L2 classes.

Theoretical Framework

L2 Motivational Self System

The latest approach to L2 motivation is Dörnyei's (2005, 2009) L2 Motivational Self System (L2MSS). This multicomponent theory draws upon both previous research in L2 field and psychological theories of the self. More specifically, Dörnyei (2005, 2009) integrates a synthesis of three significant self-theories into the L2 motivation theory within the L2MSS framework: Possible Selves theory (Markus & Nurius, 1986) Self-Discrepancy Theory (Higgins, 1987), and Self-Determination Theory (Deci & Ryan, 1985), which are all discussed in Chapter 2 in details. L2MSS has been validated by various studies in different EFL contexts, which positions the theory as an internationally acknowledged valid approach to L2 motivation (Al-Shehri, 2009; Csizér & Kormos, 2009; Ryan, 2009; Taguchi, Magid, & Papi, 2009; Thompson & Erdil-Moody, 2014).

Drawing on the possible selves that one can have, Dörnyei (2005; 2009) offers three components in his new theoretical framework that have substantial impact on L2 learning motivation: The *ideal L2 self, ought-to L2 self and L2 learning experience*. The ideal L2 self represents all the L2-related features that a person would like to have such as their wishes, desires and hopes. Hence, a learner who has an ideal L2 self-image in mind with a high L2 proficiency as a member of the L2 community will have a strong incentive to become the ideal L2 self. The other self component of the new theory is the ought-to L2 self that has a social dimension with extrinsic instrumental motives that may not be completely internalized. This self represents the characteristics that one believes one ought to possess, such as various responsibilities, duties, obligations, or professional status based on society's expectations.

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According to Higgins (1987) and his self-discrepancy theory, individuals are motivated to attain the attributes that their self-guides represent so that they can reduce the discrepancy between their actual selves (who they are now) and the self they relate to themselves. Likewise, Dörnyei (2005; 2009) suggests that learners with high L2 learning motivation are the ones who are dedicated and eager to minimize the discrepancy between their actual selves and ideal or ought-to selves. Research indicates that the ideal L2 self is a stronger motivating factor compared to ought-to L2 self (Csizér & Dörnyei, 2005b; Kormos & Csizér, 2008) due to the internal energy source that fosters its sustainability.

The L2 learning experience constitutes the third component of the L2MSS. The L2 learning experience is relevant to learners' attitudes toward the L2 learning environment and their overall L2 learning experience including any constituents that might have an impact on this process. The L2 learning experience represents the situation-specific motives that involve the past L2 learning experiences as well as the immediate language learning environment, such as the L2 teacher, teacher's motivation, curriculum, feedback, teaching materials, or peer group (Dörnyei, 2009). Studies reveal that L2 learning experience has a strong impact on L2 learning motivation (e.g., Kormos & Csizér, 2008; Taguchi et al., 2009). Because research indicates that L2 teaching practices and teachers' motivation have significant influences on students' motivational disposition and learning achievement, teacher motivation and their teaching practices, especially, the use of motivational strategies have been investigated; yet, researchers call for future research to validate all three components as determining factors on L2 motivation in different EFL contexts worldwide (Dörnyei, 2005; 2009). In response to this call, this study aims to examine the L2 learning motivation within the L2MSS framework in the Turkish EFL

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context with regard to the impact of EFL instructors' motivational strategy use on learners' motivated classroom behaviors.

Motivational Teaching Practice in the L2 Classroom Framework

Motivation has a great impact on students' attitudes toward the learning process. Highly motivated learners display positive disposition toward a variety of classroom practices, especially challenging tasks in the L2 classrooms (Schmidt & Watanabe, 2001). Thus, it is important to consider educational implications that recent L2 motivation research offers to enhance the effectiveness of instructed SLA. In an attempt to link recent L2 motivation research to language teaching, Dörnyei (2005) offers three areas where current findings can help promote L2 teaching effectiveness: a) systematic development of motivational strategies, b) implications of self-motivating strategies, c) teacher motivation. While motivational strategy use in language classrooms has recently drawn attention from L2 motivation researchers emphasizing the importance of teacher practices to improve learners' motivation, it is still an area that needs further research because the effectiveness of motivational strategies may show variation in different EFL contexts (Bernaus & Gardner, 2008; Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012).

As a result of the developments within the SLA research and educational psychology, there are a wealth of strategies and materials language teachers could implement to foster their motivational teaching practice and provide a motivating L2 learning environment for their students (Dörnyei, 2005). Empirical surveys aiming at understanding which motivational strategies are perceived as important and how frequently they are used by L2 teachers demonstrate some universally endorsed strategies including 'displaying motivating teacher

behaviour', 'promoting learners' self-confidence', 'creating a pleasant classroom climate' and 'presenting tasks properly' (Cheng *&* Dörnyei, 2007; Dörnyei & Csizér, 1998).

Dörnyei (2001) defines motivational strategies as "motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" on L2 learners' "goal-related behavior" (p. 28). Emphasizing that what matters is not how many different strategies L2 teachers use in their teaching, but the quality of the strategies used, Dörnyei (2001a) offers a practical framework: *Motivational Teaching Practice in the L2 Classroom.* In his framework, Dörnyei (2001a) suggests four main components of the teaching practice that creates an efficient motivating learning environment in the L2 classroom: 1) creating basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation, 4) encouraging positive retrospective self-evaluation.

Dörnyei (2001a) notes that these motivational strategies are not "rock-solid golden rules" and that they may show variation in their effectiveness or appropriateness in different L2 classes in different EFL contexts (p. 30). Furthermore, motivational strategies aiming to strengthen the ideal L2 self image of learners within the L2MSS theory need more empirical validation because it is a relatively recent interest of research. The effectiveness and type of strategies and activities to achieve clear visualization of L2-related ideal L2 selves might differ in different EFL contexts based on the cultural background of the EFL learners. Hence, further empirical data in various EFL contexts are needed to support the pedagogical validity of the motivational strategies within the L2MSS framework. The very recent emergence of adapted motivational strategies focusing on ideal L2 self vision building within the L2MSS framework necessitates pedagogical implications regarding exploration of ways that these motivational strategies can be taught to L2 teachers – and even adaptations to L2 teacher education programs. Thus, further research needs

to be conducted in different EFL contexts to examine the impact of systematic motivational strategy training on EFL teachers' motivational teaching practices and how they can enhance their learners' L2 motivation, which was what inspired the current study.

Gaps in the Literature and Rationale for the Study

Even though the significance of L2 teachers' impact on learner motivation and achievement has been established, the L2 motivation research is not yet fully engaged and focused enough to provide insights on specific motivating teacher behaviors in different EFL contexts. Dörnyei (2005; 2011) calls for further research to fill this gap in L2 motivation research by going beyond general learning outcomes but focusing on more observable language classroom behaviors instead. More empirical evidence is needed to validate the impact of L2 teachers' motivational teaching practice on learners' motivation – more specifically, motivated classroom behaviors (Guilloteaux & Dörnyei, 2008). Thus, one of the gaps in L2 research that this study aims to fill was to investigate how L2 teachers' motivational teaching practice influences learners' specific learning behavior: learners' motivated classroom behavior.

Language learning is both individual learning and learning through interaction in the social context so language learning motivation research also involves interactions in the learning environment (Dörnyei, MacIntyre, & Henry, 2014). During the language learning process, the individual behavior is affected by the social context as the learning environment influences the learner which in return is effected by the individual (Al-Hoorie, 2015). Within the realm of causal effect between the individual L2 learner and the learning environment for the purpose of the current study, the relationship between the motivated behaviors of L2 teachers and learners gained importance. Recent research shows that there is an intertwined relationship between L2

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teacher motivation and their use of motivational strategies and learner motivation (Dörnyei, 2001; Dörnyei & Ushioda, 2011; Dörnyei & Kubanyiova, 2014). Yet, how L2 teachers' motivational teaching impacts learners' language learning process and behaviors need more investigation (Dörnyei, 2005; Dörnyei & Kubanyiova, 2014). More research is needed to better understand how motivation is transformed into action and how the interplay of contextual and motivational factors affect the dynamic and socially co-constructed language teacher practices (Kubanyiova, 2009). This applies to the second gap in L2 research that this study aims to fill by offering in-depth qualitative analysis of L2 teachers' and learners' intake from motivational strategy training.

Given the wide range of motivational strategies that the L2 motivation research addresses, it is too overwhelming to expect L2 teachers to try to use all the motivational strategies that research recommends. Dörnyei and Kubanyiova (2014) offer building vision in L2 classes by strengthening students' L2-related ideal image of themselves as proficient L2 speakers, however, there is scarcity of empirical data to validate the effectiveness of these strategies. Integration of L2MSS theory into the motivational teaching practice of EFL instructors, especially at the college level is relatively a new research interest; hence, more empirical studies are needed to examine practical implementation of motivational strategies grounded in this theory with a focus on vision building in L2 classes to enhance learner motivation in different foreign language contexts. This constitutes another gap this study aims to fill by quantitatively and qualitatively analyzing teachers' motivational strategies guided by the L2 related self guides of L2MSS theory and their impact on motivated learner behaviors of college level EFL learners in Turkey – a typical EFL context with increasing importance attached to English as a foreign language education across all age groups.

Until recently most research has been based on questionnaire data in motivational studies while the multidimensional and dynamic nature of motivation entails more than a single measurement. A specific motivation measure on its own is likely to represent only one dimension of a rather complex construct. Therefore, there has been some research employing a combination of observation data and questionnaires or interviews and questionnaires. Yet, there is still a need in the literature for empirical research using different research methods that involves varied measurements and especially objective observational data as well as data triangulation (Guilloteaux & Dörnyei, 2008). This study, therefore, also aims to fill this gap in the literature by not only presenting an investigation of the impact of motivational teaching practice on L2 motivation within the L2MSS theory but also via both quantitative data (survey and observational data) and qualitative (qualitative observational data, interview data with both students and teachers and reflective teaching journals) using mixed-methods design. Mixed-methods studies in the L2 motivation research are relatively novel and rare and with this attempt, the study aims to enrich the L2 motivation research focusing on motivational strategy practices.

Ultimately, this study aims to contribute to L2 teacher education by offering pedagogical recommendations for training pre-service L2 teachers on motivational teaching practice including specific strategies to enhance ideal L2 self vision in L2 classroom within the latest L2 motivation theory. Having a multifaceted purpose, the study aims to make an impact on both theory and practice in the fields of L2 motivation and L2 teacher education.

While motivation is a key component of successful learning, the L2 teacher education/training programs have not given sufficient attention until recently to how to promote learner motivation or motivational strategies (Dörnyei, 2001a). Likewise, Hadfield and Dörnyei (2014) emphasize this need by highlighting the fact that motivational strategies have rarely been

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incorporated into language teaching course designs. A thorough online search on curriculum and course descriptions of L2 teacher education/training (e.g., TESOL/EFL/TFL) programs demonstrates that motivation is either briefly covered in teaching methods courses or not discussed at all[1]. A specific course on L2 motivation and motivational teaching practice has not been found in any of these programs' curriculum. Considering the substantial impact of motivation on L2 learning achievement, it is important to elaborately incorporate research on L2 motivation and implementations of pedagogical practices into these curricula to better equip L2 teachers with effective and practical motivational teaching practice.

Purpose of the Study

The significant impact of motivation in the long and tiresome L2 learning process highlights the issue of both how to enhance learner motivation and whose responsibility it is to increase learner motivation. Research demonstrates L2 teachers, both their motivational status, and motivational teaching practice, as the most influential factors on learner motivation and its sustainability (e.g., Dörnyei, 2001a; Dörnyei & Ushioda, 2011). Emphasizing that what matters is not how many different motivation-enhancing strategies L2 teachers use in their teaching, but the quality of the strategies used, Dörnyei (2001a) suggests four main categories that are needed to create an efficient motivating learning environment: 1) creating basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation, and 4) encouraging positive retrospective self-evaluation. However, very little is known yet regarding either how

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[1] An online search has been conducted on the curriculum and course description of L2 teacher education/training (e.g., TESOL/EFL/TFL) programs in 20 state and private universities in different states and teaching organizations in the US and one state and one private universities in Turkey, an EFL context.

EFL instructors could be trained what strategies to use for each of these four categories or whether a treatment on this type of motivational teaching would enable teachers to use them effectively and consistently in their teaching. Further research, therefore, needs to be conducted in different EFL contexts to examine the impact of systematic motivational strategy training on EFL teachers' motivational teaching practices and how they can enhance their learners' L2 learning motivation, which is what inspired the current study.

The overarching purpose of this study was to fill the gap in the literature by further examining a) the effects of EFL instructors' consistent and systematic use of motivational strategies on college EFL learners' motivation within the L2MSS (Dörnyei, 2005; 2009a) framework in an underexamined EFL context –Turkey; b) how motivational teaching practice impacts the actual motivated learning behaviors of the students in the classroom; c) the teachability of motivational strategies in general and ways to train EFL teachers to use more varieties of motivational strategies more frequently and systematically. Dörnyei's (2001) Motivational Strategies Framework guided the preparation of the strategy-training program and its pedagogical implementations.

Research Questions

Guided by these two motivation-related theoretical frameworks, the research questions that were examined are as follows:

1. What is the overall reported motivational strategy use of Turkish EFL instructors?

2. Are there significant differences between Turkish EFL instructors' and their students' perceptions of instructors' use of motivational strategies?

3. Does the L2 motivation of Turkish EFL students increase when taught by instructors

using motivation-enhancing strategies over the course of a semester?

4. Are there significant differences between EFL instructors' motivational strategy use before and after an intensive workshop on motivational teaching practice?

    4.a. Do EFL instructors start using more strategies after the treatment?

    4.b. Do EFL instructors start using a greater variety of strategies after the treatment?

5. How do EFL instructors develop in their understanding of motivational teaching practice through a workshop on motivation-enhancing strategies?

    5.a. How did the workshop influence instructors as L2 teachers?

    5.b. Which motivational strategies do Turkish EFL instructors believe are effective in motivating students?

    5.c. How can the treatment workshop on motivational strategy use be enhanced to strengthen EFL instructors' motivational teaching practice?

6. How has instructors' motivational strategy use influenced EFL learners' L2 motivation?

Significance of the Study

There are three contributions of this study to the L2 motivation research. First, this study provides empirical data in an understudied EFL context, Turkey, on a significant and relatively under-examined topic: the impact of EFL instructors' consistent use of motivational strategies on students' motivated classroom behaviors within the L2MSS (Dörnyei, 2005; 2009a). Second, unlike most L2 motivation studies which are mainly based on survey data, the current study employed a mixed-methods study approach using data triangulation from multiple sources via different instruments over the course of an academic semester. Third, the study explored

potential pedagogical implementations of Dörnyei's L2MSS (2005; 2009a), especially to strengthen the ideal L2 self of learners, in designing motivation-enhancing strategy use training for L2 instructors within the Motivational Teaching Practice in L2 Classrooms model, (Dörnyei, 2001). Strategies such as "enhancing students' visualization of their ideal L2 selves" or "promoting positive attitudes for L2, L2 learning and L2 culture" were discussed during the workshop training with the teachers and they were also incorporated into the classroom observation scheme and the strategy logs for the first time in an experimental study in L2 research. With this integration of pedagogical implementation of L2MSS into EFL instructors' motivational teaching practice, this study aims to expand the L2 motivation theory and contribute to motivational teaching practice of L2 teachers.

Another contribution of the study is to the L2 teacher education programs. The curriculum of the L2 teacher education programs does not adequately address motivational teaching practice and they lack training for this. The current study aims to fill this gap with the training workshop component for the in-service teachers participating in the study and offers pedagogical recommendations based on this training.

CHAPTER TWO:

REVIEW OF LITERATURE

In this chapter, literature concerning foreign/second language (L2) motivation is first

reviewed and then the L2 theories that have contributed to deeper and more elaborate

understanding of the L2 motivation are discussed. After reviewing the most influential L2

motivation theories/models, the section continues reviewing the existing literature on the latest

L2 motivation framework: L2 Motivational Self System (L2MSS) (Dörnyei, 2005; 2009)

focusing on the development of the framework, as well as the studies that this framework has

guided. Then research on teacher motivation, their use of motivational strategies and how they

impact learners' motivation within the L2MSS framework is presented. Additionally, the

researcher presents her synthesis of the intertwined relationship between learners' L2 motivation

and teachers' systematic and consistent motivational strategy use. The chapter ends with a

discussion of both the significance of this study and the ways in which this study fills the gap

identified in the existing literature concerning L2 motivation.

Review of Related L2 Motivation Research

"In a general sense, motivation can be defined as the dynamically changing cumulative

arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the

cognitive and motor processes whereby initial wishes and desires are selected, prioritized,

operationalized and (successfully or unsuccessfully) acted out" (Dörnyei & Otto, 1998, p. 64).

As stated in the previous chapter, defining motivation is not easy due to its multifaceted nature and the broad definition of motivation above was generated following abundance of theory and research over decades, extensive debate and disagreement among researchers, and a plethora of theoretical models with varying approaches to motivation.

Second/foreign language (L2) motivation is deemed as one of the major factors of L2 achievement in the SLA field. Its complex and multidimensional nature has positioned L2 motivation among the most extensively investigated areas of SLA for more than five decades (Ellis, 2008). Gardner and Lambert's (1972) claim that motivational factors can override the aptitude effect, especially when the specific settings require mastery of L2, highlights the significance of L2 motivation. Motivation, indeed, is the fundamental impetus to instigate L2 learning and is the driving force that inspires L2 learners to undertake the demanding learning process (Dörnyei, 1998; Guilloteaux & Dörnyei, 2008). Even with the benefits of well-designed curricula and teachers possessing solid pedagogical qualifications, learners, including those with discernible learning abilities, would not be likely to accomplish their long-term L2 learning goals in the absence of sufficient motivation (Dörnyei, 1998; 2005).

Due to the multifaceted nature of language itself, L2 learning has a very unique nature because it is a long and arduous learning process that incorporates environmental, educational, social, cognitive, and personality-related factors that are normally subjects of various disciplines. L2 learning involves the development of L2 identity which requires incorporating features of L2 culture (Dörnyei, 1998). As of the late 1990s, L2 motivation was studied by social, educational, and motivational psychologists who were not directly linked to L2 learning and teaching theories (Dörnyei, 1994). Hence, on the one hand, representing L2 motivation in its total complexity has been a challenge for L2 researchers and so has caused controversial ideas in L2 motivation

literature with all the diverse approaches that emphasize different aspects of this multifaceted

phenomenon (Dörnyei, 2005). On the other hand, "these diverse approaches enrich our

understanding – both from a theoretical and a practical point of view-provided they are properly

integrated" (Dörnyei, 1998, p. 117), which is explained in the following section.

History of L2 Motivation Research

The history of L2 motivation has been marked by three influential developmental

periods: the *Social Psychological Period* between the 1950s and the 1990s, the *Cognitive-*

Situated Period that was initiated in the 1990s, and the *Process-Oriented Period* since the 2000s

– the thriving phase of L2 motivation which has been widely investigated during which the

L2MSS was coined (Dörnyei, 2005). Table 1 below presents an overview of these three periods.

Table 1. Three Developmental Periods of L2 Motivation

The social psychological period (1950s-1990)	The cognitive-situated period (1990s)	The process-oriented period (2000 to present)
Gardner and Lambert's (1972)	Crookes & Schmidt (1991)	Dörnyei, Ushioda (2009)
Gardner (1985)	Skehan (1991) Dörnyei (1994)	Progressive nature of L2
AMTB – Attitude/Motivation	Educational psychology	motivation
Test Battery	Education-focused	Dynamically changing
Correlational studies	Classroom-specific motivation	Qualitative studies
Grounded in social milieu	Motivated Strategies for Learning	WTC
central mental 'engine'	Questionnaire (MSLQ)	Self-regulation
Integrative and instrumental	Broader understanding	Self-motivating
motives	Source of motivation:	Affective
	Knowledge, friendship, travel and	Eclectic model
	sociocultural orientations	
	Intrinsic and extrinsic motivation	
	Attribution theory	
	Task-motivation and value	
	Self-determination theory	
	Demotivation	
	Deci & Ryan (1985)	

The Social Psychological Period

Canadian social psychologists Robert Gardner, Wallace Lambert, and their associates were in the forefront of the L2 motivation research examining the phenomenon in the unique bilingual social context of Canada. Dörnyei (1994) highlights that they "grounded motivation research in a social psychological framework," brought it to "maturity" (p. 273) and shaped L2 motivation theory and research for the following 20 years. These social psychologists contributed to L2 learning motivation research tremendously by offering accounts for linguistic variation in social contexts and integrating learners' attitudes, emotions, values, and perceptions into their research designs (Giles, 1985). Likewise, Macintyre, Mackinnon, and Clément (2009) state that Gardner and Lambert's (1972) research "opened the field of second language learning to a distinctly social psychological perspective, with a focus on attitudes, affect, intergroup relationships and motives (p. 44).

Examining L2 motivation in the French-speaking community in Canada, Gardner and Lambert (1972) considered second languages as a tool that mediates between different ethnolinguistic communities and demonstrated that the underlying purpose to learn the L2 was to be closer to the other community. Gardner (1985) noted that the L2 acquisition process is influenced by "the beliefs in the community concerning the importance and meaningfulness of learning the language, the nature of skill development expected, and the particular role of various individual differences" in the L2 learning experience (p. 146). Having a social psychological approach, Gardner (1985) stated that "students' attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language" (p. 6).

For decades, Gardner's social psychological approach to motivation had three major influences on L2 motivation: his theory of second language acquisition, Socio-Educational

Model; his integrative orientation concept; and the Attitude/Motivation Test Battery, a scientific measurement of motivational factors that has been widely used in L2 research (Dörnyei, 2005). They were more of a general perspective to motivation "grounded in the social milieu rather than in the foreign language classroom" (Dörnyei, 1994, p. 273). This is not surprising since language is a social and cultural artifact being a part of one's identity and whole social being and it is used to communicate this identity to others. Thus, learning a new language involves change in self-image as the learner goes through a very deep interactional process with the culture and the speech community, internalizing particular elements of the community consciously or unconsciously, which makes the L2 learning a significantly multifaceted process (e.g., Dörnyei, 1998; Williams, 1994).

The Socio-Educational Model (SEM) of second language acquisition presents "how contextual variables, individual differences, and language experiences influence one another in the learning sequence" via a "static representation of a dynamic ongoing process" (Gardner, 2006, p. 241). The intergroup attitudes and motives mark the language learning experience in the SE model (Macintyre et al., 2009). The central attention of the model is placed on four classes of variables: the social milieu, individual differences, language acquisition and contexts, and outcomes (Gardner, 1985). The notion that L2 acquisition occurs in a particular cultural context sets the main theme of the model. As for the individual differences, the model emphasizes the importance of four variables in L2 learning: intelligence, language aptitude, motivation, and situational anxiety (Gardner (1985). The cultural milieu is viewed to influence the relative impact of these variables on L2 acquisition in that beliefs in a given community regarding the value of learning a specific language would influence these variables, especially motivation and situational anxiety. Gardner (1985) defines motivation as "combination of effort plus desire to

achieve the goal of learning the language plus favorable attitudes toward learning the language"
(p. 10). From this perspective, L2 learning motivation is viewed as the central mental engine that
triggers effort and desire to achieve the goal of learning the language which eventually brings
satisfaction from the learning experience (Noels, Pelletier, Clément, & Vallerand, 2000).

The SE model features three major factors that impact L2 learning: *integrativeness,
motivation,* and *attitudes toward the learning situation* which are presented respectively
(Macintyre et al., 2009). Highlighting motivation as the principal reason for learning to take
place, the SE model considers motivation to be influenced by the other two major attitudinal
factors: integrativeness and attitudes toward the language learning situation (Gardner, 1985). In
other words, "at the heart of the model, integrativeness and attitudes toward the learning situation
are combined to support motivation" (Macintyre et al., 2009, p. 44). Hence, grounded in this
conceptualization of integrative orientation, it is believed that learners are not motivated to learn
the L2 without the integrative orientation to pursue L2 learning. The model explicitly states that
cultural context and cultural beliefs change the L2 motivation and "levels of motivation are
influenced and maintained by attitudes toward the learning situation and integrativeness"
(Gardner, 2006, p. 245). The model views *integrativeness* – which is the another major influence
of Gardner's (1985) research on L2 motivation – as a "cluster of attitudes relating to outgroups
and foreign languages in general as well as attitudes toward the specific language community
and integrative orientations to language study" (Gardner, Lalonde, & Pierson, 1983, p. 2).
Gardner (2001) notes that learners can experience integrativeness at various levels. These range
from being open to other cultures and language communities to having a desire to integrate into
the L2 community, and ultimately, upon a complete integration into the L2 community,
withdrawal from the original L1 community. Regardless of the level of integration, the

underlying motive with the integrative orientation is to create strong bonds of communication with the target language community. *Integrativeness, therefore,* refers to "attitudes reflecting a genuine desire to meet, communicate with, take on characteristics of, and possibly identify with another group" (Macintyre et al., 2009, p. 44). Gardner (2006) asserts that integrativeness represents "group-focused affective reactions" reflecting "an openness to other cultures in general, and an interest in the target culture in particular" (p. 247). In essence, Gardner's (1985) conceptualization of *integrativeness* indicates that learners with strong interest in and/or appreciation of the target language community will be more open to learning the language and so will be more motivated to learn the language.

Another fundamental tenet of Gardners' (1985) theory is an integrative or instrumental dichotomy at the orientation level. In this respect, the model highlights the relationship between motivation and orientation, the latter having two different forms: integrative and instrumental. These orientations indicate the source of the motivating impetus toward sets of goals "either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental)" (Dörnyei, 1998, p. 123). Hence, Gardner's (1985) integrative orientation refers to an aspiration to have contact or possibly identify with the L2 community while instrumental orientation refers to practical goal-related desires (Noels, et. al. 2000). Csizér and Dörnyei (2005a) noted that learners with integrative orientation are more likely to desire integration into the L2 culture and similarity to the L2 speakers. Instrumental orientation, on the other hand, refers to L2 learners' perceptions of the "pragmatic benefits of L2 proficiency" – such as, getting a better job or higher salary – determining the usefulness of L2 in learners' future endeavors as the driving force to be motivated to learn the L2 (Csizér & Dörnyei, 2005a, p. 21). Integrative orientation toward the L2 community and language is the most widely investigated and debated construct of Gardner's

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model as the model emphasizes that the integrative orientation is the most significant factor influencing motivation to learn the L2 (Gardner, 2006).

Motivation, the second attitudinal factor influencing L2 motivation, in this model is described as a tripartite construct involving attitudes toward learning the second language, desire to learn the language, and effort expended in learning the language (Gardner, 1985). Gardner (1985) also noted that a really motivated learner demonstrates these three components and they altogether result in L2 achievement. Within the realm of this theory, however, all these features of motivated learners were dependent on the intensity of their integrative orientation. In essence of the theory, individuals with a strong integrative orientation display more motivational effort to learn the L2 which leads to greater L2 competence (Gardner, 1985; Gardner & Lambert, 1972).

The third attitudinal factor that has an impact on L2 motivation, *attitudes toward the language learning situation*, refers to affective reactions to any aspect of a learning situation including learners' evaluation of the L2 teacher, course, materials, curriculum, and pedagogy. This aspect of the model which has relatively more relevance to L2 education, did not draw as much attention as integrative orientation from the researchers as the model was relatively centered on the integrative orientation to L2 learning.

The third major impact of Gardner's (1985) theory on L2 motivation research is the Attitude/Motivation Test Battery (AMTB) that was developed to measure the various factors of the SE model. AMTB, which is "a collection of 11 scales with demonstrated reliability and validity" has been the most widely and frequently used standardized L2 motivation measurement that offers a wide-ranging list of motivational factors that past empirical data indicate as influencing L2 achievement (Gardner, 2006). This self-report instrument has been translated into different languages and adapted for various language learning contexts as its multicomponential

nature and scientific feature both in presentation and content allowed a comprehensive statistical analysis of L2 motivation as operationalized in his model – SE (Dörnyei, 2005).

In summary, within the social psychological approach, Gardner's (1985) model of L2 motivation significantly influenced the L2 motivation research, theories and classroom practices. In terms of theoretical point of view, his conceptualization resulted in a shift in the focus of L2 motivation. Research in L2 motivation once focused on individuals but with this social psychological shift, relationships between L1 and L2 communities and sociocultural aspects of L2 learning gained importance. From an educational standpoint, researchers acknowledged the uniqueness of language learning which differentiates it from learning any other subject due to its social nature, intertwined relationship with identity, and its impact on learners' self-image and social nature (e.g., Dörnyei, 2005; Williams, 1994).

Criticism to Gardner's SEM. Although Gardner's (1985) model was developed from a considerable amount of empirical data, and has been prominent in motivation research for many years, it has been subject to criticism (Dörnyei, 1998; Dörnyei & Otto, 1998). Similarly, Noels et al. (2000) acknowledge that "this formulation of [L2 motivation] inspired a considerable amount of research, the results of which, [however,] have been inconsistent" (p. 59). Research indicated integrative orientation as a valid construct to determine L2 motivation, but the instrumental orientation was also found as effective as that of integrative (Noels et al., 2000). Likewise, in his evaluative account of Gardner's (1985) theory, Au (1988) posits that the integrative motivation concept "lacks generality" and that its superiority over instrumental motivation is not supported by sufficient empirical evidence (p. 90).

Another criticism was that the motivation construct within the SEM was viewed as a steady learner trait during the socio-psychological period, so the model fails to show the dynamic

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nature of L2 motivation (Dörnyei, 2001b). Even though Gardner's model was ahead of its time in many aspects, the model fails to portray L2 learning motivation and second language acquisition process in its complexity as it is "not an elaborate model but a schematic outline of how motivation is related to other ID variables and language achievement" (Dörnyei, 2005). For instance, external factors on self and cognitive theories of learning motivation were largely overlooked (Dörnyei, 2001b).

Second, the theory lacked the explanatory power of integrativeness. To be more precise, the integrative orientation was later indicated to have relevance only in some specific sociocultural contexts rather than being the fundamental motivational factor in general (Noels et al., 2000). Because of this lack of relevance, the relationship between the subcomponents of motivation and the L2 learning experience was not sufficiently explained. Research indicates that integrative orientation was not as central to the L2 motivation as it was offered by the SE model as other influential factors that initiate and sustain motivation were indicated (Dörnyei, 1994; Noels et al., 2000; Yashima, 2000).

Third, the theory was inapplicable in educational contexts because too much focus was given to the social milieu and cultural beliefs pertinent to L2 learning in a specific multicultural context – Montreal, Canada. Unlike the Canadian participants from whom Gardner and his associates collected data on which the model was based, learners in foreign language contexts do not have direct contact with the L2 community nor do they hold the desire to interact with the target community. Hence, the applicability of the model to any second/foreign language learning setting was problematic. Viewing second language acquisition as a process that requires an open willingness to "incorporate behavioral elements of another cultural community," (Gardner, 1985, p. 149) the model proposes that "cultural beliefs about the second language community will

influence both the nature and the role played by attitudes in the language learning process"
which makes it difficult to examine individual differences when such a focus on the social milieu
is emphasized (Gardner et al., 1983, p. 3). On another note, Ushioda (2011) emphasizes that
transition from one community (L1) to another (L2) as stated by the aforementioned various
levels of integrativeness within the model does not apply to today's "globalized multilingual
society" with "multiple ethnic, social and cultural communities, and where pluralism (rather than
integration) is the norm" (p. 200). Besides this complexity of the global society, English has
gained an international status as a global language and an international lingua franca, and this
challenges the conceptualization of integrative orientation to L2 learning as the desire/tendency
to integrate into one target L2 community and identify with a specific cultural and linguistic
group (Ushioda, 2011). These limitations of the social psychological approach, and Gardner's
(1985) L2 motivation model – SEM – instigated a call for a broader perspective to motivation
within a more elaborate model of L2 motivation.

The Cognitive-Situated Period

In the early 1990s, as a result of the increasing dissatisfaction with Gardner's (1985)
SEM model, scholars called for new and alternative research views to revitalize and refocus L2
motivation for a broader educational perspective, initiating the *cognitive-situated period* (Brown,
1990; Crookes & Schmidt, 1991; Dörnyei, 1994; Skehan, 1989, 1991). This call for
reformulation of L2 motivation was considered necessary by L2 researchers as they realized that
the L2 motivation phenomenon no longer fit within the models of motivation that had been
developed by educational and social psychologists who were not directly involved in L2

research. Crookes and Schmidt (1991) argued that the L2 motivation research and theory should be congruent with the conceptualization of L2 motivation as L2 teachers believe is necessary for language learning achievement. Thus, L2 researchers initiated a more education-focused understanding of L2 motivation which resulted in a shift from social dimensions to classroom-specific motivation with a more education-based approach (e.g., Crookes & Schmidt, 1991; Dörnyei, 1994). Dörnyei (2005) explains this desire among the L2 motivation researchers as an attempt to "catch up with advances in motivational psychology to extend our understanding of L2 motivation" (p. 74) and Dörnyei (2011) posits this movement as the need to "move from the broad perspectives of ethnolinguistic communities and learners' general disposition and attitudes to language learning, and sharpen the focus on a more *situated analysis* of motivation in specific learning contexts" (p. 46). Likewise, Crookes and Schmidt (1991) suggest that there is a need for an L2 motivation theory that is "general and not restricted to particular contexts" and that has a more "satisfactory connection to language-learning processes and language pedagogy" to be able to more fully examine the role of motivation in SL learning (p. 502).

Motivated Strategies for Learning Questionnaire (MSLQ) – developed by Pintrich, Smith, García, and McKeachie (1993) – has been the best known and most frequently used measurement instrument in L2 motivation research in educational psychology. MSLQ is a self-report instrument that was designed to evaluate college students' motivational orientations and use of learning strategies and it was based on "a general cognitive view of motivation and learning strategies, with the student represented as an active processor of information whose beliefs and cognitions are important mediators of instructional input" (Pintrich et al., 1993, p. 801).

With the advent of the cognitive approach to motivation, individual capabilities as well as the nature and processing of tasks gained more importance. How motivation influences learning situations, such as classrooms, became the focus and less attention was given to the concept of *integrative motivation* and society. In essence, in this period, more attention was given to the classroom settings and both needs and concerns of L2 teachers which the social-psychological period failed to notice. It is crucial, however, to emphasize that within the cognitive-situated period, the social-psychological perspectives were not discarded entirely; instead, the existing theoretical framework was broadened through integrating cognitive motivation concepts (Dörnyei, 2011). Dörnyei (2011) describes that emerging educational orientation in the early 1990s as a shift in the focus of motivational sources – from community beliefs and attitudes to more immediate classroom environment – rather than refusing the important social psychological dimension of L2 learning, which still draws attention today.

As a result of the cognitive advances in motivational psychology, learners' beliefs about their abilities, potentials, and limitations, as well as their past language learning experiences gained importance as determinants of L2 motivation in the early 1990s (Dörnyei, 2005). This shift toward a cognitive approach in this era of educational psychology, personal traits, environmental and cognitive factors constituted a more eclectic construct of L2 Motivation (Dörnyei, 1994). As more attention was given to learners' thoughts, beliefs, cognition, and values, more orientations were found to motivate L2 learning such as knowledge, friendship, travel, and sociocultural orientations (Noels et al., 2000). These orientations were dependent on learners and their goals in learning a specific language as well as the setting where they go through this language learning process (Dörnyei, 1994). Weiner (1992) adds two more major cognitive concepts: learned helplessness and self-efficacy, which were later found to be very

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influential motivated behavior in language learning. The concepts refer to learners' self-appraisal of their capabilities in the learning process that eventually affects how they strive for achievement in the future (Weiner, 1992).

Additionally, the concepts of intrinsic and extrinsic motivation became part of the L2 motivation research in this phase via Self-Determination Theory (SDT) (Deci & Ryan, 1985). The SDT Theory is one of the most influential approaches in motivational psychology and has been studied by L2 researchers in an attempt to better explain L2 motivation.

Intrinsic motivation refers to being motivated to do something or act on a set goal because it is inherently enjoyable or interesting while *extrinsic motivation* refers to doing something due to an external reason (Deci & Ryan, 1985). Intrinsic motivation gained importance in L2 motivation research as it is considered a "natural wellspring of learning and achievement" that has the potential to be catalyzed by parental and pedagogical facilitation (Ryan & Deci, 2000, p. 55). Ryan and Deci (2000) posit that "when intrinsically motivated, a person is moved to act for fun or challenge entailed rather than because of external prods, pressures, or rewards" (p. 56). Intrinsic motivation being self-initiated by choice and extrinsic motivation being externally regulated were empirically demonstrated to have an impact on language learning motivation and achievement with intrinsic motivation having a relatively greater influence (Ryan & Deci, 2000). Similarly, Noels et al. (2000) interpret intrinsic motivation as "innate needs for competence and self-determination" which encourage individuals to undertake challenges that inherently interesting activities present (p. 61).

Within the realm of Deci and Ryan's (1985) Self-Determination Theory (SDT), extrinsic motivation was examined in four levels. Situated on a continuum between self-determined and controlled form of motivation, these types include external, introjected, identified, and integrated

regulations among which the latter two were traditionally explained under instrumental

motivation (Dörnyei, 1994). Research shows that more internalized L2 learning motivation

results in more comfortable and persevering students who find learning L2 pleasurable since it

appeals to their self-concept (Noels et al., 2000).

Within the SDT which elaborates on the intrinsic and extrinsic motivation paradigm,

Deci and Ryan (1985) focus on psychological needs such as satisfaction, autonomy, and inherent

desire for competence to be motivated to perform an action while acknowledging the notion that

satisfaction also comes from participating in interesting activities. With this notion, L2

researchers drew attention to what they refer to as intrinsically interesting tasks, which led L2

research to focus on task properties ultimately encouraging improved task design in teaching to

enhance motivation (Ryan & Deci, 2000). Framed within the social and environmental

influences that promote intrinsic motivation, the SDT suggests intrinsic motivation can be

enhanced under circumstances conducive to achievement of an intrinsically motivated goal. This

view indicates a greater emphasis on classroom practices, especially, the task properties that can

conduce to enhanced interest in L2 performance and thus L2 motivation.

Examining Self-Determination Theory (Deci & Ryan, 1985) in relevance to L2

motivation, Noels (2003) developed a relatively larger motivation construct that consists of three

interconnected types of orientations that guide the L2 learning process: a) intrinsic reasons

inherent in the language learning process, b) extrinsic reasons, and c) integrative reasons for

language learning (Noels, 2003). Noels (2003) demonstrates that intrinsic and identified

regulation instigate more desire to continue language learning, and integrative orientations

increase the desire for more frequent and quality contact with the target community. More

specifically, the author suggests that integrative orientation most strongly correlates with self-

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determined orientations and indicates that "the more individuals wish to learn a language because it is interesting and enjoyable and because the activity has value to them personally, the more they are likely to learn the language because they wish to have interactions with [the L2 community members]" (p. 127-128). These three orientations correspond with the three dimensions of the L2MSS framework, L2 Learning Experience, the Ought-to Self, and the Ideal L2 Self, respectively (Dörnyei, 2009).

During the cognitive-situated period, therefore, L2 motivation research experienced a growth in the amount of task-based research and task-based instruction (Dörnyei & Ushioda, 20011). Consequently, these two prevailing motivation types – intrinsic and extrinsic motivation – that were demonstrated to be substantially influential on L2 motivation were supplemented with various other factors that influence L2 motivation. For instance, intellectual curiosity, task-motivation, task value, and learners' perception of a) the importance of the task, b) their intrinsic interest in the task, and c) the usefulness of the task for future goals drew attention from L2 motivation researchers. With this shift on focus of L2 motivation source, the Expectancy-value and self-efficacy theories gained significance in explaining what causes L2 achievement. The Expectancy-value theory accounts for the extent to which learners value an academic task (Wigfield & Eccles, 1992). The two key factors of motivation according to this theory, unlike the previous motivation theories, are both learners' expectations of success in a task and the value they attach to being successful in that given task (Williams, 1994). Dörnyei (1998) posits that "the greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation" (p. 119). Within the expectancy-value concepts, motivational psychology focused on the other cognitive factors that develop one's expectancy for success. Among these, the most influential ones are attribution,

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Self-efficacy and self-worth theories (Dörnyei, 1998). Attribution theory, which attributes most of L2 motivational behavior to past language learning experiences, broadened the understanding of motivation with a more eclectic perspective, which later was included in the latest L2 motivation theory (Dörnyei, 1994, 2005).

Another contribution to the development of L2 motivation research during this period comes from Dörnyei (1994). In light of the previous motivation research and as a result of his extended study of Clement et al. (1994), Dörnyei (1994) summarizes motivation as a tripartite construct with social, personal, and educational subject matter dimensions. In this new model, he highlights three levels: the language, the learner, and learning situation levels. These constitute the L2 learning process and influence L2 learning motivation profoundly. The first level – language level – refers to integrative motivation which indicates "L2-related affective predispositions, including social, cultural, and ethnolinguistic components." This level also involves instrumental motivation which is related to "well-internalized extrinsic motives centered around the individual's future career endeavors" (Dörnyei. 1994, p. 279). The second level – learner level – is related to constant personalities such as "need for achievement, self-confidence, … language anxiety, perceived L2 competence, attributions about past experiences and self-efficacy" (Dörnyei, 1994, p. 279). The third level, learning situation level, is made up of course-specific, teacher specific, and group specific motivational components. This third level incorporates learners' interest, relevance, expectancy, and satisfaction of the course, teachers' presentation and feedback types, as well as group dynamics where learning is collaboratively constructed (Dörnyei, 1994, 1998).

Nevertheless, Dörnyei (1998) criticizes his framework of motivation construct for lacking a relationship between components constituting language learning motivation and not being

empirically supportable. The researcher also notes that the 'goal' element as described in SDT was not included in this motivation construct. This initiated a reconceptualization of motivation along with the previously stated missing nature of the existing definition of the construct (Dörnyei, 1998).

The Process-Oriented Period

Toward the end of the 1990s, with all these cognitive advances in motivational psychology and their impact on L2 motivation, a situated understanding of L2 motivation developed. Dörnyei (2011) states that both the classroom-specific and situated approach to L2 motivation and the growing emphasis on motivational tenets of language learning tasks eventually focused attention on the process of motivation leading to a more explicit examination of the dynamic nature of L2 motivation. The interest to understand the "dynamic interface between motivational attributes and specific language behaviors" led to the third phase of L2 motivation research: *the Process-Oriented Period* (Dörnyei, 2005, p. 81). When language learning behaviors became the focus of examination during the investigation of L2 motivation, the need to adopt a process-oriented approach emerged to account for fluctuating motivational state of learners. The "dynamic nature and temporal variation" of L2 motivation throughout the protracted learning process has gained importance during this period (Dörnyei, 2005, p. 83). This view to motivation underlines that L2 learning motivation is not a static attribute but has a dynamic nature. Thus, this perspective focuses the attention on the progressive nature of L2 motivation throughout the lengthy learning process and the nature of research was enriched by various qualitative studies to better examine the progressive process (Dörnyei, 2001).

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This emerging focus on progressive nature of motivation in research aligns with classroom practice because most practitioners are challenged with the fluctuating motivation level of their students in that student motivation does not stay constant throughout the learning process. Even if students show motivation at the onset of their learning process or a language task, their interest level might fall during the process. Considering the lengthy and tedious process of L2 learning, the temporal change of learners' motivation gains even more importance in the SLA field (Dörnyei & Ushioda, 2011). Likewise, William and Burden (1997) suggested two sequential stages of the motivational process. The researchers underlined that learner motivation can be analyzed under two developmental stages: the *initiating motivation* including reasons for taking a particular action and its decision process, and *sustaining motivation* referring to putting sufficient effort to achieve L2-related goals. Researchers emphasize that "motivation is more than simply arousing interest" but it also includes "sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals" relevant to the L2 (Williams & Burden, 1997, p. 121). Attaching a similar importance to the process of L2 motivation, Ushioda (2001) calls for qualitative research to be able to "develop a dynamic theory of L2 motivation" extending the research scope from simply examining "motivational loss or growth" to a more introspective approach that more fully investigates motivational experience over time (p. 241). Hence, the nature of research was enriched by a number of qualitative studies in this phase of motivation research (e.g., Ushioda, 1998).

Having emphasized that none of the motivation models were actually efficient enough to clearly depict the complexity of L2 learning motivation, Dörnyei and Otto (1998) offer a process model of motivation within a unified framework in which they interpret and synthesize different types of cognitive, social, affective, and metacognitive self-regulatory strategies. Although the

researchers acknowledge the significance of past learning experiences (attribution theory), and self theories (e.g., self-efficacy, self-worth) in the L2 motivation and learning achievement – which have been the focus of many studies during the previous decade of motivation research – they additionally propose that an eclectic model is required as any single theory is insufficient to portray the complexity of the motivation construct. Thus, with an attempt to address this need, the researchers categorize all motivational factors in their process model within two dimensions: *action sequence* and *motivational influences*. In these, they analyze the action sequence in three different stages: pre-actional, actional and post-actional phases under which they describe various antecedents that influence motivation including but not limited to the choice of goal or task to be pursued, decision-making, intention and initiation of intention enactment, and appraisal process. These factors show similarities to the sequential stages of William and Burden (1997) while offering a more elaborate account for these stages. In the last phase, they mention self-concept beliefs and self-perceptions which later yield to Dörnyei's (2005) L2 Motivational Self-System (Dörnyei & Otto, 1998).

In this period of motivation research, new components have been found to have considerable impact on L2 motivation and achievement such as teacher motivation, use of motivational and learning strategies, demotivation, willingness to communicate, motivational self-regulation, self-concept beliefs, and self-perceptions (Dörnyei, 2001b). The last two were later incorporated into Dörnyei's (2005) L2 Motivational Self-System.

As highlighted previously, motivation is profoundly and innately multifaceted and thus, motivation research includes many various factors investigated and shown to be influential in learner motivation such as parental effect, past learning experiences, teacher effect, teacher motivation, individual learner, group, and course-specific elements. Empirical data support all of

these factors influencing learner motivation and none can be less important than others as individual differences among learners account for the variability. Hence, during the early years of the 2000s, Dörnyei (2005) offered an extensive account of different phases of motivation research along with L2 motivation research influenced by relevant research paradigms. In his extensive work, he depicts how previous research brought L2 motivation to its recent elaborate conceptualization and, therefore, naturally calls for a more eclectic and uniform L2 motivation theory that applies a broader and global understanding of L2 motivation that can provide the theoretical underpinnings for L2 motivation research in various language contexts.

Reconceptualized L2 Motivation Construct: L2 Motivational Self-System

As Dörnyei's (2005) L2 Motivational Self System (L2MSS) is the latest and the most elaborate L2 motivation framework up to date, it has guided this study. Thus, in this section, first a description of the framework and its components is presented followed by a detailed analysis of the previous mainstream motivation research, self-research, and recent conceptualization of L2 motivation that paved the way to the current framework.

Having underscored that none of the previous motivation models were efficient enough to clearly depict the complexity of L2 learning motivation, Dörnyei (2005; 2009) offers the most elaborate model of L2 motivation. Based on the findings of a foremost empirical survey of the L2 motivation and learning attitudes of Hungarian learners (Dörnyei & Csizér, 2002) and drawing upon a) motivation theories from both motivational psychology and self-research (Higgins, 1987; Markus & Nurius, 1986) and b) reconceptualizations of L2 motivation by Noels (2003) and Ushioda (2001), Dörnyei (2005) proposes this reformulation of L2 motivation within a self and identity framework named *L2 Motivational Self System (*L2MSS*)*. Using a large scale

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motivation survey in Hungary, Dörnyei and Csizér (2002) demonstrated a consistent relationship between integrativenesss, instrumentality, attitudes toward L2 speakers, and learning behavioral measures. With an attempt to accommodate these findings, Dörnyei (2005) offered this new theoretical L2 motivation framework synthesizing the previous L2 motivation research paradigms with his own research.

In his L2MSS framework, Dörnyei (2005) offers three components that have substantial impact on L2 learning motivation and achievement: the *Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience*. These three components are briefly described separately in the following sections and the literature on their reconceptualization process of L2 motivation and empirical evidence of their significance on motivation from L2 motivation research are provided in the subsequent sections.

Ideal L2 Self

The *Ideal L2 Self* refers to the "L2-specific facets of one's Ideal Self (Dörnyei, 2005, p. 105). The Ideal L2 Self represents all the characteristics that a person would like to possess such as their wishes, desires and hopes related to the L2. Thus, a learner with an Ideal Self-image in mind whose L2 proficiency is high will be motivated to try to achieve high proficiency in the L2. The Ideal L2 Self corresponds on the one hand to traditional integrative (Gardner, 1985) and internalized instrumental motives, and on the other hand, the Ideal Self of Markus and Nurius (1986), Noels' (2003) integrative category and Ushioda's (2001) motivational features, which is discussed below.

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Ought-to L2 Self

The second component – *the Ought-to L2 Self* – has a more social dimension and it is closely related to extrinsic instrumental motives that may not be completely internalized. This self refers to the traits that one believes one ought to possess such as various duties, obligations, professional status or responsibilities to meet the societal expectations based on what individuals think the society expects them to become or to do in regards to the L2. This component of the framework is similar to Higgins's (1987) *ought self* concept which is described as "the more self-determined types of extrinsic motivation (i.e., identified regulation)" (Noels, 2003, p. 98). To sum up, the Ought-to L2 Self corresponds on the one hand to the less internalized type of traditional instrumental motive (Gardner, 1985), and Higgins' (1987) ought self, and on the other hand, to the extrinsic components in both Noels' (2003) and Ushioda's (2001) taxonomies.

Even though these two self guides – the Ideal and Ought-to L2 Selves – may be similar to each other as one's self-created Ideal Self-image and the Ought-to Self-image based on society's expectations might bear resemblance, they differ in the source of focus. While the Ideal L2 Self has a promotion focus with regard to one's desires and hopes, the Ought-to L2 Self has a prevention focus concerned with any possible negative outcome or criticism from the society and they are mostly related to responsibilities and obligations.

L2 Learning Experience

The third component of the L2 MSS is the L2 Learning Experience which concerns "situation-specific motives related to the immediate learning environment" and past L2 learning experiences (Dörnyei, 2005, p. 106). These situation-specific influences include curriculum, L2

teacher, feedback, teaching materials, or peer group (Dörnyei, 2009). The L2 Learning

Experience dimension represents a different level from the first two self-guides recognizing the

motivational effect of the various aspects of the learning situation in the classroom. The impact

of positive classroom learning environment is especially important for some students who are not

initially motivated to learn another language due to an internally or externally generated self-

image (Dörnyei & Ushioda, 2011). This component, thus, is closely related to Dörnyei and

Otto's (1998) process-oriented model in that L2 learning motivation might be influenced by

successful engagement with the actual language learning process that results in enhanced L2

motivation as well as realization of one's ability in language learning, which emphasizes the

dynamic and developmental process of the L2 motivation construct (Dörnyei & Otto, 1998;

Dörnyei & Ushioda, 2011; Papi, 2010). Additionally, this dimension corresponds to

reformulation of motivational factors by Noels (2003) and Ushioda (2001), which is discussed

later. All these three constituent components of the L2MSS motivate L2 learners, in varying

degrees, though, to put greater effort into learning which is later presented in detail (Dörnyei,

2009; Dörnyei, Csizér, & Nemeth, 2006; Papi, 2010; Ryan, 2009).

Dörnyei's (2005) L2MSS differs from the previous motivation research because this

reconceptualized approach provides a deeper and broader understanding of L2 motivation

drawing on earlier mainstream theoretical frameworks in general motivational psychology,

especially, Possible Selves (Markus & Nurius, 1986), integrative and instrumental motivation

(Gardner, 1985) and Self-Discrepancy Theory (Higgins, 1987). Besides these three dimensions

from the previous motivation research, recent conceptualizations of motivation in the L2 field

(Noels, 2003; Ushioda, 2001) also paved the way to this reconceptualization of L2 motivation. In

the rest of this section, an overview of how these components emerged over time in Dörnyei's

(2005) conceptualization of L2 motivation and in which aforementioned theory or theories each component is grounded are discussed.

Integrative and Instrumental Orientation Influences on L2MSS

One dimension that had an impact on the construction of the self-guides of the L2MSS framework is the aforementioned *integrative and instrumental motivation* concepts of the Socio-Educational Model (SE) (Gardner, 1985). Traces of integrative orientation can be observed in the concept of the Ideal L2 Self – e.g., identification with the L2 community – and that of instrumental orientation can be found in the construction of the Ought-to L2 Self – extrinsic instrumental factors. Even though the L2MSS theory bears similarities to the SE model especially, in terms of integrativeness, not only are the two models different from each other, but also the conceptualizations of integrativeness and to what extent it influences the L2 motivation differ from each other significantly. Since Gardner's (1985) suggestion of integrativeness as the most significant factor in L2 motivation, the concept has evolved in time as a result of the emerging global significance of L2 learning outside the unique bilingual context of where it was initially studied – Canada –, especially, with English as the international language.

Reinterpretation of Gardner's integrativeness. Different from the SE Model's understanding, *integrativeness* in the L2MSS theory is conceived as an "internal process of identification within the self-concept and this process of identification might also involve internalized forms of instrumental motivation" (Ushioda, 2011, p. 201). Identity is an important component of the L2 learning process because learning another language is beyond just learning any other academic subject in that L2 learning is a "part of the individual's personal 'core,' involved in most mental activities forming an important part of one's identity" (Dörnyei, 2005,

p. 93). Inspired by this aspect of L2 learning, in an attempt to reinterpret Gardner's *integrativeness*, Dörnyei (2005) suggests that the positive disposition toward the target language community (TLC) and openness to other cultures, indeed, refer to some sort of identification with the TLC. L2 motivation studies in different foreign language contexts where learners do not demonstrate an interest in integrating into the target language community (in most cases, they do not even have direct contact with the TLC) indicate that learners have both an interest in integration into the global community and a positive disposition toward the TLC, intercultural friendship, and travels (Csizér & Dörnyei, 2005a; Dörnyei, 2005; Dörnyei & Csizér, 2002; Noels et al., 2000; Yashima, 2002). In such contexts with no TLC contact, "the identification can be generalized to the cultural and intellectual values associated with the language, as well as to the actual L2" (Dörnyei, 2005, p. 97). Interpreting the reconceptualized understanding of integrativeness from the self perspective as identifying oneself by specific aspects of the L2 or L2 community, integrativeness is considered as the "L2-specific facets of one's Ideal Self" (Dörnyei, 2005, p. 102). Thus, a learner with an Ideal Self-image in mind who is a member of the idealized L2 community with high L2 proficiency will have a strong impetus to become their ideal L2 self. For this drive to be sufficient for future actions, one's attitude toward the L2 community should be positive, which relates Dörnyei's (2005) self-guides to Gardner's integrativeness. Likewise, Taguchi et al. (2009) demonstrated that "the concept of integrativeness can be reinterpreted in a broader frame of reference – the Ideal L2 Self – and [their] findings indicate that the ideal L2 self achieved a better explanatory power toward learners' intended efforts than integrativeness did" (p. 82). Similarly, Ushioda (2011) asserts that the increasing globalization and the internationally dominant status of English necessitated a reconceptualization of Gardner's notion of integrativeness. In today's world, "the concept of

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integrativeness thus reflects how language learners position themselves in relation to their L1 community and culture and the people, culture and values represented by the target language (Ushioda, 2011, p. 2011). Although the integrative orientation to L2 learning had the potential to account for language learning motivation in the unique bilingual context of Canada, with the globalization and the international value that English has gained as a "must-have basic educational skill and when there is no clearly defined target language community" the traditional conceptualization of integrative orientation within the social psychological approach started losing the explanatory power (Ushioda, 2011, p. 199).

Noels (2003) and Ushioda (2001) reconceptualize the integrativeness construct of Gardner (1985) referring to integrative, inter-group social aspect of learning an L2 which is categorized as Integrative Dimension, including personal goals, the L2 competence level one hopes to achieve, and academic interest in the L2 as well as the feelings about L2 speakers and/or culture. This conceptualization – also with the influence of the Possible Selves Theory (Markus & Nurius, 1986) – is reflected in the L2MSS theory as the Ideal L2 Self referring to the L2-related aspires, dreams and goals of the individual to decrease the discrepancy between one's actual and Ideal Self concerning the use of L2.

Contribution from Psychology Research in Reconceptualization of L2 Motivation

Being inspired by the social psychology and self-research, the L2MSS framework reorients the L2 motivation construct to a "theory of self and identity" bridging this new framework, especially its L2 self-guides – the Ideal and Ought-to selves – to the self-research.

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The Possible Selves and L2MSS

The notion of self-concept has been a prominent and long-disputed topic in social psychology since the early 1900s as it reveals the diversity of self-knowledge and its importance in regulating one's behavior. One domain of self-knowledge is *Possible Selves* (Markus & Nurius, 1986) and these selves are relevant to the self-guides of Dörnyei's (2005) L2MSS. While describing the dynamic nature of possible selves one carries, Markus and Nurius (1986) mention that these self-images comprise "the good selves (the ones we remember fondly), the bad selves (the ones we would just as soon forget), the hoped-for selves, the feared selves, the not-me selves, the ideal selves, the ought selves" (p. 957). The long-term aspirations, goals, motives, and fears that are represented in one's repertoire of possible selves postulate certain self-relevant enticements and direction to future behaviors (Markus & Nurius, 1986). Markus and Nurius (1986) describe possible selves as representatives of "individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" and they draw attention to a conceptual link between cognition and motivation (p. 954). Thus, if possible selves are "cognitive bridges between the present and future" (Markus & Nurius, 1986, p. 961) and "incentives for future behaviors" (p. 955), the ideal selves that we would like to become and the selves which we are afraid of becoming are those in which self guides of Dörnyei's (2005; 2009) framework are rooted. Therefore, the Ideal L2 Self represents all the hopes, desires and characteristics one would like to have related to the L2. "If the person we would like to become speaks an L2, the '*Ideal L2 Self*' is a powerful motivator to learn the L2" because of the desire to attain those ideal qualities (Dörnyei & Ushioda, 2011). Similarly, the feared and the ought selves based on societal expectations and norms inspired the Ought-to L2 Self representing L2-relevant features individuals think they should possess.

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Self-Discrepancy Theory and L2MSS

Inspired by the *possible selves* of Markus and Nurius (1986), the two self guides of the L2MSS – the Ideal L2 Self and the Ought-to L2 Self – are rooted in Higgins's (1987) *self-discrepancy theory*. Over the course of long years of self-research in social psychology, many various facets of the self or self-images have been identified. When a construct is so multifaceted, conflict is inevitable and self-research is no exception. The self-inconsistencies and disparity between who individuals think they actually are and who they would like to be or they think others would like them to be create emotional instability, conflicts, discomfort, and stress, which has been examined for many years and yielded many theories. Nevertheless, the interrelations among them were not systematically analyzed via a framework until the late 1980s. In an attempt to do so, Higgins (1987) proposed Self-Discrepancy Theory aiming to "predict which types of incompatible beliefs will induce which kinds of negative emotions" (p. 320). Higgins (1987) offers three basic domains of the self:

> (a) the *actual* self, which is your representation of the attributes that someone (yourself or another) believes you actually possess; (b) the *Ideal Self*, which is your representation of the attributes that someone (yourself or another) would like you, ideally, to possess (i.e., a representation of someone's hopes, aspirations, or wishes for you); and (c) the *ought* self, which is your representation of the attributes that someone (yourself or another) believes you should or ought to possess (i.e., a representation of someone's sense of your duty, obligations, or responsibilities). (Higgins, 1987, pp. 320-321).

Higgins (1987) formulates various self-guides that people are motivated to meet. According to his theory, people vary in which self-guide they possess, either Ideal Self-guide or ought self-guide. They, therefore, are motivated to meet the expectations of either their Ideal Self-guide or ought self-guide. Within his theory, Higgins (1987) offers two dyadic notions that influenced the L2MSS (Dörnyei, 2005): "*Actual-Ought*" and "*Actual-Ideal*" (Higgins, 1987). Actual-Ought dyad represents the discrepancy between one's actual self and the ought self as prescribed by others or individual's own moral conscience while the Actual-Ideal dyad portrays the discrepancy between one's actual self and ideal state that one personally hopes to attain or thinks others hope that s/he would possess one day (Higgins, 1987). Actual-Ought represents the presence of negative outcomes caused by not accomplishing one's duty or responsibilities that results in "agitation-related emotions" whereas the Actual-Ideal refers to the absence of positive outcomes caused by not fulfilling one's desires for his own self that results in "dejection-related emotions" (Higgins, 1987, p. 323). As stated previously, similarly, L2MSS also portrays a difference in the focus of its self-guides. While the Ideal L2 Self focuses on promoting the ideal L2-related aspirations of an individual, the Ought-to L2 Self has a prevention focus emphasizing the negative consequences one might encounter provided that others' L2-relevant expectations are not met.

Higgins (1987) proposes with his theory that individuals are motivated to attain the attributes their personally relevant self-guides represent. Thus, rooted in Higgins's (1987) Self-Discrepancy Theory, the L2MSS considers L2 motivation as the general desire to minimize the discrepancy between one's actual self and his/her Ideal and Ought-to L2 Selves (Csizér & Dörnyei, 2005b; Dörnyei, 2009). The incentive to reduce this discrepancy initiates distinctive self-regulatory strategies that bring strong motivation and efficient effort into the process

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enhancing the L2 learning experience (Dörnyei, 2009). Higgins (1987) underscores that "the greater the magnitude of a particular type of self-discrepancy is, the more intense emotional discomfort one experiences" so the individual desires to exert more effort into reducing the discrepancy to overcome the negative emotions (p. 336). Likewise, Dörnyei (2005; 2009) suggests that learners with a rather vivid ideal L2 self image will have a stronger motivation to reduce the discrepancy between the actual and their Ideal L2 Self. Similarly, in their *Possible Selves Theory,* Markus and Nurius (1986) claim that for the desire to actualize the Ideal Self to be effective in motivating behavior, this self-image needs to be positively strong. In summary, the power of the self-image in directing future actions is another aspect that bridges these three theories, validating the L2MSS.

In summary, some significant L2 motivation-related models and theories had considerable impacts in the formation of the L2MSS (Dörnyei, 2005): integrativeness of the SE model (Gardner 1985), the possible selves (Markus & Nurius, 1986), Noels' (2003) orientations; Ushioda's (2001) reconceptualization of integrativeness through motivational dimensions, self discrepancy theory (Higgins, (1987), and self-determination theory (Deci & Ryan, 1985).

Empirical validation of the L2MSS

Since the L2MSS (Dörnyei, 2005) was proposed, it has provided the theoretical underpinning for a number of studies in different EFL contexts with an attempt to test and validate the framework (Csizér & Lukacs, 2010; Dörnyei & Ushioda, 2009; Magid & Chan, 2012; Papi, 2010). As the three components of the L2MSS allow for self-report assessment, scales of the three dimensions have been administered to thousands of various L2 learners

revealing high internal consistency reliability measured by Cronbach alphas (e.g., MacIntyre, MacKinnon, & Clément, 2009). Dörnyei and Ushioda (2009), therefore, conclude that "the way the components of the L2MSS have been operationalized and assessed meets the standards of scientific measurement in motivation research in general" which is important for a construct – as multidimensional as L2 motivation – to have in order to be used in mainstream SLA research (p. 353).

Studies demonstrate the L2MSS as a powerful framework to examine and explain the complex L2 motivation construct within a self-perspective confirming its validity statistically (Al-Shehri, 2009; Csizér & Kormos, 2009; Papi, 2010; Ryan, 2009; Taguchi et al., 2009; Thompson & Erdil-Moody, 2014). Studies also indicate the Ideal L2 Self as a valid and reliable construct with significant explanatory power of language learning motivation across different age groups and L2 contexts highly correlating with the intended effort (Csizér & Kormos, 2009; Kormos & Csizér, 2008; Lamb, 2009; Papi, 2010; Ryan, 2009; Taguchi et al., 2009). Apart from the quantitative studies with a validation purpose, qualitative studies also have supported the confirmation of the L2MSS as a valid framework to explain and investigate L2 motivation and their findings also demonstrate L2 selves of the framework as useful explanatory constructs (e.g., Lamb, 2009). Additionally, recent research underscores that learners with salient Ideal L2 Selves both display significant interest in foreign languages and represent the most motivated learner group across all the motivational dimensions (e.g., Taguchi et al., 2009; Thompson & Erdil-Moody, 2014). However, there is not much empirical support for the Ought-to L2 self as a valid construct (Csizér & Dörnyei, 2005b; Kormos & Csizér, 2008). Research also suggests that learners who lack professional future relevance of L2 and who are mostly motivated by the Ought-to L2 Self exemplify the least motivated learners (e.g., Csizér & Dörnyei, 2005b;

Dörnyei, 2009). This demonstrates that the Ought-to L2 Self might not be as powerful an incentive for L2 learning motivation as the Ideal L2 Self since the former is less internalized L2 self compared to the Ideal L2 Self (Csizér & Dörnyei, 2005b). This finding corresponds with Csizér and Dörnyei's (2005b) distinction between internalized and non-internalized instrumental motives since the amount and intensity of the impact they have on L2 learning motivation is different. Internalized instrumental motive that they relate to the Ideal L2 Self is a stronger incentive for L2 learning and enhances long-term persistence, whereas the non-internalized extrinsic motive can only be short-term since it "cannot provide sustained commitment that the successful mastery of an L2 requires" (Csizér & Dörnyei, 2005a, p. 29).

Recent research also indicates high correlation between integrativeness and the Ideal L2 Self – "average correlation of .54" confirming that these two constructs are related (Dörnyei, 2009, p. 31). Confirming this high correlation via their empirical data, Taguchi et al. (2009), however, demonstrated the Ideal L2 Self as a more elaborate representation of integrativeness with "increased explanatory power in [both] foreign language contexts" and in accounting for intended learner behaviors than integrativeness ever did (p. 88). Similar to what has been posed about the salience of integrativeness in earlier L2 motivation research, a strong correlation between positive disposition toward L2 speakers and culture, and the Ideal L2 Self has been found. Additionally, it has been suggested that the more positive this attitude is, the more attractive and stronger the Ideal L2 Self is, and the more likely it is to eventually result in higher L2 achievement potential (Dörnyei, 2005). Likewise, Yashima (2009) found the Ideal L2 Self to have a more direct and significant impact on motivated learning behavior while at the same time acknowledging that integrativeness "is simply one local manifestation of a much more complex

and powerful construct" that was not sufficient to account for L2 motivation in a globalized

perspective (137).

Research demonstrates that L2 learning experience might have as strong an impact as

ideal L2 self on L2 learning motivation (Csizér & Kormos, 2009; Kormos & Csizér, 2008; Ryan,

2009; Taguchi et al., 2009). Similarly, Ushioda (2001) denotes the importance of past L2

learning and L2-related experiences in shaping the L2 motivation. L2 learners with positive

learning experiences are inclined to be more intrinsically motivated, which results in higher L2

motivation and proficiency (Ushioda, 2001).

Imagination and Mental Imagery Capacity in Forming Ideal L2 Self

Dörnyei (2009) emphasizes, "possible selves involve images and senses, approximating

what people actually experience when they are engaged in motivated or goal-directed behaviour"

(p. 15). Possible selves (Markus & Nurius, 1986) and the L2MSS (Dörnyei, 2005), therefore,

mention imagination as a strong factor in motivating individuals. Kosslyn et al. (2002) define

imagination as the "ability to represent the perceptual states in the absence of the appropriate

sensory input" and they claim, "mental images are in many respects surrogates for percepts"

confirming that mental images stimulate similar reactions to visual ones (p. 342). The

researchers report that "visual mental imagery and visual perception activate about two thirds of

the same brain areas" (Kosslyn et al., 2002, p. 342). The power of mental imagery and how it

provides the main motivating force for human action have been well documented in research

(Kosslyn et al., 2002; Markus & Nurius, 1986; Ruvolo & Markus, 1992). For instance,

investigating how mental representations of the self in the future influences human actions in a

series of studies, Ruvolo and Markus (1992) reported that individuals with success-relevant possible selves in mind – mental image of themselves as successful learners – performed the best and showed greater persistence while those with failure – relevant possible selves demonstrated the least persistence and lower performance. These findings suggest that future-oriented representations of the self play a crucial role in determining human behavior and task performance. Likewise, Markus and Nurius (1986) note that possible selves include conceptualization of individuals' unrealized potential for future based on their aspirations, desires, hopes and fantasies about themselves.

Motivating power of the mental imagery is also very important in L2 learning. Having a success-relevant self-image for L2 learning in mind for future actions actually helps L2 achievement (Dörnyei, 2009). Like L2 motivation itself, one of the future self-guides – the Ideal L2 Self – also has a dynamic feature. With the appropriate motivational teaching practice, learners' Ideal L2 Selves can be enhanced. Al-Shehri (2009) notes the power of imagination as "critical to the process of visualizing possible or ideal selves" because the more vivid and specific the L2 selves are, the stronger incentives they become for the motivated behavior to learn. Al-Shehri (2009) reports that visual learning style is positively correlated with mental imagery capacity, and they both facilitate formation of the Ideal L2 Self and enhance motivation, which eventually enhance L2 learning and achievement. The researcher claims that strong visuals that stimulate an ideal L2 learner image enable learners to have more vivid mental imagination of their Ideal L2 self and these two in turn generate stronger motivation to attain those Ideal L2 Selves (Al-Shehri, 2009). This possibility of "harnessing the powerful motivational function of imagination opens up a whole new avenue for promoting student motivation by means of increasing the elaborateness and vividness of self-relevant imagery in

the students" (Dörnyei & Ushioda, 2011, p. 130). To the best of my knowledge, there is yet little

research on pedagogical implementations of teachers' motivational strategy use on enhancing the

Ideal L2 Selves of learners, eventually aiming to increase L2 learning motivation (Magid &

Chan, 2012). Yet, in comparison to the extensive amount of research in L2 motivation, the issue

of how to motivate learners still remains insufficient with only a few studies (Cheng & Dörnyei,

2007; Guilloteaux & Dörnyei, 2008; Magid & Chan, 2012; Moskovsky et al., 2013; Papi &

Abdollahzadeh, 2012).

Teacher Motivation, their Motivational Strategy Use, and L2 Motivation

Learners' motivation and persistence are among primary determinants of the level of

achievement or failure in L2 learning. Motivation is not only the catalyst of L2 learning but also

the key to sustaining the drive to make the necessary effort (Csizér & Dörnyei, 2005a; Deniz,

2010; Dörnyei & Ushioda, 2011). Overriding the language learning aptitude impact on L2

learning success, sufficient motivation helps learners persist during the long and strenuous

language learning process (Clement, Dörnyei, & Noels, 1994; Deniz, 2010; Gardner & Lambert,

1972). With the increased importance of L2 motivation in the SLA field and the shift in focus

toward classroom-based motivation since the late 1990s, the motivational features of the

language teacher has gained importance (Dörnyei, 2005). As a result of the marked increase in

research concerning teacher motivation, two frequently investigated aspects of the L2 teachers –

how motivated they are and how frequently and efficiently they employ motivational strategies

in their classrooms – has recently drawn attention (Deniz, 2010; Guilloteaux & Dörnyei, 2008;

Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012).

Research with a focus on the influence of L2 teachers on learners' motivation indicates that teachers' motivation and their use of motivational strategies have significant impacts on students' motivational disposition and L2 learning achievement (Dörnyei, 2001a; Dörnyei, 2005; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012). For instance, Guilloteaux and Dörnyei (2008) examined the impact of teachers' motivational teaching practice on their students' L2 motivation in 40 ESOL classrooms in South Korea utilizing self-reported surveys and classroom observations. Their findings demonstrated increased learner motivation measured by students' motivation in classes. Similarly, Dörnyei and Csizér (1998) demonstrate teachers' motivated behavior as the most significant catalyst for learner motivation. Research also notes teacher skills in motivating learners as fundamental to teaching effectiveness and enhanced interaction between the L2 teachers and learners as an effective factor of L2 achievement (Bernaus & Gardner, 2008; Çelik, 2004; Deniz, 2010; Noels, Clément, & Pelletier, 1999). Few studies conducted within the L2MSS framework also found L2 teachers' motivational practice to significantly effect both L2 learners' observed motivated behaviors via classroom observations (Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012) and the Ideal L2 Selves of learners (Magid & Chan, 2012).

Additionally, there have been other studies with a focus on self-perception and beliefs exploring how language teachers' beliefs and their self-concept as L2 teachers (Inceçay, 2011; Kubanyiova, 2009; Kumazawa, 2013) and their enthusiasm to teach (Deniz, 2010) influence their motivation and motivational classroom practice. For instance, Deniz (2010) demonstrated that teachers' desire and enthusiasm are the main factors leading to success in the FL teaching and learning process. The researcher further argued that teachers are "important role models for students" and therefore, with their motivation to teach and the amount of effort they are willing

to make while teaching, L2 teachers enhance language motivation (Deniz, 2010, p. 1278). The fact that motivation in L2 learning does not only mean having a desire to learn a language but also includes willingness to make the necessary effort for it places even more significance on L2 teachers' motivated attitudes and enthusiasm as they encourage learners to use stronger willpower to reach their L2-related goals, which results in better learning outcomes (Deniz 2010). Similarly, Incecay (2011) posits that teachers' beliefs affect their teaching practice and their role as a teacher in the classroom and their motivation level to make effort for the optimal learning process are both, therefore, influenced by their beliefs. Teachers' beliefs about what makes an ideal language teacher, learner, and classroom had a profound impact on how they teach and how they motivate their learners (Incecay, 2011). Likewise, Kubanyiova (2009), with an attempt to investigate the interplay between teacher-selves and identity and their teaching motivation, found that highly motivated teachers with a strong ideal L2 teacher self-image in mind who are considerably engaged in enhancing learner motivation and achievement, showed higher performance in terms of classroom motivational practices (Kubanyiova, 2009). It is no surprise, then, that Kubanyiova (2009) also states that the motivational characteristics of L2 teachers have a positive relationship with their self-esteem, self-perceptions, and self-image as L2 teachers, highlighting a strong connection between teacher motivation and an "overarching self-concept", as it also exists in the L2MSS (Dörnyei, 2005) for L2 learners (p. 319).

One distinctive contribution to the examination of the pedagogical implications of teachers' use of motivational strategies based on the L2MSS framework is by Magid and Chan (2012). They explore how two pioneering motivational programs offered to university students in two different countries, Hong Kong and England, influenced learner motivation. The researchers prepared two training programs in which they applied imagery to enhance

participants' visualization of their Ideal L2 Selves. Both programs lasted from three to four months consisting of four to six sessions with an aim to both increase learners' imagination of themselves as successful learners and give them opportunities to examine their academic future goals. To achieve this, the researchers used either scripted or guided imagery to assist learners to develop a more vivid and elaborate visualization of their Ideal L2 Selves in scenarios where they had positive experience using English efficiently and successfully (Magid & Chan, 2012). The activities they offered in these sessions include asking the participants to list their L2-relevant academic goals, developing action plans to achieve these goals, drawing a timeline for their action plan, thinking of situations where they could efficiently use the L2 or they could have contact with L2 speakers. Their results indicated positive impact of their program as learners demonstrated higher motivation by the end of the program. This study is an important contribution due to their novel training programs based on the L2MSS framework focusing on enhancing the power of the imagination and visualization of the Ideal L2 Self. (The study is described in more detail in chapter 3 for the workshop training).

Recent studies that investigate motivational teaching practice and learner motivation under the framework of L2MSS follow the quantitative research paradigm (Deniz, 2010; Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012) and few mixed-methods approaches with longitudinal studies (e.g., Magid & Chan, 2012). The quantitative research approaches include experimental design (e.g., Magid & Chan, 2012; Papi & Abdollahzadeh, 2012), quasi-experimental design (e.g., Moskovsky et al., 2013), and correlational designs (e.g., Deniz, 2010; Guilloteaux & Dörnyei, 2008). The most common statistical analyses used are ANOVA (e.g., Moskovsky et al., 2013), *t*-tests (e.g., Magid & Chan, 2012; Papi & Abdollahzadeh, 2012), and Pearson correlation (e.g., Papi & Abdollahzadeh,

2012). Some quantitative studies employ self-report questionnaires (e.g., Cheng & Dörnyei, 2007) while some studies go beyond merely self-report questionnaires and employ other data collection techniques such as classroom observations (e.g., Guilloteaux & Dörnyei, 2008). Additionally, few studies use mixed-methods designs by complementing self-report questionnaires and/or classroom observations with semi-structured interviews (e.g., Magid & Chan, 2012). For instance, Guilloteaux and Dörnyei (2008) created their own classroom observation instrument (MOLT) to evaluate both EFL teachers' motivational teaching practice and level of students' motivated classroom behaviors. While few studies examined teachers' general motivational practice in the classrooms via observation without an instructional training (e.g., Guilloteaux & Dörnyei, 2008), few other studies used controlled experimental design to investigate the implementation of specific motivational strategies teachers use (e.g., Moskovsky et al., 2013).

This study has some similarities to the above-mentioned studies while aiming for a more comprehensive and rigorous investigation of motivational strategies in relation to motivated learning behaviors of EFL learners via a mixed-methods design that has not been used for this purpose at the time this study has been designed. How this study has been influenced by and differs from the previous ones in its research design and breadth of investigation is as follows. First, while Cheng and Dörnyei (2007) investigated motivational strategies used by Taiwanese teachers, this study investigated a) what kinds of motivational strategies are used by the Turkish EFL instructors, b) how often they implemented these strategies in their teaching, and c) how much importance they attach to motivational strategies. Unlike their study, though, this study supplemented the self-report questionnaire data with interview, classroom observation, strategy log, and reflective journal data. Thus, besides the statistical tests, t-tests and ANOVA, qualitative

data analysis provides findings for the current study. The results of this investigation have the potential to contribute to both Dörnyei and Csizér's (1998) and Cheng and Dörnyei's (2007) findings that "at least some motivational strategies are transferable across diverse cultural and ethnolinguistic context" and/or that "some strategies are culture-sensitive or even culture-dependent" (Cheng & Dörnyei, 2007, p. 153). Additionally, the study aims to contribute to recent L2 motivation research on vision building in L2 classroom (Dörnyei & Kubanyiova, 2014) strengthening ideal L2 selves of learners.

Second, like Guilloteaux and Dörnyei (2008), this study aims to investigate the connection between the teachers' motivational teaching practice and their students language learning motivation. Their study used a self-report questionnaire and a classroom observation (only once) for their investigation. However, this study examines the impact of motivational teaching practice on learner motivation via a mixed-methods approach with a pre and post treatment design with six different instruments in a longitudinal study including data triangulation with multiple sources and data analyses.

Third, like Magid and Chan (2012), this study examines how motivational strategies that are based on the L2MSS (Dörnyei, 2005,2009) – more precisely, the Ideal L2 Self – influence Turkish EFL learners' motivation by enhancing their visualization of the Ideal L2 Self. In summary, this study aims to contribute to the investigation of the link between EFL teachers' motivational strategy use and learner motivation as well as how the Ideal L2 Self component of the L2MSS framework, which has been found to be the strongest indicator of L2 motivation, can be integrated into the motivational teaching practice within the Motivational Teaching Practice in L2 Classrooms framework for optimal motivational outcomes. By offering rich empirical data, in both research paradigms – qualitative and quantitative – in an understudied EFL context, this

study aims to contribute to a global understanding of motivational strategy use and motivated

learner behavior. Apart from the above-mentioned foci, this study also aims to offer pedagogical

recommendations for EFL teacher training in terms of motivational teaching practice via its

training workshop (treatment) element and EFL instructors' reported beliefs on the effectiveness

of the workshop as well as their recommendations to enhance the workshop. Additionally, the

study offers more in-depth data via qualitative analysis of observation field notes, reflective

journals and interview data besides the other quantitative results via descriptive statistics, *t*-tests

and repeated-measures ANOVAs.

Motivational Teaching Practice in the L2 Classroom Framework

In alignment with the notion that L2 motivation is a dynamic construct that is influenced

by resources and tools in an L2 classroom, Nikolov (2001) demonstrated that learners' lack of L2

motivation and achievement was caused by their negative perceptions of classroom practices

even though they initially displayed positive attitudes toward L2 learning. Likewise, Waninge,

Dörnyei, and De Bot (2014) found that change in motivational state of learners is not always

"random or unpredictable" and that a change in classroom activity increased student motivation

emphasizing the importance of immediate learning environment for L2 motivation. The dynamic

nature of L2 motivation places importance on context as a factor that influences motivation

significantly. Hence, L2 motivation, being the most significant factor in the L2 learning process

needs to be enhanced and due to its dynamic nature, it is influenced by L2 teachers' motivational

teaching practices to a great extent. Based on the extensive theoretical L2 motivation research,

pedagogical implementations for motivational teaching practice in the form of teachers'

motivational strategy use have gained importance recently. This realization of the need for

practical strategies recently led L2 researchers begin "a new line of inquiry" causing a shift in focus from "theoretical issues involved in the study of motivation to the investigation of practical strategies that may contribute to students' language learning motivation" (Papi & Abdollahzadeh, 2012, p. 572). With the increasingly more elaborate understanding of L2 motivation, researchers offer significant practical implications. However, Dörnyei and Ushioda (2011) argue that "while there are many effective motivational principles and guidelines that can help practitioners, these principles do not add up to a coherent theory" and that these pedagogical recommendations via "empirical research are not directly generalizable to all classroom situations" and they need to be adapted to the immediate learning context (p. 104). The researchers further argue that this can only be achieved by raising teachers' "motivational awareness by providing them with a menu of potentially useful insights and suggestions" from which they can select according to their teaching context (Dörnyei & Ushioda, 2011, p. 105). Addressing this need in practical implementations of recent L2 motivation research, Dörnyei (2001a) offers a comprehensive summary of motivational techniques via Motivational Teaching Practice in the L2 Classroom framework. "Following through the motivational process from the initial arousal of the motivation to the completion and evaluation of the motivated action" based on the process-oriented model (Dörnyei & Otto, 1998), Dörnyei (2001a) synthesizes various strategies that L2 teachers could use to promote classroom L2 learning and motivation under four major themes:

a) creating the basic motivational conditions

b) generating initial motivation

c) maintaining and protecting motivation

d) encouraging positive retrospective self-evaluation

These four motivational aspects are displayed in Figure 1 in a schematic representation of the framework.

Figure 1. The Components of Motivational Teaching Practice in the L2 Classroom (from Dörnyei, 2001a, p. 29)

Creating the Basic Motivational Conditions

Dörnyei (2001a) argues that for any teacher motivational strategies to be effective to generate motivation, certain preconditions should be present in the L2 classroom. Research demonstrates teachers' own classroom behaviors as the most important motivational tool (e.g.,

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Chambers, 1999; Dörnyei & Csizér, 1998). Likewise, Dörnyei and Ushioda (2011) note that teachers are the main "social figures who significantly affect the motivational quality of the learning process in positive or negative ways" (p. 109). In line with this, *appropriate teacher behavior* in this model constitutes the first necessary precondition to create the basic motivational condition in L2 classrooms. L2 teachers' "enthusiasm, commitment to and expectations for the students' learning, good relationship with the students, and their parents" (valid for young learners) are among the appropriate teacher behaviors that research suggests (Dörnyei, 2001a, p. 32). Enthusiastic commitment of the teacher to the subject matter and teaching positively influences the students inspiring a similar willingness to pursue learning. The strategy Dörnyei (2001a) generates based on this category is: "demonstrate and talk about your own enthusiasm for the course material, and how it affects your personality" which would show L2 learners that you "value L2 learning as a meaningful experience that produces satisfaction and enriches your life" inspiring them to feel the same way (p. 33). L2 teachers' commitment to and expectations for the students' learning also was included in the appropriate teacher behavior group. If students sense that their teacher does not care about their learning, improvement, or the subject matter, their motivation decreases; therefore, by offering extra help, being available for assistance, showing concern, having sufficiently high expectations from students, and responding immediately to student requests, L2 teachers can promote motivation in their classrooms. Finally, by having a collaborative and positive personal relationship with the students, and their parents, L2 teachers can enhance learners' motivation (Peregoy & Boyle, 2008).

The second important aspect to create the basic motivational conditions in L2 classrooms is generating a pleasant and supportive atmosphere in class (Dörnyei, 2001a). To achieve this, Dörnyei (2001a) suggests a) establishing a good rapport with learners in a safe, and criticism or

sarcasm-free atmosphere b) encouraging risk-taking, mistakes, and humor. Language learning is a very "face-threatening" process causing anxiety due to many reasons such as the pressure of operating in a new language system with limited knowledge, having to take risks to produce the language while paying conscious attention to so many different aspects like intonation, pronunciation, grammar, vocabulary, and meaning all at the same time. Thus, the more pleasant and supportive the L2 classroom is, the easier it would be for the L2 learners to cope with all these challenges, which would have a positive impact on their L2 motivation (Dörnyei, 2001a). Similarly, Busse and Walter (2013) suggest that "perceived progress also plays an important role for students' continued motivation at university level, and perceived lack of progress was clearly linked to decreasing enjoyment and to motivational lows (p. 445).

The third important factor in creating the basic motivational conditions in L2 classrooms is developing a cohesive learner group with appropriate norms. "Group as a social unit exerts a powerful influence on its members' behaviors" so the group dynamics play an important role in L2 classes in regards to learner motivation (Dörnyei, 2001a, p. 42). Group cohesiveness is one aspect of group dynamics that has a significant impact on L2 motivation. In a cohesive class, L2 learners share responsibility to achieve the L2-relavant group goals, pull each other along, and feel more comfortable due to positive and supportive relations while enjoying the learning process. Thus, L2 teachers can promote class cohesiveness by enhancing interaction, cooperation, group tasks, personal information exchange, encouraging different seating patterns, and using ice-breakers. In such a cohesive class, formulating group norms explicitly, discussing and accepting them as a whole class would also facilitate the motivation to pursue L2 learning.

Generating Initial Motivation

Insufficient motivation has been indicated as one of the biggest challenges for L2 teachers, (e.g., Veenman, 1984; Dörnyei, 2001a) and contrary to the misconceptions that everyone is motivated to learn, most learners need to be motivated primarily by their teachers. Hence, Dörnyei (2001a) suggests that teachers can facilitate positive attitudes toward L2 learning and motivation by first enhancing learners' language-related values and attitudes. These values refer to learners' genuine interest in learning the L2, and their culture, as well as the pragmatic benefits they associate with the mastery of the L2 (Dörnyei & Ushioda, 2011). Dörnyei (2001a) suggests that L2 teachers can enhance these language related values by presenting peer role models who can share their positive L2 learning experiences, promoting personal contact with L2 speakers or culture or by encouraging exchange of learners' positive feelings and opinions related to the L2 learning. Additionally, learners' intrinsic desire to learn the L2 can be increased by emphasizing positive and enjoyable aspects of the L2 learning (Dörnyei & Ushioda, 2011). Furthermore, increased expectancy of success in a particular language task or L2 learning in general enhances learners' motivation and teachers can facilitate this by ensuring that learners have sufficient preparation and assistance as well as high awareness of the positive outcomes of those tasks. The third aspect of generating initial motivation is increasing learners' goal-orientedness that can be achieved by cooperatively formulated and accepted goals for the course. After negotiating on the learning goals at the beginning of a semester, L2 teachers can promote motivation by regularly reminding students how each language task indeed serves the goals collaboratively set for the course (Dörnyei & Ushioda, 2011). The fourth factor Dörnyei (2001a) notes for the initial motivation is making the course materials relevant to the learners. If learners "do not see the relevance of a subject, the teacher has from the outset a major challenge"

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(Chambers, 1999, p. 38). Likewise, Dörnyei (2001a) underlines that unless learners consider the materials relevant and important, they are not motivated to learn the L2. Needs analysis to understand students' goals and interests so that they can be incorporated into the syllabus is recommended to relate the course content to the learners and thereby increase their desire to learn. Another point that is influential in L2 motivation is learner beliefs about their progress and their unrealistic expectations for their L2 learning experience. Dörnyei (2001a) posits that "unrealistic learner beliefs about how much progress to expect, in what way and how fast" can be detrimental to the progress, as they mostly would result in disappointment that would cause demotivation. Thus, he suggests both increasing learners' awareness of the tedious second language acquisition process so that they develop more realistic expectations and encouraging learners to identify the methods and strategies by which they learn the best (Dörnyei, 2001a).

Maintaining and Protecting Motivation

Grounded in the process-oriented model of L2 motivation, Dörnyei (2001a) argues in his motivational teaching practice framework that maintaining motivation is as much important as generating initial motivation in the L2 learning. Motivation having a dynamic nature fluctuates during the long and difficult L2 learning process so it is the teachers' responsibility up to an extent to ensure the continuity of learners' motivation. The monotony of the classroom flow can be broken by varying stimulating and enjoyable learning tasks and ample student involvement in class. Additionally, an enhanced learner self-esteem, positive social image, and learner autonomy supported by frequent learner cooperation in class activities – instead of excessive use of competition – facilitate maintenance of motivation throughout the long L2 learning experience (Dörnyei & Ushioda, 2011). For a learning experience as stressful, long, and tiresome as

language learning, maintaining a positive social image among peers in class is a key factor in maintaining learner motivation. By both creating situations where learners are given ample opportunities to demonstrate their strengths in class and helping them realize that mistakes are a natural part of the language learning process which allow them to test their L2-related hypotheses, L2 teachers can maintain motivation during the L2 learning process (Dörnyei, 2001a).

Encouraging Positive Retrospective Self-Evaluation

Past motivation research shows that learners' explanations of their past successes and failures in language learning and how they feel after successfully and unsuccessfully complete language tasks have significant consequences in their future L2-related experiences (e.g., Weiner, 1992). However, L2 teachers can encourage positive self-evaluation using appropriate strategies such as "promoting attributions to effort rather than to ability" and giving learners motivational feedback that is constructive and supportive of positive contribution to the lesson as well as focusing on learner progress (Dörnyei & Ushioda, 2011, p. 126). Dörnyei (2001a) emphasizes that when the progress in language learning is made tangible, it has a stronger positive impact on L2 motivation and this can be done via visual representations of learning outcomes, progress or learners' skills and products. Furthermore, L2 learners with high linguistic self-confidence are more likely to believe that they have the ability to communicate in the L2 to complete the learning tasks successfully in class thereby demonstrating more motivated classroom participation and putting more effort to achieve their L2-related goals (Guilloteaux & Dörnyei, 2008). By encouraging positive self-evaluation and emphasizing students' progress in L2

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learning and using strategies to this end, L2 instructors play a significant role in enhancing students' linguistic self-confidence and so L2 motivation and achievement.

L2 teachers' motivational teaching practice is positively related to their positive self-perceptions as L2 teachers, beliefs, and teaching enthusiasm and that the motivational strategies they employ are one of the most important motivation promoting factors leading higher learning success in L2 classes in various L2/foreign language learning contexts such as China and England (Guilloteaux & Dörnyei, 2008), Iran (Papi & Abdollahzadeh, 2012), and Saudi Arabia (Moskovsky et al., 2013). Findings indicate that EFL teachers' motivational practices enhance learner motivation (Moskovsky et al., 2013). In an attempt to examine pre-service teachers' perceptions of motivational strategies, Deniz (2010) found that student teachers perceive motivational strategies and teachers' motivated behaviors as important. Additionally, data collected from classroom observations, in-depth interviews with teachers, and self-report questionnaires, reveal a link between teachers' identity based on their perceptions of themselves as language teachers and their motivation to pursue their career. The L2-self perspective both for teachers and learners offers a useful paradigm to examine the L2 learning/teaching motivation emphasizing that the ideal L2 (teacher/learner) self concept provides a motivational impetus to achieve their future-goals. In doing these, their Ideal Self (teacher or learner) plays an important role to attain the goal serving as the catalyst to decrease the discrepancy between their actual self and Ideal Self in regard to their L2 proficiency.

The increasing number of studies investigating L2 motivation under the L2MSS framework has indicated that L2 learning motivation is reinforced by highly motivated, enthusiastic teacher behaviors, their use of motivational strategies, and positive relationships with their learners. Since the Social Psychological Period, self-research has examined the

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development of self-concepts and how they shape individuals' goals as well as actions to fulfill those goals. Self theorists have long debated that not only self-cognition and motivation are related to each other but also that the affective and motivational states tie the self-concepts that are active within one's cognition (Markus & Nurius, 1986). As the motivational disposition and self-cognition are so closely linked, further research might shed more light on teacher motivation research based on White and Ding's (2009) Possible Language Teacher Selves framework in which they operationalized the L2MSS (Dörnyei, 2005; 2009) to examine possible teacher selves (Ideal Language Teacher, Ought-to Language Teacher Self, and Feared Language Teacher Self).

It is widely acknowledged that higher motivation results in higher achievement in learning (e.g., Bernaus & Gardner, 2008). If the studies indicate that language teachers' teaching behaviors are critical for motivating learners, and they most certainly do, then to be able to enhance the learning achievement, the pedagogical implications of these studies should be considered thoroughly not only in language teaching curricula and methodologies but also language teacher education and pre-/in-service training programs. Findings indicate that extensive and varied motivational strategies and how to integrate them into language teaching curricula can be included in pre-/in-service teacher training content, teaching methodologies, curriculum design, and language policies.

The motivational programs offered by Magid and Chan (2012) suggest implications both for further research and teacher training and teaching methodologies. An examination of more effective and systematic models of how to enhance motivational power of future self-guides both for L2 learners and teachers could shed light on a broader understanding of L2 learning and L2 teacher motivation.

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For future research direction, more studies are needed to examine how use of motivational strategies reinforces motivated language learner behaviors in actual classroom settings resulting in higher learning achievement. Most studies have focused on the correlation of teachers' motivational strategy use and L2 learning motivation but how actual classroom behavior and learning outcomes are influenced by teacher behaviors need more studies conducted in different L2 learning contexts and with diverse learner populations. In an attempt to address this, the study, aims to offer comprehensive and in-depth data about college level EFL learners' motivational state, instructors' motivational teaching practice and how it influences their students' motivated learning behaviors, and pedagogical recommendations concerning motivational teaching training for pre-service L2 teachers. To ensure the depth and breadth of the data, the current study offers both qualitative and quantitative data, which will contribute to L2 motivation research.

CHAPTER THREE:

RESEARCH METHODOLOGY

This chapter presents the purpose of this study, research method, data collection and analysis, respectively. In the first section, research design is described. In the second, a description of the research setting and experimental and control group participants is provided. Finally, data collection instruments and procedures are explained.

The importance of motivation for L2 learning achievement has highlighted the significance of finding effective methods to promote and sustain learners' motivation (Moskovsky et al., 2013). Having designed a practical framework of motivational strategies, Dörnyei (2001a) suggests that L2 teachers have the potential to raise learners' motivation and help them maintain their motivation throughout their L2 learning process by using motivational strategies consistently and systematically in their classes and developing a motivational teaching practice. Even though there is consensus about the critical role of learner motivation in L2 achievement, controlled investigations of how teachers' motivational strategies influence learner motivation are scarce in L2 research and limited to some specific countries – e.g., Taiwan (Cheng & Dörnyei, 2007); Hungary (Dörnyei & Csizér, 1998); South Korea (Guilloteaux & Dörnyei, 2008); England and Hong Kong (Magid & Chan, 2012); Saudi Arabia (Moskovsky et al., 2013); and Iran (Papi & Abdollahzadeh, 2012). Among these, few studies were guided by Dörnyei's (2001) Motivational Teaching Practice in the L2 Classroom framework (Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013; Papi & Abdollahzadeh,

2012), which is one of the theoretical frameworks that guided the current study. To the best knowledge of the researcher, there are few studies incorporating the L2MSS framework into motivational teaching practice by facilitating the L2 selves of learners (e.g., Magid & Chan, 2012). Given the obvious impact of L2 teachers' strategy use on their students' motivation, Dörnyei's (2001) Motivational Teaching Practice in the L2 Classroom framework can guide experimental studies on how to increase L2 learners' motivation. Hence, it is used in this study to fill the gap in L2 motivation and L2 teacher education by linking these two frameworks.

This study aims to first quantitatively investigate language learning motivation in the Turkish EFL context and EFL instructors' and their students' perceptions of instructors' motivational teaching practice. Second, the study aims to both quantitatively and qualitative examine the impact of motivational teaching practice training on EFL instructors' motivational strategy use and the influence of EFL instructors' consistent use of motivational strategies on learner motivation. Using Dörnyei's (2005, 2009) L2 Motivational Self System (L2MSS) framework, this study investigates student participants' language learning motivation and examines instructors' motivational strategy use within Dörnyei's (2001) Motivational Teaching Practice in the L2 Classroom framework.

Furthermore, the study aims to explore how to contribute to L2 teacher education in terms of motivational teaching practice training. Via a qualitative approach to classroom-based L2 motivation, the study aims to foster a better understanding of the dynamic and complex nature of L2 motivation and the best motivational teaching practices that could enhance learner motivation using data triangulation. As a result of the in-depth exploration of the motivational teaching practice, the study also seeks to suggest pedagogical implications both for L2 classroom practices and L2 teacher education.

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Hence, the study was guided by the following questions:

1. What is the overall reported motivational strategy use of Turkish EFL instructors?

2. Are there significant differences between Turkish EFL instructors' and their students' perceptions of instructors' use of motivational strategies?

3. Does the L2 motivation of Turkish EFL students increase when taught by instructors using motivation-enhancing strategies over the course of a semester?

4. Are there significant differences between EFL instructors' motivational strategy use before and after an intensive workshop on motivational teaching practice?

    4.a. Do EFL instructors start using more strategies after the treatment?

    4.b. Do EFL instructors start using a greater variety of strategies after the treatment?

5. How do EFL instructors develop in their understanding of motivational teaching practice through a workshop on motivation-enhancing strategies?

    5.a. How did the workshop influence instructors as L2 teachers?

    5.b. Which motivational strategies do Turkish EFL instructors believe are effective in motivating students?

    5.c. How can the treatment workshop on motivational strategy use be enhanced to strengthen EFL instructors' motivational teaching practice?

6. How has instructors' motivational strategy use influenced EFL learners' L2 motivation?

Research Design

The study lends itself to a mixed-methods approach as it aimed to have a deep and comprehensive examination of L2 motivation and how it is influenced by teachers' motivational

teaching practice via both quantitative and qualitative data that supplement each other. A quasi-experimental research design was used because the overall purpose of the study was to examine the effect of the manipulated independent variable – L2 instructors' motivation-enhancing strategies – on the dependent variable – learner motivation in EFL classes (Field, 2013). More specifically, a pre- and post-treatment design was employed with a control group to gain a better understanding of the impact of the treatment (teachers' motivation-enhancing strategies) on learners' motivated learning behaviors in classroom. Moskovsky et al. (2013) state that studies which only involve data collection once at the end of a semester with no experimental treatment do not allow for "stringent causality inferences" (p. 37). Hence, with the pre- and post-treatment classroom observations over the course of an academic semester supplemented by self-report surveys, reflective journals, strategy logs and semi-structured interview data, this study aims to increase the credibility, variety and quality of the data by data triangulation collected, analyzed, and interpreted both quantitatively and qualitatively. The purpose of the control group was to increase the credibility of the interpretation that the treatment has caused the change in learners' and teachers' behaviors in the experimental group.

To address the concern regarding internal validity, learners' L2 motivation and instructors' motivational teaching practice both in the experimental and control group classes were measured via classroom observations before and after the treatment to factor out the possibility that groups may not be comparable at baseline. Additionally, experimental group students' motivation was measured via self-report surveys before and after the treatment.

The study was conducted over the course of 16 weeks in Spring 2015 in Turkey – a relatively understudied EFL context. Observing the progress of the EFL learners' motivational characteristics might have entailed a longer period of time for observations to

reveal a better exploration of the change over time; however, for the continuity of the same learner population from the start to the end of this study, one semester was the only option for the researcher to work with the same learner group and the instructors as every semester classes change.

Mixed-Methods Design

Quantitative research enables researchers to draw conclusions for great numbers of people, controls prejudice, and explores relationships and cause and effect interaction within data. Likewise, qualitative research has its own advantages such as providing in-depth perspectives of participants and capturing their voices in a better-depicted context (Creswell, 2015). Nevertheless, both research methods also have disadvantages as well as the aforementioned advantages. "Quantitative research does not adequately investigate personal stories and meanings, or deeply probe the perspectives of individuals" so it is rather impersonal (Creswell, 2015, p.15). On the other hand, "qualitative research does not enable us to generalize from a small group of people to a large population" or does not reveal hard data such as numbers but offers subjective data about few people (Creswell, 2015, p. 15). Thus, to be able to benefit from the combined strengths of both research approaches, this study employed a rigorous mixed-methods design. Research indicates that the mixed-methods approach allows for more in-depth exploration of an ongoing learning process compared to the only quantitative methods (Creswell, 2015; Johnson & Onwuegbuzie, 2004; 2007). Hence, a mixed-methods design has been chosen for this study to be able to reveal more explanatory data to gain a better understanding of how a training workshop on motivational strategy use for EFL instructors impacts L2 learners' motivation.

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Mixed-methods research is used in social, behavioral, and health sciences through which the researcher collects quantitative and qualitative data (in either order based on the research design) and then combines them to finally draw interpretations (Creswell & Clark, 2007). Creswell (2015) also notes that when a researcher "combines statistical trends (quantitative data) with stories and personal experiences (qualitative data), this collective strength provides a better understanding of the research problem than either form of data alone" (p. 2).

L2 researchers also emphasize the need for more mixed-methods studies of language learning motivation (e.g., Larsen-Freeman & Long, 1991; Ushioda, 2001). There is a potential need for the long-standing quantitative tradition in the L2 motivation research to benefit from qualitative approach or a combination of both approaches. As L2 motivation is a multifaceted and dynamic phenomenon influenced by sociocultural, individual, psychological, and environmental factors, an exploration of in-depth experience of individual perspectives, stories and feelings during the L2 learning process is very critical to better understand L2 motivation. Therefore, a mixed-methods approach would provide more explanatory power with the strengths of both approaches compared to when either approach is used alone. Creswell (2015) believes that mixed-methods studies should have a mixed-methods research question besides the main questions to be addressed in the study and this question briefly states the purpose of the study design. Taking this into consideration, the mixed-methods questions for the two participant groups aimed with this study are: 1) How do the views of EFL instructors support their actual motivational teaching practice in EFL classes? and 2) How does EFL students' perception of their motivation and approach to L2 learning manifest itself in the L2 classroom? Both quantitative and qualitative data in the entire study serve this purpose. Creswell (2015) categorizes specific designs that mixed-methods studies follow under two groups: basic designs

and advanced designs. The basic designs include convergent, explanatory sequential, and exploratory sequential designs while the advanced designs are intervention, social justice, and multistage evaluation designs. In this study, more specifically, a combination of both: the explanatory sequential basic design within the advanced intervention design was followed.

Mixed-Methods: Explanatory Sequential Design within the Intervention Design

An explanatory sequential design, which is commonly used in mixed-methods studies, was used within the intervention design for this study (Creswell, 2015). The explanatory sequential design aims to first explore the phenomenon with a quantitative strand[2] to collect and analyze the data, and then to carry out the qualitative strand to collect and analyze the data in order to explain quantitative results in more detail. Generally, there are only two phases – quantitative and then the qualitative phase – in explanatory sequential design mixed-methods studies and they follow the aforementioned order. However, for this study, a three-phase approach was taken since there is a treatment component, making it an intervention design according to Creswell's (2015) classification. "The intent of the intervention design is to study a problem by conducting an experiment or an intervention trial and adding qualitative data into it" (Creswell, 2015, p 42). Creswell (2015) describes intervention designs in mixed-methods studies as studies including experimental and control groups, testing a treatment on the experimental group, and deciding if the treatment has an impact on the outcomes – just like any other experimental study. However, in mixed-methods studies, the researcher adds qualitative data within the pre-post treatment model at any of the three phases – before, during and/or after the

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[2] "Strand refers to either quantitative or qualitative component of a study"(Creswell, 2015).

treatment. For this study, the qualitative data were collected during and after the treatment and were interpreted to "follow-up on the outcomes and help explain them in more detail than the statistical results alone yield" (Creswell, 2015, p. 43).

The exploratory data were collected and analyzed quantitatively before the treatment – phase 1, both quantitative and qualitative data were collected during and after the treatment stages – phase 2, and finally, the qualitative data were collected – phase 3. Figure 2 below displays the three-phase sequence of the explanatory sequential design within the intervention design that has been employed in this study.

Phase 1
Quantitative

Self-report survey (TUMSS)
(With both instructors and students)

⇩

Phase 2
Quantitative + Qualitative

Quant: Self-report surveys (L2MQ) – Experimental group students
Quant: Classroom observations 1 (pre-treatment)
Qual: field notes + observers' post observation reflections

Motivational teaching training (treatment)
Quant: Implementation observations in experimental grp (during treatment)
Qual: Teachers' reflective journals
Quant: Strategy Logs

Quant: Classroom observations 2 (post-treatment)
Qual. field notes + observers' post observation reflections
Self-report surveys (L2MQ) – Experimental group students

⇩

Phase 3
Qualitative

In-depth semi-structured interviews (instructors and students)

Figure 2. Display of the Three-Phase Explanatory Sequential Design within the Intervention Design.

A brief description of each phase is provided after the figure but details regarding the data collection procedures with literature support for the decisions made for methodological choices and the instruments have been provided in the following sections.

Phase 1. The first phase of the study consisted of the largest data set ($N = 452$) which were exploratory quantitative survey data. In the first phase, quantitative data were collected via a self-report questionnaire from the EFL student and instructor participants. Teachers' Use of Motivational Strategy Scale (TUMSS) was used to examine L2 instructors' motivational strategy use. More precisely, it was aimed with this self-report questionnaire to examine learners' and instructors' perceptions of EFL instructors' motivational teaching practice. This exploratory first phase with the survey results informed the preparation of the workshop for the treatment. Furthermore, the survey data from both groups were used to examine if there was a difference between students' and teachers' perspectives of instructors' motivational strategy use. The results of these data also later helped determine what further exploration was needed in the qualitative interview phase.

Phase 2. The second phase of the study consisted of the second largest participant group ($N = 252$) and it included both quantitative and qualitative data, with intensive data triangulation. At the beginning of the second phase, the L2 motivation questionnaire (L2MQ) data were collected from the experimental group classes to investigate the language learning motivation of the learner participants before the treatment was applied. Next, pre-treatment classroom observations were conducted in the five experimental and five control group classes for a week in order to obtain rich and varied data about the instructors' motivational teaching and learners' motivated classroom behaviors. To strengthen the data and obtain a deeper understanding of the classroom dynamics focusing on teachers' motivational practice and learners' motivated learning

behaviors, qualitative field notes were also taken by the researcher for real-time observation. The researcher also wrote post-observation reflections regularly with an intention to complement the real-time observation data, noting down her personal interpretations of the interactions between instructors' motivational teaching strategies and students' motivated learning behaviors.

As part of the second phase, a motivational teaching workshop was provided to the experimental group instructors after the pre-treatment classroom observations were completed. (Details have been provided in the Workshop Section). After the workshop, experimental group instructors implemented the treatment strategies in their classes for six weeks and completed strategy logs and reflective journals to both keep track of the motivation-enhancing strategies that they used in each class and share their insights concerning their motivational strategy use. Post-treatment classroom observations were conducted in all participating classes at the end of the six-week implementation stage, supplemented by researcher's qualitative field notes and post observation reflections. After the implementation, students in the experimental group were asked to take the L2M questionnaire again to examine any possible change in their self-report motivation scores due to the enhanced motivational teaching practice of their instructors. While the questionnaire data revealed students' reported motivational level, the observation data yielded insight into the actual motivational learning behaviors, supplementing each other.

Phase 3. Finally, the third phase included a relatively smaller participant group compared to the previous phases but more in-depth data ($N = 21$). Qualitative data were collected via in-depth semi-structured interviews with the three instructors in the experimental group and six students from each instructor's class based on the level of their motivated learning behavior. Three highly motivated students and three students with lower motivation were chosen among the volunteers according to the classroom observation data and their instructors' discretion. The

interviews with the students were intended to gain a deeper understanding of a) their L2 learning motivation, b) the effectiveness of instructors' motivational teaching practice, and c) which motivation-enhancing strategies students found to be the most helpful. The interviews with the instructors aimed to better understand how effective the training program was for them and how it could be enhanced.

In summary, the first phase involved the self-report survey data collection that generated exploratory quantitative data. The second phase included pre- and post-treatment L2MQs from the experimental group students and two series of classroom observations in the 10 participating classrooms at different times – one set during the pre-treatment and one during the after-treatment periods. The second phase also involved the workshop sessions, strategy logs and reflective journals collected from the experimental group teachers. Finally, the third phase included the in-depth semi-structured interviews with the three experimental group instructors and 18 students in their classes.

In conclusion, the rationale behind the choice of the mixed-methods and specifically, the explanatory sequential design within the intervention design was to be able to better understand the current problem – how to enhance the multifaceted L2 learning motivation and what is the best motivational strategy use for EFL teachers. The mixed-methods design provided varied and rich data on how Turkish L2 teachers' motivational strategy practices influence learner motivation. To the best of the researchers' knowledge, most motivation studies with a focus on motivational strategies offered only quantitative data via survey or classroom observations (e.g., Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012) with only one exception (Magid & Chan, 2012) that incorporates interview data. This study aims to combine these two quantitative data sources and even increase the depth of the data with follow-up interviews, reflective

journals, and qualitative observation field notes for a more comprehensive understanding of the interaction between L2 instructors' motivational strategy use and learners' motivation.

Additionally, the current study examined the impact of a workshop on motivational teaching practice, adding a treatment element to the research design. With this design, the researcher intends to increase the explanatory power of the quantitative results such as the statistical significance, confidence intervals, or mean score differences. Based on these quantitative results, it is not often possible to understand how findings occurred, but qualitative data help explain them (Creswell, 2015). Ultimately, after the third phase, inferences were drawn about how the qualitative results help account for the quantitative data. Creswell (2015) highlights, "the strength of this design lies in the fact that the two phases [in this case, the three phases] build upon each other so that there are distinct, easily recognized stages of conducting the design" (p. 38). These insights with regard to the motivational strategy use before and after the treatment have also contributed to the pedagogical recommendations that this study aims to offer. More details are provided on the data collection procedure, treatment, and how each instrument was used in the following sections.

Research Setting

In this section, the research setting for the study is described. This study was conducted at the Department of Modern Languages at a large state university founded in 1956 in Ankara, the capital city of Turkey. It is a co-educational international research university with approximately 26,500 students from around the world. Being an English-medium university, it accommodates 1,700 international students and 50 researchers from about 94 countries. The university has 40 undergraduate programs within five colleges and five graduate schools with 104 masters and 66

doctorate programs and a School of Foreign Languages, which includes the Basic English Department and the Modern Languages Department. Additionally, the university has been involved in many funded international research projects and has 19 international joint degree programs with European and American universities (e.g., SUNY) at both graduate and undergraduate levels. The academic year at the university is divided into two semesters as fall and spring with a summer school option offering regular courses.

Entering freshmen students are above the average academic standing with a high school GPA of 3.50 or over, and one third of the first top 1,000 students at the National University Entrance Examination attends this university. Because English is the language of instruction, students attend a semester or yearlong intensive English program – called preparatory class – unless they pass the English proficiency test upon enrollment at the university. Only students who pass the proficiency test (either upon enrollment or after completing their intensive English program) are permitted to proceed to work on their majors.

The Department of Modern Languages includes 72 instructors, 70% of whom hold an MA degree to teach English and other foreign languages; a smaller proportion hold a doctorate degree in the same fields. The department values professionalism in language education, supports research, and believes in career-long professional development. In line with this, the department endorses teacher development and participates in professional activities of the English Language Teachers' Association, which is a professional association that offers conferences, seminars, and many educational activities devoted to language education and language teacher education. Based on this supportive attitude to professional development, the department provided an appropriate setting for this research which is intended to contribute to the development of L2 education, motivation and achievement as well as L2 teacher education.

The Department of Modern Languages offers four English for Academic Purposes (EAP) courses that are compulsory for students who score at the proficiency test lower than the benchmark for a waiver: ENG 101 English for Academic Purposes I, a first year course offered every fall semester; ENG 102 English for Academic Purposes II, a first year course offered every spring semester; ENG 211 English for Academic Purposes III, a second year course offered every semester; and ENG 311 English for Academic Purposes IV, a third year course offered every semester. Undergraduate students who score 85 or above on the university's English Proficiency Examination or who successfully complete their intensive English courses during the year-long preparatory class with a grade of AA (A+) are exempted from these compulsory courses. The university also recognizes the TOEFL IBT score of 100 or 8.0 at IELTS as equivalent scores to be exempted from the compulsory English courses. These scores may vary for the masters and doctorate degrees based on each program's policy.

Students who continue their academic programs with a lower score than the benchmark for exemption on the proficiency test, therefore, are asked to take these (EAP) courses at the Department of Modern Languages. These EAP courses focus on both academic language skills – reading, writing, listening, and speaking – and how to synthesize literature to write research papers and perform presentations. All these courses are theme-based and organized into modules aiming to develop critical thinking skills, which help students become confident lifelong learners.

ENG 102 course, where all the data for Phase 2 and 3 were collected, is an integrated-skills course with a focus on learner-centered teaching. The course book is divided into four units and it is based on one central theme: *Power.* Each of these units focuses on a different aspect of *power* concept such as soft and hard power. For instance, one specific topic of soft power was

the impact of media on societies and their perspectives of life. Tasks for this course integrate all four- language skills, higher order thinking and critical reading skills for which students are expected to comprehend, synthesize, analyze, and evaluate ideas/information in the written and audio/audiovisual content. Thus, the current classroom setting in this Academic English Course relies heavily upon academic reading and writing, listening and speaking skills and academic research. Students are required to write a documented argumentative essay for which they are expected to do academic research and incorporate citations to support their arguments. Process writing is followed at the department so the essay is written with multiple drafts with peer and teacher feedback after each one. Therefore, the course requires a great deal of academic reading and writing coursework outside of the class, too, which increases learners' workload and stress in this course as they simultaneously take their departmental courses and have other responsibilities related to their majors.

As it is an English-medium university, the language of instruction, all the course work, materials, class discussions, and assignments are all in English at the research setting. Thus, L2 motivation is critical for the learners to achieve their academic goals. However, during my personal conversations with some instructors throughout the piloting stage, it was brought to my attention that lack of learner motivation is the biggest challenge they face and even that the professional development team at the department had been doing research on this. Instructors' unsolicited feedback involved learners' general tendency to either participate in their L1 or avoid participation in ENG 102. A collaborative project that was conducted in Turkish universities (British council & The Economic Policy Research Foundation of Turkey [TEPAV], 2015) reported low motivation to learn English as a foreign language as one of the main problems in college education. This investigation involved intense classroom observations in college level

EAP courses and it was conducted during the same semester as this study. In one of the ENG 102 classroom observations, the researcher experienced the observation process with the main investigator from the council for a two-hour class after which she got a chance to have a conversation about his overall analysis of the low motivation problem. The report indicates that students show low motivation in academic English classes even though the curriculum and the training and effectiveness of the EFL instructors were reported as adequate for their level. The researcher also observed this problem while teaching at this department.

All of these findings, observations, and unsolicited feedback from the instructors during the piloting stage and the actual study indicated that low motivation for classroom participation and communication in English posed a considerable challenge for the instructors in the department, highlighting the significance of the focus of this study and potential contribution of its findings and pedagogical suggestions for college level EAP/EFL courses. In such an academic setting, instructors' consistent motivational strategy use and overall teaching effectiveness are crucial for learners' language proficiency and academic achievement, which places more importance on the current study for teachers' professional development and learners' academic improvement.

Participants

The data in this study featured two types of participants: Turkish EFL instructors and their students at a large state university in central Turkey. Each of the three phases of this study consists of various participant numbers. Table 2 below demonstrates the number and age range of the participant group for each phase of the study.

Table 2. Participant Size by Phase.

Phase #	Student N	Age	Instructor N	Age
*Pilot Phase	23	19 - 23	11	29 - 40
Phase 1	422	19 - 30	32	24 - 60
Phase 2	252	19 - 30	5	36 - 45
Phase 3	18	19 - 30	3	36 - 38
In Total $N = 711$	674		37	

Note: Total N counts Phase 1 and 2 because Phase 2 already includes Phase 3 participants. Piloting N is excluded.

The results of the piloting process were not included in the study analysis because they were conducted to pilot the instruments in this research context. During the piloting phase, 23 college EFL students completed the L2MQ questionnaires and 11 EFL instructors completed the TUMSS survey. Additionally, the researcher piloted the MOLT observation scheme while observing a sample ENG class.

Larson-Hall (2010) suggests that researchers should "perform a power analysis before undertaking a study in order to determine the number of participants that should be included in a study to ensure an adequate level of power (power should be higher than .50 and ideally .80)" (p. 96). Similarly, Plonsky and Oswald (2014) suggest that researchers need to conduct a priori power analysis to determine the required sample size to obtain the target power (0.80) and effect size ($f = 0.40$) with Alpha at .05. Larson-Hall (2010) states that a power level of 0.80 suggests that the researcher will have an 80% chance of detecting the effect if it exists. Therefore, a priori power analysis was performed before the study started on the G*Power program (http://www.gpower.hhu.de/). It indicated that 52 sample size would be enough to obtain power at 0.80 in which case the effect size would be large at $f = 0.40$. For the effect size, Cohen's d guidelines were followed. Effect size, which is an important parameter, gives the researcher "insight into the size of the difference" between groups (Larson-Hall, 2010, p. 114). If the effect

size is large, the results are important even if they are not statistical (Larson-Hall, 2010). The aimed power (0.80) and effect size (0.40) were achieved because a) the sample size for the quantitative phases (1 & 2) was above the number obtained in the priori power analysis, b) there was a six-week instructional treatment component, and c) the entire study was over the course of an academic semester, which can be classified as a longitudinal study. After the study was conducted, a post power analysis was run to measure how much power and effect size the study had and they are provided in the Results Section.

Initially, convenience sampling was used to select participants for this study in the entire Turkish EFL context because the data consisted of classroom observations and interviews conducted by the researcher. Mackey and Gass (2012) state that the most common sampling type in L2 research is convenience or opportunity sampling where the resources of the researcher and the convenience of the data collection setting are two critical criteria of the sample selection. The research setting was in central Turkey where there was a large variety of student population from all around the country and the resources of the researcher enabled her to stay in the city for almost five months. Consequently, the Department of Modern Languages was selected to collect data for the study.

For the first phase with the self-report survey, TUMSS data were collected from 32 participating instructors and 422 students in their classes. Seven of the 32 participating instructors only volunteered to complete the survey themselves and did not volunteer to ask their students to complete the survey. Hence, in total, student data were collected from 25 different sections of ENG 102 in 25 participating instructors' classes. TUMSS questionnaires were differently worded for the instructor and student participants (details regarding this are presented in the Instruments Section).

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Following this initial decision for sampling choice at this particular university, a purposive sampling was used at the research setting when selecting in which courses to collect data in order to explore students' L2 motivation and their instructors' motivational teaching practice in phases 2 and 3. As explained above, ENG 102 – the academic English course that is offered during the semester when the study was conducted (Spring 2015) – was chosen as the data collection setting because low motivation of students posed a major challenge in these classes. In an attempt to both explore the problem in this specific course setting, and offer a treatment plan and pedagogical implications, this specific course setting was purposely selected to collect data. Therefore, ENG 102 instructors and their students, all of whom volunteered to participate in the study, constituted the purposeful sample for data collection of phases 2 and 3.

In the second phase, which included classroom observations of the experimental and control groups before and after the treatment workshop, five volunteering Turkish EFL instructors and 252 learners in their classes participated. Three instructors along with 126 students in their five classes constituted the experimental group while two instructors and their five classes consisting of 126 students comprised the control group.

For the third phase of the study, purposive sampling was used to select participants for the interviews. The three experimental group instructors and six students from each of their classes were selected among the volunteers for the interview. Three students who displayed high motivation and three students who displayed low motivation during the semester were purposely selected for the interviews because they showed different motivated classroom behaviors based on their motivation level.

All the experimental and control group instructors have been teaching at the department for eight to 14 years and they all have been teaching EFL for more than a decade at the college

level. They all hold a foreign language teaching degree and/or certificate and were teaching

sections of ENG 102 at the semester during which this study was conducted. The researcher was

acquainted with the participant instructors at a professional level in both groups because she used

to work in the department nine years before the study was conducted. Even though one of the

experimental group participants had a closer relationship to the researcher, the professional

relationship was maintained throughout the study. As an insider – a previous colleague – and

also an outsider – a researcher from a university abroad – it was essential to maintain both a

professional and a supportive and encouraging relationship with all the participants in order to

assure reliability and trustworthiness of the data. Table 3 below provides details about these

experimental and control group instructors for Phases 2 and 3.

Table 3. Experimental and Control Group Instructors

	Inst.	Years of Teaching	Years of Teaching at the Research site	ENG 102 Sections participated	Education Background	Previous Teaching Experience
Experimental Group	Fiona	15	9	3	English translation and interpretation	A private university
	Emily	13	13	2	English Language Teaching	Same institution
	Helen	15	8	1	English Language Teaching	A private university
Control Group	Nicole	18	14	3	English Language Teaching	A state university
	Sarah	16	13	2	English Language Teaching	A state university

Note: Names are pseudonyms

Experimental Group Instructors

Fiona is a female Turkish EFL instructor with 15 years of EFL teaching experience. At the time of data collection, she was teaching three sections of the ENG 102 course and she had been working at the department for nine years. She holds a Bachelor's degree in English Translation and Interpretation and a certificate in language teaching at a highly revered state university in Turkey. Prior to teaching at this department, she taught academic English at a private university. During her nine years at the department, she taught all the courses that were offered at the department multiple times including ENG 102. Thus, she was very familiar with the course content, syllabus and the student profile.

Emily is a female Turkish EFL instructor with 13 years of EFL teaching experience all of which were at the research setting as she immediately started working at the department upon graduation. At the time of data collection, she was teaching two sections of ENG 102. She holds a Bachelor's degree in English Language Teaching and a Masters' degree in Teaching English as a Foreign Language at a highly revered private university in Turkey. She also has the Certificate for Overseas Teachers of English (COTE). During her 13 years at the department, she, like Fiona, taught all the courses at the department multiple times including ENG 102. Emily also served on the professional development unit. As part of this service, she organized a couple of seminars a year to enhance teaching or grading effectiveness at the program and ran the website of the unit where she shared recent academic articles on pedagogical issues. Like Fiona, she was also very familiar with the course content, syllabus and the student profile.

Helen is a female Turkish EFL instructor with 15 years of EFL teaching experience. At the time of data collection, she was teaching one section of ENG 102 and she had been working at the department for eight years. She holds a Bachelor's degree in Foreign Language Teaching,

a Master's degree in English Literature and a doctorate degree in Foreign Language Teaching at the same university. Prior to teaching at this department, she taught academic English at a private university in Turkey. During her eight years at the department, like the other two participants, she taught all the courses offered at the department multiple times including ENG 102. Helen is the research and development coordinator at the department. As part of this service, she evaluated the teaching and grading effectiveness at the department, collected data from EFL students and professors in other departments as to what they expect from students upon completing these academic English classes at the department in order to tailor the curriculum of these classes to better meet those needs and expectations. Therefore, she was also very familiar with the course content, syllabus and the student profile at the department.

Control Group Instructors

Nicole is a female Turkish EFL instructor with 18 years of EFL teaching experience and she has been teaching in the research setting for 14 years. At the time of data collection, she was teaching three sections of ENG 102. She holds Bachelor's and Masters' degrees in English Language Teaching at a state university. During her 14 years at the department, she taught all the courses multiple times. She was also very familiar with the course content, syllabus and the student profile.

Sarah is a female Turkish EFL instructor with 16 years of EFL teaching experience. She has been working in the research setting for 13 years. At the time of data collection, she was teaching two sections of ENG 102. She holds Bachelor's and Master's degrees in English Language Teaching at a state university in Turkey. She also has professional ELT certificates in various pedagogical fields. She served as the ENG 101 and 102 course coordinator in the

program. As part of this service, she coordinated the course syllabus and materials. During her 13 years at the department, she taught all the courses that were offered at the department multiple times. She was also very familiar with the course content, syllabus and the student profile.

All student participants who were in either the experimental or control group instructors' classes were mostly sophomores taking ENG 102, their second academic English reading and writing course, because ENG 101 is a prerequisite of ENG 102. The age range of student participants was 18-30 years old. There were approximately equal numbers of female and male students in classes. A detailed student profile table has been provided in the Interview Results Section for the volunteer experimental group students in Phase 3 because no personal information was collected from the student participants until the last phase.

Students were given the option to be excluded from the study if they did not prefer to participate. Except for the questionnaires that they completed outside of the classroom at their own convenience, the learner participants were not expected to do anything additional other than their regular classroom participation until the last phase. In the qualitative interview phase, six students from each experimental group instructor's classes participated in one semi-structured interview, 18 in total.

The consent forms were collected from the participating instructors with requests for observations and accompanying videotape or audiotape. Because the observations did not include any personal data – e.g., students' names – but only numerical records of total observed motivated behaviors, students were not asked to sign the consent forms. However, the volunteer students for the interviews were given the consent form during the last phase (see Appendix L for student consent form). Both the instructors and students could contact the researcher if they needed further information as stated in the consent form. As the researcher was physically

available at the department throughout the study, participants were reminded that they could make an appointment with the researcher for further questions or could withdraw at any time.

     As a courtesy to the department, the other faculty were provided with the study materials upon request after the data collection was completed: the motivational strategy use questionnaire for teachers (TUMSS) if they wanted to self-evaluate their motivational teaching practice; the L2 motivational questionnaire (L2MQ) if teachers wanted to diagnose their students' motivational state; or the workshop materials including a list of the recent motivation-enhancing strategies if they wanted to develop a more conscious and planned motivational teaching practice. All these materials including the workshop materials besides the workshop recording were shared with the professional development unit to be used in their in-service teaching training.

     Recruitment Procedure. Participation in the study was on a voluntary basis. Prospective subjects were recruited through personal contacts and faculty email lists. The researcher first received confirmation from the department chair via an email on October 23, 2014 to help disseminate the study participation invitation to the prospective participants. Afterwards, an email was sent to 72 instructors in the department to solicit participation three weeks before the semester started (January 26th, 2015). The invitation email provided a brief summary of the study and explained responsibilities of participants in phase 1 and the rest of the study. Instructors were invited to participate either with their classes by asking their students to complete the student version of the TUMSS survey and completing the teacher version themselves or via just completing the anonymous online TUMSS if they were not willing to involve their students. Hence, they were either asked to visit the researcher's office to take the printed survey class package or they could take the survey (TUMSS) on SurveyMonkey on the link provided in the email (see Appendix J for the invitation email sent to the potential instructor

participants). On February 11, a reminder recruitment email was sent again to the same faculty list. Instructors were also invited to participate in the subsequent phases in the experimental or control group throughout the semester. They were asked to email the principal investigator (PI) to set up an appointment to discuss details and scheduling should they volunteer to take part in either the experimental or control groups. In addition, the researcher used her personal contact to invite instructors to take part in the study.

During the first week of Spring 2015 in the department (February 16, 2015), the researcher conducted a meeting with the department chair and two assistant chairs to briefly present the study details and answer their questions. Three of the administration officers volunteered to participate in phase 1 with their classes. After the meeting, the department chair assigned an office where the researcher could study and safely keep the study materials and collected data in a locked cabinet. Most individual meetings during the recruitment process were conducted in instructors' offices but the researcher also held a few short meetings and almost all the interviews during phase 3 in her office. This provided the researcher with a safe, quiet, and private environment for data collection and organization.

In regards to the sampling purpose for instructors, the two criteria were to teach one or multiple sections of ENG 102, the academic English course, during the semester of data collection and to have a Turkish L1 and cultural background. Only Turkish instructors were asked to participate because the focus of the study was the motivational teaching practice of Turkish EFL instructors and their students' L2 motivation. Willingness to participate was already a factor in sampling as stated earlier that participation was on a voluntary basis.

Student participants were invited to take the survey after the semester started. Participating instructors in phase 1 and the researcher invited students in volunteering

instructors' classes to complete the student version of TUMSS survey. TUMSS data were collected on printed surveys to be able to compare instructors' responses with their students in the same class.

For phases 2 and 3, 15 prospective subjects who expressed interest in the study were sent an email by the researcher to make an appointment for a brief meeting to discuss study details. They were informed of the responsibilities for the experimental and control group participation in the email and were invited to read the consent forms before they made their decisions. The recruitment meetings were held in instructors' offices where they would feel more comfortable. During the meetings, a brief handout with a table depicting the data collection process was shared with these potential instructor participants (see Appendix T for the handout). At the meetings, the researcher also shared an explicitly stated list of benefits from participating in this study. The list was as follows:

- 'It is planned that the treatment that will be implemented in the chosen classes will enhance your students' motivation and so the learning achievement in your classes,
- the whole process might help you improve your teaching effectiveness,
- you can set a good sample for your colleagues showing them the importance of professional development and being open to innovations'.

As a result of 20 individual recruitment meetings, six instructors volunteered to participate in phases 2 and 3 but five of them who were teaching ENG 102 at the time of data collection participated in the study. The other instructor who demonstrated interest in participation in the study was teaching ENG 311, a senior course with a conversational focus, did not participate in the study because the nature of the course as a speaking class differed from the academic reading and writing class, ENG 102, which could impact students' motivational state.

Additionally, another reason why ENG 102 was chosen for data collection was because students'

lack of motivation in this advanced academic reading and writing class with heavy work-load

was the biggest challenge at the department, which was also verified by the British council and

TEPAV's project as mentioned earlier (see the Research Setting Section). The sixth instructor,

who could not participate in the study, was invited to attend the workshops if she wanted. Those

five volunteering instructors were not randomly assigned to one of the groups without receiving

information about the responsibilities of participating in the experimental group because

participation in the experimental group entailed substantial commitment. Upon receiving

information, three of them volunteered to partake in the experimental group. The other two

instructors constituted the control group. The research protocol including study overview,

purpose, process, instruments, and timeline was shared with the experimental and control group

instructors and signed consent forms were collected. (See Appendix K for the consent form).

Process of Institutional Review Board. The Institutional Review Board (IRB)

procedures were initiated after the dissertation proposal was approved. Once the electronic IRB

application was submitted, an email was sent to the department chair at the research setting

requesting a document that indicates the department's confirmation3 for the study to be

conducted at the department with the EFL instructors and students in Spring 2015. Once the

departmental confirmation was documented, the paperwork for the Human Subjects Ethics

Committee at the research setting in Turkey was completed to obtain approval for the study.

Meanwhile, all the suggested changes and requested clarification were provided for the USF

IRB. As soon as the approval was received from the university in Turkey, it was submitted to the

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[3] The department's confirmation at the research setting was already taken for the study during the proposal
procedure but during the IRB process, the official form was obtained to submit to the IRB.

IRB at USF. As a requirement of IRB, the research protocol was followed in order to obtain voluntary participation consent from the participant instructors. The signed informed consent forms were collected from the experimental and control group instructors and later from the 18 students who volunteered for the interview. It was approved by the IRB that it was not required to collect signed consent forms from the students in the experimental and control group classes as there were no identity-related data from the observations but percentages of motivated learning behaviors.

Instruments

This study examined the impact of L2 teachers' motivational strategy use on students' L2 motivation which was guided by six research questions. To provide rich and reliable data to answer these questions, six instruments were used: a) Teachers' Use of Motivational Strategy Scale (TUMSS), b) the L2 Motivation Questionnaire, c) the Motivational Orientation of Language Teaching Classroom Observation Scheme (MOLT), d) reflective journals, e) strategy logs, and f) semi-structured interview protocol. A description of each instrument is provided in the next section. Table 4 below displays which instrument/s were used to answer each question.

Table 4. Research Questions and Data Collection Methods

Research Questions	Data Collection Method(s)
1- What is the overall reported motivational strategy use of Turkish EFL instructors?	Quantitative – TUMSS (from EFL instructors)
2- Are there significant differences between Turkish EFL instructors' and their students' perceptions of the instructors' use of motivational strategies?	Quantitative –TUMSS (from EFL instructors and students)
3- Does the L2 motivation of Turkish EFL students increase when taught by instructors using motivation-enhancing strategies over the course of a semester?	Quantitative – Classroom Observations – MOLT Qualitative Observation Field Notes & Post-Observation Reflections (researcher) L2 Motivation Questionnaire (from students)

4- Are there significant differences between EFL instructors' motivational strategy use before and after an intensive workshop on motivational teaching practice?
 	
    4.a. Do EFL instructors start using more strategies after the treatment?
    4.b. Do EFL instructors start using a greater variety of strategies after the treatment?
	Quantitative – Classroom Observations – MOLT Qualitative Observation Field Notes & Post-Observation Reflections (researcher) Strategy Logs Reflective journals (instructors)

5- How do EFL instructors develop in their understanding of motivational teaching practice through a workshop on motivation-enhancing strategies?
    5.a. How did the workshop influence instructors as L2 teachers?
    5.b. Which motivational strategies do Turkish EFL instructors believe are effective in motivating students?
    5.c. How can the treatment workshop on motivational strategy use be enhanced to strengthen EFL instructors' motivational teaching practice?
	In-depth interviews – instructors in the experimental group. Reflective Journals Post-Observation Reflections & field notes

6- How has instructors' motivational strategy use influenced EFL learners' L2 motivation?	In-depth interviews – students in the experimental group

Teachers' Use of Motivational Strategy Scale (TUMSS)

The Teachers' Use of Motivational Strategy Scale (TUMSS) (see Appendix A for the survey) was developed by the researcher for this current study based on Dörnyei's (2001) list of motivational strategies in his Motivational Teaching Practice in the L2 Classroom Framework. This questionnaire was designed to examine what types of motivational strategies Turkish EFL instructors employ in L2 classes and how frequently they use them. The same questionnaire was reworded from students' perspective to examine their perceptions of L2 instructors' motivational strategy use. For instance, if the original item in the teachers' questionnaire said, "I encourage risk-taking", the student version had the same item as "My instructor encourages risk-taking". The questionnaire was administered in both English and the native language of participants – Turkish – for the students but only in English for the instructors (reason for this is explained in the Piloting Section). Turkish translations were included in the student version in order to eliminate the risk of students' misunderstanding of the questions. The teacher version of the questionnaire was used to collect data from the instructors to answer the first research question: *What is the overall reported motivational strategy use of Turkish EFL instructors?* The student version of this questionnaire enabled a comparison between instructors' and students' perceptions of teachers' motivational strategy use and answered the second research question: *Are there significant differences between Turkish EFL instructors' and their students' perceptions of the instructors' use of motivational strategies?*

The questionnaire included 26 items rated on a 6-point Likert Scale, anchored at 6 (almost always), 5 (often), 4 (generally), 3 (sometimes), 2 (occasionally) and 1 (almost never). The items in the questionnaire were adapted from Dörnyei's (2001) list of 102 motivational strategies that reflect each phase of the process-oriented model of L2 motivation in his

Motivational Teaching Practice in the L2 Classroom Framework: creating the basic

motivational conditions, generating initial motivation, maintaining and protecting motivation,

encouraging positive retrospective self-evaluation (see Appendix H for the framework).

Approximately six or seven strategies were adapted from each of these phases to provide a wide

range of motivational strategy measures. The TUMSS instrument also aligns with the previous

research in terms of its scope covering similar strategies, which indicates that it addresses most

commonly used strategies by L2 teachers (e.g., Cheng & Dörnyei, 2007; Moskovsky et al.,

2013).

Piloting and adaptation of the questionnaire. The quantitative instruments were piloted

with a sample population in Spring 2014 in Turkey – which coincides with the summer semester

at USF (May): the TUMSS, the L2 motivation questionnaire, and the observation scheme

MOLT. These participants were not included in the original study as the purpose was to pilot the

instruments in this new EFL context – Turkey.

Before the piloting stage, the TUMSS questionnaire was emailed to five experienced

Turkish EFL instructors to obtain feedback on the wording and appropriateness of the items to

get a second opinion before finalizing the questionnaire. Based on the feedback, a few items

were simplified to make them more understandable for the student participants. In Spring 2014,

the TUMSS was piloted with a sample population consisting of 10 EFL instructors at the

research setting and feedback was received on the items. Necessary changes were made on the

questionnaire based on the feedback. For instance, the instructions of the questionnaire were also

provided in Turkish and 50% of the instructors suggested that Turkish translations be removed as

they were not needed. Some items included multiple components such as 'I encourage risk-

taking and have mistakes accepted as a natural part of learning' and were recommended to be

divided. Thus, those items were divided into two. Some items that included additional descriptors such as 'I prepare tasks that are controversial, contradictory, humorous, competitive, challenging but manageable tasks' were simplified like 'I prepare tasks that are challenging yet manageable'.

Dörnyei and Taguchi (2010) emphasize the importance of writing clear instructions, piloting the questionnaires, and conducting reliability analysis for successful questionnaire construction. Hence, the TUMSS questionnaire was piloted and Cronbach's alpha reliability analysis was run to measure the internal consistency of the questionnaire. Even though similar motivational strategies questionnaires within the same framework have been used in other EFL settings, since data act differently in various contexts, it is recommended to run a reliability test with any new data (Larson-Hall, 2010). Thus, as a result of the Cronbach's alpha analysis across all the sections, reliability coefficient obtained was 0.91 indicating that the items in the questionnaire were related to each other. Cheng and Dörnyei's (2007) similar questionnaire showed Cronbach's alpha coefficient at 0.70 in another EFL context – Taiwan. Dörnyei (2007) states that Cronbach's alpha coefficients, which indicate internal consistency, for a well-developed questionnaire should aim at an estimate above 0.70. This indicates that the TUMSS relates to the Turkish EFL context and was used to collect data for the study. Cronbach's alpha for each section referring to the four phases of the framework is as follows: creating the basic motivational conditions (0.70), generating initial motivation (0.88), maintaining and protecting motivation (0.78), encouraging positive retrospective self-evaluation (0.65). A comparison of these scores in other EFL contexts would be provided if there were any known.

Dörnyei (2003) emphasizes that one inherent limitation of self-reported questionnaires is "the social desirability (or prestige) bias" which means that people do not always tend to answer

questions about themselves accurately but provide responses they feel or believe to be the socially desirable ones (p. 12). To compensate for this shortcoming of questionnaires, two measures were taken. The social desirability bias seems to be more effective when items concerning sensitive topics are involved in the questionnaire (Dörnyei, 2003). Thus, the first measure was not to include any sensitive topics in the items or any personal information that may identify the respondents. Second, the invitation email and the questionnaire instructions explicitly stated the confidentiality and anonymity of their responses. "Anonymous respondents are likely to give answers that are less self-protective and presumably more accurate than respondents who believe they can be identified" (Dörnyei, 2003, p. 24). With these two precautions, it was aimed by the study to receive realistic and honest responses from the participants, as their responses were anonymous about general motivational teaching practice without addressing any sensitive topics or identity.

L2 Motivation Questionnaire

To examine the motivational state of learner participants in the experimental groups ($N =$ 126), a motivation questionnaire based on Dörnyei's (2005; 2009) L2MSS framework was employed. The questionnaire examined learners' Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience, and linguistic self-confidence (see Appendix C for the scale and D for separate sections). The two L2 self guides (Ideal L2 Self, Ought-to L2 Self) sections were adapted from Taguchi et al.'s (2009) motivation questionnaire. The L2 Learning Experience and the Linguistic Self-Confidence sections were adapted from Guilloteaux and Dörnyei's (2008) Student Motivational State Questionnaire (L2MQ).

The questionnaire included 39 items rated on a 6-point Likert Scale, anchored at 6

(tremendously), 5 (very much), 4 (slightly), 3 (slightly not), 2 (not very much), and 1 (not at all).

The questionnaire was translated into Turkish, the L1 of the participants, by two experts and also

included the English version (see Appendix C for the questionnaire).

Piloting and adaptation of the questionnaire. The questionnaire was piloted in Spring

2014 with a sample student group ($N = 23$) from the department where the study was later

conducted. The data from piloting was not included in the data analysis of the study. The

Cronbach's alpha analysis across all the sections with this piloting sample indicated a reliability

coefficient score at 0.92 indicating that the items in the questionnaire were related to each other.

The reliability coefficient for individual sections were as follows: The Ideal L2 Self (12 items,

0.95), the Ought-to L2 Self (8 items, 0.77), the L2 Learning Experience (12 items, 0.96), and the

Linguistic Self Confidence (7 items, 0.95), all indicating that the items under each section were

related to each other. When compared with the Cronbach's alpha internal consistency

coefficients for the same constructs in different EFL contexts, a) the Ideal L2 Self displays a

stronger internal consistency (0.95) in the Turkish context (0.89 in Japan; 0.83 in China; 0.79 in

Iran: Tagucci et al., 2009), (0.85 in Japan: Ryan, 2009). The Ought-to L2 Self reliability

coefficient (0.77) in the Turkish EFL context is very similar to the other EFL contexts (0.76 in

Japan; 0.78 in China; 0.75 in Iran: Tagucci et al., 2009). The L2 Learning Experience coefficient

in the Turkish EFL context (0.96) is higher than the coefficient in South Korea (9 items, 0.85)

and, similarly, the Linguistic Self Confidence coefficient (12 items, 0.95) is higher than the

coefficient in South Korea (8 items, 0.80) (Guilloteaux & Dörnyei, 2008).

Experimental group students' motivational level within the L2MSS framework was

examined both before and after the experimental treatment to explore any change in learner

motivation as a result of the treatment (teachers' consistent use of varying motivational

strategies). For this purpose, therefore, validated established questionnaires that investigate L2 motivation within the L2MSS were chosen to guide the construction of this instrument for the current investigation. Taguchi et al. (2009) provided the L2 self guides – the Ideal and Ought to Selves for the present instrument. However, minor changes were needed in both sections based on the current research setting. For instance, the item "I can imagine myself studying at a university where all my courses are taught in English" in the original questionnaire did not fit the current research setting as students were already studying at an English medium university. Thus, it was replaced by "I am happy to be a student at a university where all my courses are taught in English." A new item was also added to the Ideal L2 self section considering the specific goal of the EAP courses which constitutes the specific setting for data collection: "I imagine myself reading and writing in English easily." The item "Studying English is important to me because an educated person is supposed to be able to speak English" was in the Ought-to L2 Self section of the original questionnaire (Taguchi et al., 2009); however, it was thought to belong to the Ideal L2 Self section in this current instrument based on Thompson and Erdil-Moody's (2014) factor analysis findings on the same survey in the same EFL context. The researchers found that this item loaded on the Ideal L2 Self factor even though it was intended for the Ought-to L2 Self. Turkish EFL learners might have internalized this specific external motive. The factor analysis of this questionnaire data for the current study had the potential to verify this finding in this particular context, which is explained in the Results Section.

The L2 Learning Experience subsection of the L2MQ refers to the immediate L2 learning environment that Dörnyei (2009) defined as "motives related to immediate learning environment and experience (e.g., the impact of the teacher, the curriculum, the peer group, and the experience of success)" (p. 29). This section was adapted from Guilloteaux and Dörnyei's

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(2008) Student Motivational State Questionnaire because its items concerning students' attitudes towards the English course refer to the L2 Learning Experience component of the L2MSS framework. Those items were: 1) 'I feel comfortable in my English class this semester', 2) 'In English lessons this semester, we are learning things that will be useful in the future' and 3) 'I enjoy my English lessons this semester because what we do is neither too hard nor too easy'. A few items were revised while a few new items were added to this section based on the researchers' observations during the piloting and also past experiences as an instructor at the same department. For instance, few participants noted that the class was already long next to the item "when the English lesson ends, I often wish it could continue". Considering the fact that these EAP courses meet for four hours a week – loaded with heavy academic reading and writing tasks – it was more likely to receive low scores on this item even though students had positive attitudes toward their English class. The original question ("when the English lesson ends, I often wish it could continue") was intended to examine if students enjoy the English classes so it was reworded as "I look forward to English classes this semester" which would still examine their positive attitude toward the class. Other new items were added to more comprehensively address the L2 Learning Experience component of the L2MSS such as "I immediately ask the teacher for help, if I have a problem understanding something in English class" – referring to the immediate learning environment like the teacher, "I find the assignments for this class useful this semester" – referring to the class materials/curriculum.

Guilloteaux and Dörnyei (2008) found learners' linguistic self-confidence to have a positive impact on their L2 motivation and also to have been influenced by the motivational strategy use of L2 teachers. Therefore, the linguistic self-confidence part was slightly adapted from their established questionnaire to examine the construct before and after the treatment for

any hypothesized change. For instance, the original item "I often volunteer to do speaking presentations in English lessons" was replaced by "I feel confident doing speaking presentations in English lessons" because the actual course syllabus already involves oral research synthesis presentations not leaving any room for volunteer presentations. With the adaptation, it was intended to show that learners feel confident with academic presentations.

The Motivational Orientation of Language Teaching (MOLT): Classroom Observation Scheme

In this section, how the observation scheme was adapted for the current study and what type of behaviors it aimed to observe are explained. However, details about the administration of the MOLT scheme and classroom observation data collection are explained in the data collection methods section. The classroom observation scheme for the study was adapted from Guilloteaux and Dörnyei's (2008) observation scheme, MOLT – Motivational Orientation of Language Teaching Classroom. The original scheme – MOLT – was developed based on an established framework: Motivational Teaching Practice in the L2 Classroom Framework (Dörnyei, 2001) and an established observation scheme: Communicative Orientation of Language Teaching – COLT (Spada & Fröhlich, 1995). The COLT scheme is a well-known classroom observation model that was influenced by the Communicative Language Teaching Theory and the process-oriented research of language acquisition so emphasizing the communicative and dynamic nature of language acquisition process which also aligns with the same nature of L2 motivation.

Having two foci of observation, the MOLT scheme (Guilloteaux & Dörnyei, 2008) has two sections, each designed to observe features of learners' and teachers' behaviors (see Appendix I for the original scheme). Section one aims to observe learners' level of behavioral

engagement in class while section two observes teachers' motivational teaching practice. In the original scheme (Guilloteaux & Dörnyei, 2008), learners' motivated classroom behavior was operationalized as three observable learning behaviors: attention, participation, and eager volunteering. In their study, Guilloteaux and Dörnyei (2008) encoded learner behaviors if two thirds of students showed attention and engagement in the lesson and if one third of the students showed eager volunteering without being coaxed by the teacher for one minute. This was based on the observer's assessment of the proportion of students who demonstrated each motivated learning behavior.

These motivated behavior measures were slightly modified for the current study to ground them in solid SLA research (see Appendix E for the adapted scheme). First, following Ellis's (2009) critique, 'attention' in the original scheme was replaced by 'alertness'. The rationale behind this decision was that 'attention' is not a behavioral variable but a psycholinguistic construct referring to the "mental noticing that learners engage in when confronted with L2 input" (Ellis, 2009, p. 106). 'Alertness,' on the other hand, refers to overall readiness of learners to engage with the incoming input and reflects students' affective and motivational states (Ellis, 2009). Second, 'participation' (as 'engagement' in the scheme) and 'eager volunteering without teacher's encouragement' display overlap which would challenge the decision-making regarding which behavior to note down in the process of a minute-based real time coding. Hence, those two variables were combined for the adapted observation scheme.

Guilloteaux and Dörnyei's (2008) descriptor tables for relevant classroom behaviors of both students and instructors were adapted for the current study. During five-minute slots, if 50% of students in class displayed these behaviors in the tables below, a tally mark was placed in the corresponding box on the MOLT student section. Table 5 below provides detailed descriptions

for each motivated learning behavior measure in the study.

Table 5. Observational Variables Measuring Learners' Motivated Behaviors

Variables	Description
Alertness	Students are: looking at the teacher and following his or her movements; listening to the teacher or their classmates attentively; not displaying any inattentive or disruptive behavior (e.g., not playing with their cell phones); looking at visual stimuli; turning to watch another student who is contributing to the task; following the text being read; or making appropriate nonverbal responses (e.g., nodding heads or smiling).
Active Engagement	Students are: actively taking part in classroom interaction; demonstrating oral participation; demonstrating concentrated effort working on individual assignments; working with their peers to complete a given task; volunteering without being coaxed by the teacher; asking questions; providing peer feedback

(Adapted from Guilloteaux & Dörnyei, 2008**)**

Piloting and adaptation of the classroom observation scheme: MOLT. The piloting of

the instrument was performed in Spring 2014 in an academic English course at the research

setting during a 100-minute class by the researcher. The observation instrument, MOLT, was

previously verified by other studies in different EFL contexts, such as Korea (Guilloteaux &

Dörnyei, 2008) and Iran (Papi & Abdollahzadeh, 2012). However, it had not been tested in the

Turkish EFL context by the time of this study. Thus, in order to test the instrument to see how

wide a range of teacher and student behaviors and how accurate an observation it allowed in EFL

classes in Turkey, the instrument was piloted in one EFL class at the same department. There

were 23 students in the observed class and they did not participate in the original study. There

were two objectives in the piloting of the instrument. The first one was to pilot the MOLT

instrument in the research context; the second was to gain experience with the real time coding

and time-sampling format for classroom observations. The results of the piloting indicated that

the teacher used a very limited number of motivational strategies (3 out of 15 on MOLT) and students demonstrated low motivated learning behaviors, never achieving 50% benchmark.

After the piloting, the MOLT scheme was found appropriate for the purpose of the current study for two reasons. First, the scheme focused on both motivated learning behaviors and motivational teaching behaviors all in one scheme allowing an easy comparison of the hypothesized impact of teachers' motivational strategies on motivated learning behaviors. Second, it was observed that the motivated learning behavior measures of the MOLT align with the Idea L2 Self construct of the L2MSS theory. The items in the Ideal L2 Self section of almost all motivation questionnaires based on the L2MSS framework revolve around students' capability or desire to be capable of effectively communicating in the L2 (e.g., Tagucci et al, 2009; Ryan, 2009). Likewise, the motivated learning behavior measures of the MOLT reflected an internalized motivation to produce the L2 as frequently as possible and communicate with the class materials, classmates and the teacher in the L2.

The second section of the scheme focuses on teachers' motivational teaching practice under four categories, all of which are based on the categories in the Motivational Teaching Practice in the L2 Classroom Framework (Dörnyei, 2001): teacher discourse, activity design, participation structure, and encouraging positive retrospective self-evaluation (see Appendix H for the framework). There are 25 motivational variables in the original scheme as definable and observable teacher behaviors to enhance learners' L2 motivation and it was developed to be used at high school level. However, some of these behaviors were not appropriate for college level teaching such as 'class applause' or 'tangible rewards like candy, stickers'. Additionally, it was experienced during the piloting phase that overlapping variables as well as the overall number of variables (25) to be observed simultaneously made it hard for the researcher to make a quick

decision while coding in an ongoing manner. Like any other evaluation or assessment instrument in an empirical study, a classroom observation instrument must be sufficient and efficient to collect reliable and valid classroom data from which the researcher could draw valid inferences about actual classroom behaviors (Appeldoorn, 2004). Thus, to obtain more reliable data and ease the real time coding of every motivational behavior of the observed teachers, the researcher adapted the original MOLT scheme. The number of strategies was reduced as those that were not appropriate for this research setting were removed and overlapping behaviors were synthesized into a single motivational strategy variable. Table 6 below provides a detailed description for each motivational teaching practice measure to guide the classroom observations (Adapted from Guilloteaux & Dörnyei, 2008**).** A descriptive guide such as this table eased the real-time coding during the observations and enhanced the decision making process so the researcher mastered this table and brought it with her to the observation sites.

Table 6. Observational Variables Measuring Instructors' Motivational Practice

Motivational Strategy	Description
Social chat	Having an informal (often humorous) chat with the students on matters unrelated to the lesson generally at the beginning of a class to relieve any potential stress.
Lesson Objectives	Clear statement of lesson objectives
Pleasant & supportive atmosphere	Establishing a norm of tolerance; encouraging risk-taking and having mistakes accepted as a natural part of learning; encouraging humor.
Giving a genuine purpose for activities	While presenting an activity, mentioning its communicative purpose, its usefulness outside the classroom, its cross-curricular utility, or the way it fits into the sequence of activities planned for the lesson; activity objectives are clearly stated.
Establishing relevance	Connecting what has to be learned in this class to the students' majors, future professions, and/or everyday lives.

Table 6. (Continued)

Motivational Strategy	Description
Promoting positive attitudes for L2, L2 learning & L2 culture	Sharing positive views about language learning by influential public figures; sharing positive language learning experiences of previous successful students; promoting exposure to L2 cultural products; emphasizing sociocultural awareness and importance of intercultural community.
Promoting instrumental values	Highlighting the role that the L2 plays in the world and how knowing an L2 can be potentially useful for the students as well as their community; inviting senior students to share how L2 knowledge helps them in their profession.
Breaking the monotony of classroom events	Arousing curiosity or attention; during the presentation of an activity, raising the students' expectations that the upcoming activity is going to be interesting and/or important (e.g., by asking them to guess what they are going to do next, or by pointing out fun, challenging, or important aspects of the activity or contents to be learned); varying the learning tasks and other aspects of teaching; focusing on motivational flow as well as the information flow.
Motivating pedagogical tasks	The tasks contain controversial, contradictory, humorous, competitive, or creative material/input; connects with students' interests, values, creativity, fantasy, or arouses their curiosity; challenging but manageable tasks; the tasks present an intellectual challenge (e.g., it involves a memory challenge, problem or puzzle solving, discovering something, overcoming obstacles, avoiding traps, or finding hidden information).
Elicitation of self or peer correction	Encouraging students to correct their own mistakes, revise their own work, or review/correct their peers' work.
Positive Reinforcement/ Enhancing self esteem in L2 learning	Offering praise and constructive supportive feedback for effort or achievement that is sincere, specific (i.e., more than merely saying "Good job!"), and commensurate with the student's achievement. More than instrumental rewards like extra points, teacher's feedback addresses students' self-esteem, success, extra effort to achieve, etc.
Group work/ pair work	The students are mingling, working in pairs, or working in groups (simultaneously or presenting to the whole class).
Enhancing students' visualization, Ideal L2 selves	Teacher designs tasks: addressing students' visualization of their Ideal L2 Selves; imagining future situations when students successfully use English.
Individual Work	The students are working individually (simultaneously or presenting to the whole class) and process the input themselves first before sharing with others – that would lower stress.

Strategy Logs

The strategy log was a list of all the motivational strategies that were covered in the workshops. Instructors were expected to put a tick in the box next to the strategies they used in each class. During the workshops, instructors were encouraged to review the strategy log before they planned their lessons to refresh their minds about the varieties of strategies that could be incorporated into their lessons (see Appendix F for the strategy log).

Semi-structured Interview Protocol

After the post-treatment observations, semi-structured interviews were conducted with 21 volunteer participants – three experimental group instructors and six students from each of their classes – 18 in total. The participants were interviewed once at the end of the classroom observations by the researcher following a semi-structured interview protocol.

In general, interviews are conducted to gain a deeper understanding of some aspects of a complex phenomenon that cannot be directly observed or collected via self-report survey data (Patton, 2002). The in-depth qualitative interviews in this study aimed to develop a deeper understanding of participants' experiences concerning motivational strategies to increase L2 learning motivation. More specifically, interviews with the 18 students focused on a) their L2 learning motivation, b) their interpretations of the instructors' motivational teaching practice, c) which motivation-enhancing strategies that their teachers use was the most helpful and why d) their observation of the shift (hypothesized shift) in their teachers' motivational teaching practice since the beginning of the semester (mostly to be inferred from students' responses). The interviews with the instructors focused on deeper understanding of a) how effective the training

program was for them, b) their personal experiences during the study and how participation influenced them as L2 teachers, c) their interpretation of the role they played in motivating students, and d) how the training workshop could be enhanced.

The interviews were conducted face-to-face following a semi-guided interview protocol. Participation was on a voluntary basis. Three students portraying high and three students portraying low motivational state from each experimental class were chosen among the volunteers for the interview process. The interviewees' motivational state was operationalized via the level of motivated learning behaviors they demonstrated during class observations and their instructors' discretion. The interviews were audio-recorded and were approximately half an hour to an hour in length. Interviews were conducted in Turkish, except for three students and one instructor who preferred to do the interview in English. The interviews were transcribed verbatim. All participants gave consent for their data to be included in the study without any personal/private information or any type of identification following ethical requirements as both universities' ethical review boards approved. All the names used in the interview reports are pseudonyms.

Ultimately, there were two interview protocols used: one for the teacher participants and one for the student (see Appendix G for both protocols). The questions were varied ranging from questions about feelings like *how do you feel about....* to opinion questions such as *what do you think has caused this change* or experience questions like *have you experienced anything different this semester.* These were only guidance questions because the interviewees' responses partially determined the flow of the interviews.

Data Collection Methods and Procedures

In the following section, each of the data collection methods is explained in detail with rationales for their use within this research design, and how they were employed to answer the research questions. The data collection methods were:

1. Surveys

    i. TUMSS – from both EFL instructors and learners

    ii. L2 Motivation Questionnaire

2. Classroom observations: Quantitative: (MOLT observation scheme) + Qualitative: observation field notes + researcher's post observation reflection

    i. Pre- treatment (in both experimental and control group classes)

    ii. Post-treatment (in both experimental and control group classes)

3. Strategy logs (completed by the experimental group instructors during the implementation)

4. Reflective journals (completed by the experimental group instructors during the implementation)

5. Semi-structured interviews with students & instructors from the experimental group.

This study was conducted during Spring 2015 in Turkey. The spring semester at the research setting university started on February 11 and ended on June 5. The recruitment phase started on January 26, 2015 – almost three weeks before the semester started – to allot enough time to the instructors to take the survey and decide on participation. The data collection was completed by May 15 because the last three weeks were spent on the academic essays/research papers and final exam review. The entire study took place for 16 weeks. For data collection, six different instruments were used.

Recruitment of participants began on January 26, 2015 via a faculty email and took approximately four weeks. Phase 1 of the study began once the prospective participants received the invitation email which included a link to the online survey. The first phase, TUMSS data collection, had been completed by the fifth week of the study at the end of February. Six weeks after the study started, phase 2 began with L2MQ data collection in the experimental group classes after the groups were formed. Because the most multifaceted phase of the study was the second phase, it took the longest: 10 weeks. Phase 2 was multifaceted because it consisted of both quantitative and qualitative data via six different data types. The last two weeks of the study constituted phase 3 and provided the qualitative interview data from both data sources: EFL instructors and students. Table 7 below displays the numbers of weeks and hours spent in the field, and amount of data collected during the span of each week.

Table 7. Timeline for Data Collection

Timeline	Number of Weeks	Number of hours spent in the field	Number/amount of collected data
January 2015	1 week	0	Recruitment process/via email
February 2015	4 weeks	35 hours	20 recruitment meetings 422 student TUMSS 32 instructor TUMSS
March 2015	4.5 weeks	95 hours	82 L2MQ – pre-treatment 40 hours pre-treatment classroom observations 6.5 hours workshop 10 hours 1st implementation observations 19 strategy logs & 8 reflections; and field notes
April 2015	4.5 weeks	89 hours	18 hours 2nd implementation observations 40 hours post-treatment classroom observations 82 L2MQ – post-treatment 30 strategy logs & 10 reflections; and field notes
May 2015	2 weeks	55 hours	180 minute- instructor interview data 783 minute- student interview data
Total	16 weeks	274 hours	

Table 8 below displays details of data collection methods including the participant details.

Table 8. Data Collection Methods

Study Weeks (16 weeks)	Instrument	Participants
P H A S E 1 **Weeks 1- 4** Jan 26 - Feb 20	Recruitment of instructor participants: Faculty invitation email with the SurveyMonkey (TUMSS) link on Jan 26 and a reminder on February 11. Signed consent forms from the experimental and control group instructors.	
Weeks 4 – 5 Feb 16 - 27	Recruitment of student participants TUMSS Survey	Student version: all students in 25 EFL classes
P H A S E **Weeks 6 -7**	L2MQ – Pre-treatment	L2 motivation questionnaire (L2MQ): From students in the 5 experimental group classes
March 2 - 6 March 9 -13	Pre-treatment Observations 4 hours: in each class 40 hours: in total	5 experimental group classes 5 control groups
Weeks 7-8 March 9-17	TREATMENT: Motivational strategy workshop	3 experimental group instructors A three-hour session + a three and a half-hour session 6.5 hours in total
2 **Weeks 8 - 14** March 18 Apr 29 (6 weeks implementation)	Implementation Experimental group teachers keep strategy logs and reflective journals	3 experimental group teachers implement the strategies in their classes for 6 weeks = 24 hours in total 2 series of implementation observations in the experimental group; 20 hours in total
Weeks 13-15 April 20-24 April 27 - May 6	Post-Treatment Observations 4 hours of post-treatment observations in each class; 40 hours in total.	5 control group classes 5 experimental group classes
	L2MQ – Post-treatment	Experimental group student participants
P H A S E 3 **Weeks 15-16** May 6 - 15	Semi-structured interviews 30 minutes to 1-2 hours	1-with teachers (3 experimental group) 2- with students (18 students from the 5 experimental group classes)

Seven different data types were collected consisting of both quantitative and qualitative data during the 274 hours spent at the research setting across 16 weeks. Data include: teachers' motivational strategy use (TUMSS) and learner motivation questionnaire (L2MQ) data, classroom observation data (MOLT), strategy logs, reflective journals, field notes, and student and instructor interviews. Each phase has been described with details in the following sections.

Phase 1 – Quantitative Data

The purpose of the first phase was to find out 1) what motivational strategies the EFL college instructors use to enhance their students' learning motivation and 2) at what frequency they use these strategies. Additionally, the first phase investigated if students' and instructors' perspectives of instructors' motivational strategy use differed significantly from each other. In phase 1, one quantitative self-report survey was used to collect data: TUMSS (see Appendix A for the survey). More precisely, the TUMSS data from the Turkish EFL instructors were analyzed to answer the first research question: *What is the overall reported motivational strategy use of Turkish EFL instructors?* TUMSS data from both EFL instructors and learners were analyzed to answer the second research question: *Are there significant differences between Turkish EFL instructors' and their students' perceptions of the instructors' use of motivational strategies?*

Phase 1 took four weeks as shown in Table 8 above. Following the recruitment email to instructor participants with the survey link, volunteers started completing the TUMSS online thereby starting phase 1 in the second week of the study. Instructors were given two options to participate in phase 1 and also were invited to continue participating in the subsequent phases as explained in detail in the Recruitment Section. They could participate in phase 1 in two different

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ways: take an online survey (TUMSS) or participate with their academic English class/es by inviting their students to take the survey, too.

For those instructors who preferred to take the survey themselves without involving their students, a link to the anonymous SurveyMonkey for the self-report TUMSS questionnaire was given in the invitation email, which was option 1. Participants received the invitation email almost three weeks before the spring semester in Turkey started and they had approximately five weeks to complete it. Seven instructors chose this option and immediately completed the survey online, which took about 10 minutes to complete.

The second option for participation in phase 1 was to participate in the experiment with their students. Those who volunteered to participate in phase 1 with their classes were invited to the researcher's office to get their survey package with printed surveys (TUMSS) including one teacher version and exact number of student version copies for their class size. They then had three weeks to complete the survey. Instructor and student version of the surveys were worded accordingly as explained earlier in the Instrument Section (see Appendix A for instructor version and Appendix B for student version).

TUMSS data collection for phase 1 was completed by the end of February, which was the fifth week of the study before phase 2 started. During this first phase, TUMSS data were collected from 32 Turkish EFL instructors and 422 EFL students, in total. Student data were collected in 25 different sections of ENG 102 classes and the instructors of these classes also completed the survey. Thirty-two instructors' TUMSS data were used to examine the motivational strategy use in these academic English classes to answer Research Question 1 (RQ1). The data from both groups were analyzed to examine if both groups' perceptions of the EFL instructors' motivational strategy use differed from each other in order to answer RQ2.

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Phase 2 of the study consisted of both quantitative and qualitative data that took 10 weeks to collect. The data gathered in this phase came from five experimental and five control group classes, 252 students and 10 ENG 102 instructors, in total. In the following sections, quantitative and qualitative data collection processes have been explained separately.

Phase-2 – Quantitative Data

The first quantitative data in phase 2 were collected via an L2 motivation questionnaire (L2MQ) that examined L2 motivation of participating students. The questionnaire was given to both experimental and control group classes at the beginning of phase 2 but there was very low participation from the control group classes while 82 experimental group participants (out of 126) completed the L2MQ. Because of the big difference between the sample sizes in the pre-treatment questionnaire data, the control group was not included in the post-treatment L2MQ data so the subsequent analyses on the L2MQ were conducted with the data from the experimental group classes [4] (see Appendix C for the survey). The purpose of this questionnaire was to measure learners' L2 learning motivation within Dörnyei's (2005, 2009a) L2MSS framework before and after the treatment was employed. The data obtained with this instrument were used to help answer the third research question: *"Does the L2 motivation of Turkish EFL students increase when they are taught by instructors using motivation-enhancing strategies over the course of a semester?"*

The researcher delivered the questionnaire to the students in the experimental group

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[4]The researcher did not want to bother the control group instructors by insisting on collecting the questionnaires because they already allowed the researcher to observe their classes for 40 hours and collect the TUMSS survey from their classes. Thus, analysis was pursued with the L2MQ from experimental group classes.

classes during the first and second weeks of pre-treatment classroom observations: weeks 6-7. While delivering the questionnaire, the researcher explained the focus of the study very briefly without telling students that their motivated classroom behaviors were to be observed. Otherwise, students' classroom behaviors would not be natural. Instead, they were told that the study focused on how to improve English/foreign language teaching in Turkey through instructors' enhanced classroom strategy use. The researcher delivered the questionnaire once more towards the end of the semester, during weeks 13-15 after the treatment was implemented and asked the same students to complete it. The questionnaires were anonymous as students were asked not to write their names and were reminded that no one except for the researcher would see their completed surveys. By the end of the second week of March, seventh week of the study, L2MQ-pre data collection was completed. Eighty-two students in the five experimental group classes took the survey at their own convenience and submitted them to the researcher during the pre-treatment classroom observations. Participation was on a voluntary basis like the rest of the study.

L2 motivation research indicates that strong Ideal L2 Self has the potential to increase positive attitudes toward language learning (e.g., Tagucci et al., 2009). While agreeing with this, the current study also hypothesized that EFL instructors' systematic and varying motivational strategy use has the potential to enhance students' positive attitudes toward the course and linguistic self confidence, which ultimately enhances the Ideal L2 Self that indicates high L2 motivation. By examining learners' L2 motivation through the two L2 self guides, L2 Learning Experience, and linguistic self-confidence before and after the treatment, the study investigated if teachers' motivational teaching practice had any impact on students' L2 motivation. This self-

report questionnaire data – L2MQ – supplemented the classroom observation data that focused on specific motivated learner behaviors to answer RQ3.

The second quantitative data in phase 2 were collected via a classroom observation scheme (MOLT). One source of classroom data is classroom observation and they have been recently increasingly used in L2 motivation research. Motivation is an unobservable construct so the classroom observations focus on the consequences of motivation such as motivated behavior in the language classroom (Dörnyei & Ushioda, 2011). Thus, in this study, classroom observations were conducted to examine learners' motivated learning behaviors and teachers' use of motivation-enhancing strategies. Similar to what Dörnyei and Ushioda (2011) suggest, classroom observation data were supplemented with other quantitative (questionnaires and strategy logs) and qualitative data (interview data, reflective journals, and field notes) to enhance the depth, strength and validity of the observation data.

Classroom observations were conducted in two different stages: before the treatment and after the treatment. The pre-treatment observations started on March 2, 2015 and ended on March 13, 2015, taking two weeks. Five experimental and five control group classes were observed by the researcher via the observation scheme, MOLT, for four hours, 40 hours in total, during the regularly scheduled ENG 102 courses. The observations took place during the third and fourth weeks of the class, giving the students and instructors sufficient time to know each other.

To collect rich data, all the data related to motivational behaviors as described in Tables 4 and 5 were marked on the observation scheme during the observations. The observation scheme, MOLT, follows "a time-sampling format whereby relevant classroom events are recorded in an ongoing manner" (Guilloteaux & Dörnyei, 2008, p. 62). The researcher kept track of every

motivational strategy the teachers used as described in Table 5 and every motivated learning behavior of the students as described in Table 4. The researcher placed a tally mark in the corresponding box on MOLT scheme for each motivated learning behavior measure – alertness and active engagement – whenever they were performed by 50% or more of the students in every five-minute interval. Similarly, the researcher placed a tally mark in the corresponding box for each motivational strategy instructors used in every five-minute interval. To ease the data collection and decision-making processes, the researcher created tables (Tables 4 and 5) with very detailed teacher strategy and student behavior descriptors to keep with her during observations and she already had mastered them (see the Instrument Section for the tables, pp. 112-114). Via the piloting stage of the MOLT scheme, familiarization with the descriptors was checked and use of time-sampling recording was practiced with a sample learner group at the same research setting. Additionally, the researcher also videotaped /audiotaped the classes to be able to watch/listen to them later upon permission of the observed teachers. Videotaping or audiotaping the observed classes helped later to clarify the observation notes.

After each class, the observed teachers were invited to check the completed observation scheme, providing a good opportunity to check the reliability of coding. If there were incidents where disagreements might have occurred, the videotapes/audiotapes could be watched/listened to and the researcher and the instructor could go through the observation notes together while watching/listening to discuss coding.

Following the pre-treatment classroom observations, a motivational strategy use workshop was organized and delivered by the researcher for the three experimental group instructors. After the training workshop took place for two weeks, experimental group teachers implemented the treatment strategies in their classes for six weeks. During the implementation

stage, the researcher observed experimental group classes twice, once during the first implementation week and once two weeks later to keep track whether motivational teaching practice was being employed and/or if there was any trouble with any of the strategies to be able to offer help.

During weeks 13 and 14, after the treatment strategies were implemented in classes for six weeks, the researcher conducted the post-treatment observations using the same observation scheme, MOLT, following five-minute-interval real time coding exactly the same way as the pre-treatment observations. The post-treatment observations were conducted in two weeks, between April 20 and May 1, 2015. Five experimental and five control group classes were observed for four hours a week, 40 hours in total by the researcher.

Research shows that if the observer is sufficiently competent in both use of the real-time coding and the content of observation, the data obtained can reveal rich and reliable data (e.g., Appeldoorn, 2004). Therefore, the researcher completed her piloting with the classroom observation scheme and real-time coding at the same setting. Additionally, the researcher's nine-year teaching background in the same EFL context, familiarization with the content of the course (as she taught ENG 102 at the same department using the same course text) and theoretical background in L2 motivation facilitated the data collection process.

In order to increase the reliability of the classroom observation data, each class was observed multiple times: four hours a week before and after the treatment and six hours during the implementation process. Participants might have displayed various behaviors in different classes based on the lesson objectives so multiple observation would yield a more realistic record of both instructor and student behaviors. Observing participating classes for 40 hours before and after the treatment, 80 hours in total, and experimental groups classes for 20 hours during the

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implementation stage increased the intra-rater reliability. Additionally, the first class was also observed by a second researcher to ensure inter-rater reliability. The researcher used her personal contacts to observe the first class with another researcher, an experienced instructor at the department with a Ph.D degree in a related field. Thus, the first observation was conducted by the two observers with the same educational, academic, and professional background. The two researchers graduated from the same ELT program, and they both have extensive observation experience as they previously mentored pre-service EFL teachers for years. Both researchers were also competent in the content areas of the observed class because they both have experiences teaching the same class. Yet, the researcher scheduled a pre-observation meeting with the second observer to review the observation scheme and the two foci of the observations before observing the class together.

The two researchers compared their data during a post-observation meeting for inter-rater reliability purposes. The scores given to both participant groups were almost the same. When differences occurred in their observation notes, they discussed possible reasons and how to conduct more reliable, detailed and comprehensive observations. For instance, the strategy "Lesson Objectives' in MOLT was perceived as giving clear instructions for each activity so was marked more times on the scheme. However, in MOLT, it was intended for clear expression of overall lesson objectives to increase students' awareness of significance of the topic. Once this was noticed, the researcher was more careful during the classroom observations to mark the strategy only for reiterated overall goal of the lesson instead of the specific objective of each activity. Other than this, they both had very similar scores for each strategy and they agreed upon that the MOLT was clear and easy to follow for real-time observation coding. The second researcher also emphasized the benefit of the strategy descriptor tables for both observation foci

as they explicitly described each behavior to be marked. The tables were easy to follow and they also increased the reliability of the data because they clearly described which behaviors to observe and mark on the scheme.

The third quantitative data in phase 2 were collected via a strategy log. Experimental group instructors were asked to complete the strategy log after each class session for six weeks during the implementation process. At the workshops, the researcher reviewed the strategy log with the instructors so that they understood how to complete it. They also discussed how to implement each strategy in the log in ENG102 classes. The researcher also initiated a brainstorming session for possible tasks during which the instructors could use as many of these strategies as possible. They were asked to mark the strategies each time that they used them during every two-hour class. Once they completed their logs, instructors emailed them to the researcher at the end of each week. By the end of the study, 49 strategy logs were collected in total from all three experimental group instructors – except for the quiz/test and essay writing days. The logs were entered into Excel and then transferred to SPSS for descriptive analysis.

Phase 2 – Qualitative Data

Miles and Huberman (1994) note that qualitative data collection is inevitably a selective process because it is impossible to record it all. They argue that "conceptual frameworks and research questions are the best defense against overload" and that researchers constantly make choices about what to record and what to leave out during data collection (p. 55). Accordingly, the researcher was guided by the conceptual framework grounded in L2 motivation and L2 teacher motivation while making those choices during data collection. Since the first date of data collection, the researcher paid careful attention to note anything that demonstrated relevance to

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L2 motivation via field notes and post observation reflective notes. With the same intentions, experimental group instructors were also asked to keep reflective journals on their motivational teaching practice on an ongoing manner during the six-week implementation stage.

Researcher's field notes and post observation reflective notes. The researcher took field notes during classroom observations hoping to capture more data that could not be taken via the quantitative observation scheme – MOLT. Additionally, the researcher kept record of her observations throughout the study including student-teacher interactions, teachers' class preparations, classroom organization, and use of board, assuming that they might be needed during the data analyses if any data set needed clarification. While in the research field, the researcher continuously took field notes of relevant motivational student and teacher behaviors in and outside of class, during interviews, workshops, and classes. As a classroom-based study, the data included observations of classroom materials, teacher-student and student-student relationships, physical layout of the classrooms, lesson designs, and class activities (Mackey & Gass, 2012). With the ongoing field notes of these, it was aimed to generate rich description of the phenomenon and setting bringing different perspectives together for better interpretation of the findings and observations.

Furthermore, after each class observation, the researcher briefly summarized her reflection of how the lesson went in terms of motivational teaching practice and students' motivated learning behaviors. The purpose with the post-observation reflections and ongoing field notes was to develop an understanding of the complex phenomenon, L2 motivation, from the perspective of students experiencing it, and motivational teaching practice from teachers' experiences (Denzin & Lincoln, 2005). These supplemented the quantitative observation data.

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Instructors' reflective journals. Experimental group instructors wrote their reflections regarding their motivational teaching practice and their students' motivated learning behaviors on an ongoing manner after their classes during the six-week implementation period. By the end of the implementation process, 18 reflective journals were collected. Lincoln and Guba (1985) describe a reflective journal as a "kind of diary in which the investigator on a daily basis, or as needed, records a variety of information about self and method" (p. 327). They also emphasize the importance of reflective journals as sources that provide information about the methodological decisions made and reasons behind them (Lincoln & Guba, 1985). Likewise, the reflections instructors wrote after each class provided a record of their motivational teaching practice, pedagogical decisions they made while designing the lesson and materials, effective and ineffective strategies they tried in class and their specific points of views on them.

Instructors were given options as to how they could share their reflections. They could write their reflection on the strategy logs, they could send the researcher a voice message on What's App (an online communication tool that allows asynchronous voice messaging), or they could discuss their reflection in person during weekly short informal meetings with the researcher (probably, over a cup of hot tea, which is the general tendency for teachers to do after lunch breaks[5]). Instructors could choose the language and the most convenient way for them to share their reflections with the researcher as they were volunteering to participate in this study without any monetary compensation. Two instructors shared their reflections on the strategy logs in English responding to the prompts while one instructor preferred to leave voice messages in Turkish on What's App on the researcher's cell phone. The prompts on the strategy log were just

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[5] These informal gatherings are generally preferred method of experience/idea/material exchange that creates a learning community at educational institutions.

guidance questions and instructors were invited to be flexible and share what they thought was noteworthy in terms of their motivational strategy use and students' motivated behaviors in each class. The researcher then simultaneously translated and transcribed the reflections that were sent as voice messages.

Motivational Teaching Training Workshop: Instructor Training

In this quasi-experimental research, the experimental group instructor participants were first trained to develop their own motivational teaching practice so that they could implement those motivation-enhancing strategies in their classes. During the six-week treatment stage, student participants in five experimental group classes were exposed to their instructors' motivational teaching practice that they developed during the workshop sessions. Hence, the treatment workshop sessions played an important role in this experiment.

Once the pre-treatment classroom observations were completed, the researcher started the workshop sessions (6.5 hours in total) with the three experimental group teachers and two other volunteer instructors. One of these two instructors initially expressed interest to participate in the study but she was teaching another course – ENG 311 – which was a course that was focused on speaking/conversation so she was not included in the study (see Recruitment Section for more detailed reason for this). The other instructor requested to attend the workshop sessions without participating in the study, so she was invited to the sessions.

The researcher first conducted meetings with the participants to set up a timeline for the workshop sessions. There were multiple possible venues for the workshop sessions that the researcher discovered during the piloting: the department, library lobby, study areas or the terrace balcony at the shopping mall on campus. However, there was no need to search for a

quiet venue for the workshops because the department chair designated the meeting room at the department for the workshops. The researcher held two different sessions – one two-hour and one two-and-a-half-hour session. The overall goal of the workshop was to help instructors develop their own motivational teaching practice.

The researcher first organized an introductory meeting with the teachers to inform them about the content and friendly, casual and collaborative nature of the sessions so that they could comfortably express themselves and share ideas knowing that every conversation would be confidential. The researcher also asked them their language preference for the sessions, English or Turkish, and the sessions were held in English based on instructors' preference. The workshop program was completed during weeks four and five. During the workshops, the researcher provided a brief presentation of the L2 literature and then all the participants collaboratively with the researcher developed motivational strategies to enhance learners' motivation. More precisely, during the workshop sessions, instructors were guided to develop their own motivational teaching practice with consistent use of motivation-enhancing strategies that promote learners'1) visualization of their Ideal L2 Self, 2) linguistics self-confidence, 3) self awareness of their language learning skills and progress, and 4) positive attitude toward learning English. The input was varied, including some empirical articles on L2MSS, handouts of recent motivational strategies recommended by the L2 research (e.g., Dörnyei, 2001a) and discussions of appropriate motivational strategies tailored to the needs and profiles of the learner group at the research setting. The researcher kept the pace according to the teachers and provided further explanation when needed. All the sessions were videotaped after instructors' consent was taken.

Workshop session 1. The first three-hour workshop session was delivered on March 10, which was the seventh week of the study. Three experimental group instructors, two volunteer

workshop attendees and the researcher gathered in the department conference room at 10:00 am

and the session was adjourned at 1:00 pm. The session commenced with social chat to create a

comfortable discussion environment and build a trusting relationship with one another. The

researcher first introduced the treatment workshop training and the treatment implementation

process and then session topic and its significance for effective L2 teaching. To increase

instructors' awareness of benefits of participating in this study, the researcher initiated an

elicitation process in regards to contribution of the study to the L2 teaching/motivation field.

Once the relaxing atmosphere conducive to share knowledge was created and curiosity

was aroused for the recent L2 motivation theories, the researcher presented a concise literature

review on L2 motivation via a PowerPoint presentation (see Appendix X for the workshop PPT

handouts). The presentation slides were later shared with the department professional

development unit to be posted on their website. For the literature background, motivation,

foreign/second language learning motivation, and its impact on L2 learning process and

achievement were explained with reference to literature. The literature review in the presentation

was based on the literature review section in Chapter 2. Next, the focus in the L2 motivation

research was on the L2MSS (Dörnyei, 2005, 2009) theory. The three components of the theory,

the Ideal L2 Self and Ought-L2 Self constructs and the L2 learning Experience were explained in

detail and with empirical evidence from L2 studies (e.g., Csizér & Lucas, 2010; Magid & Chan,

2012; Papi, 2010; Taguchi et al., 2009). The workshop session continued with a discussion of L2

motivation research findings and the latest theory because content knowledge of L2 learning

motivation from an SLA background increases language teachers' awareness of how to better

understand students' motivational state as well as enhance their motivation.

Additionally, findings of recent L2 motivation studies investigating motivational

strategies and their pedagogical recommendations were presented via the PowerPoint slides with reference to the literature from Chapter 2. Finally, the researcher facilitated a discussion about the importance of L2 learning motivation on students' L2 learning achievement at the department and instructors' role in motivating students. After reviewing literature on motivational strategy use of EFL instructors, the researcher delivered the handout for *Observational variables measuring teacher's motivational teaching practice and learners' motivated behaviors* (see Appendix U for the handout). Participants and the researcher reviewed the descriptors for instructors' motivational strategies and students' motivated behaviors that were also in the classroom observation tool, MOLT. To enable the participants to do self-reflection of their motivational teaching practice and to observe their students' progress of motivated behaviors, it was important that instructors developed a deep understanding of the relevant teacher and student behaviors.

The session was finalized with personal reflections and discussions. Research in L2 teacher education indicates that "behavioural change does not imply cognitive change, and the latter . . . does not guarantee changes in behaviour either" (Borg, 2003, p. 91). It has also been demonstrated that prior L2 learning experiences impact the way L2 teachers teach. Therefore, reflective discussions during workshops were encouraged to give the teachers a chance to both reflect on their hidden assumptions about teaching, motivating students, and their perceptions of instructors' role in motivating college students and realize how these beliefs impact their teaching to foster positive behavior and attitude change.

Workshop session 2. After a solid literature background was provided for the instructors with empirical evidence from L2 motivation studies in the first workshop session, the second session was devoted to more practical and pedagogical implementations specifically in ENG 102

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classroom setting. Before the second workshop session, instructors were given copies of an

interesting article "Motivating English learners by helping them visualize their Ideal L2 Self:

Lessons from two motivational programmes" by Magid and Chan (2012) and they were asked to

read it. The printed copies of the article involved textual enhancement to draw instructors'

attention to the important points for discussion through highlighted, underlined, colored, and

boldfaced phrases, sentences, sections, or words. This also enabled acceleration of the reading

and discussion of the article. The researcher provided a brief summary of the article at the

beginning of the second session followed by a discussion. As a group, they discussed the training

programs employed in the study, their findings, and pedagogical recommendations.

In their article, the authors offer two training programs which focus on enhancing the

Ideal L2 Self of learners by strengthening vision of their Ideal L2 Self image. These two training

programs from the article, which are described below, were analyzed in terms of their

pedagogical functions. The discussion continued with further analysis of how these training

strategies that were used in the article could be transferred to the current research setting to

enhance student motivation in their academic English classes. Research indicates that "by

imagining possible selves, one may be able to recruit some of the visual, auditory, kinesthetic, or

visceral representations of the self in the future" (Ruvolo & Markus, 1992, p. 97). Therefore, it

was assumed that the motivational strategies that Magid and Chan (2012) suggested in their

trainings could inspire the workshop group to develop appropriate strategies that they would be

willing to try during the implementation stage to strengthen the Ideal L2 Self of learners in the

ENG 102 classes.

Magid and Chan's (2012) motivational programs. Magid and Chan (2012) developed

two separate motivational programs for college level foreign language courses – one in England

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that lasted four months and the other one in Hong Kong that lasted three months. Both programs, each consisting of a series of sessions, were grounded in the L2MSS framework. They both applied imagery to promote participants' visualization of their Ideal L2 Selves aiming at increasing overall L2 motivation.

The program in England focused on western culture and learners' future careers and included two counseling workshops. The sessions aimed at enhancing learners' abilities to visualize themselves as successful adults and then developing action plans to achieve their academic goals. The first workshop involved: listing goals for future jobs, relationships, and life styles as well as examples of ideal selves for each of these. The participants were asked to note down negative or positive role models. In the second workshop, they were asked to write down their L2-relevant academic goals and draw a timeline showing when they imagine they would achieve those goals. In the third workshop, they were expected to develop an action plan to achieve these goals, thinking of situations where they could efficiently use the L2 or they could have contact with L2 speakers. In the fourth workshop, participants were asked to think of their Feared L2 Selves describing specific situations in which they were afraid of being or selves they were afraid of becoming ultimately aiming at strengthening their motivation to achieve their Ideal L2 Self rather than becoming the one they feared.

The program in Hong Kong was integrated into a self-access language learning course and it also involved two language counseling sessions. This program focused on increasing academic motivation centering around an activity called *The Ideal L2 Self Tree*. After the participants were introduced to the concept of ideal selves, they were asked to draw an Ideal Self tree visualizing the L2-related ideal person they would like to become and their future jobs. To guide learners to develop a more vivid and elaborate visualization of their Ideal L2 Selves, the

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researchers used either scripted or guided imagery in scenarios where learners had positive experience using English efficiently and successfully.

After the strategies that were offered in the article were discussed as a group, the researcher initiated a reflective discussion aiming to encourage instructors to think of ways to adapt these vision-building strategies to implement in their classes. Instructors at the workshop did not find some of the strategies helpful because they argued that their students were already aware of the importance of learning English. These strategies included enhancing visualization of both one's Ideal L2 Self and future situations in which L2 proficiency can promote new opportunities for the learners in the professional life. They all argued that the activities that were used in the article (the *Ideal Self Tree or* drawing a timeline) were too direct and explicit for their learner profile in their classes. One instructor even highlighted the possibility that these types of activities could "backfire" (the exact wording) or even their students could misinterpret them as "brainwashing" (the exact wording). In other words, instructors were concerned that students might interpret these activities as "cultural imperialism" (the exact wording).

Taking into consideration the sensitivity of the topic and instructors' familiarity and long-term experience with student profile at the research setting, the researcher preferred not to insist on integrating these strategies into the workshop training. For the treatment process to work effectively to obtain optimal outcomes of this treatment, it was crucial that experimental group instructors believed in the benefit/use of the strategies to utilize in their classes for six weeks.

As Dörnyei (2001) highlights, a few well-chosen strategies that suit both the teacher and their learners have more power in creating a motivational climate in the classroom rather than a great number of different types of strategies about which teachers are not passionate. When teachers find strategies beneficial, they find a way to use them more frequently and more

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effectively. Hence, the researcher pursued the reflective discussion to be able to encourage the instructors to develop similar strategies that directly or indirectly enhance the Ideal L2 Self of learners promoting vision-building strategies that instructors feel comfortable to use.

The second half of the workshop session 2 focused on examining the actual motivational strategy use of the instructors via a motivational strategy use inventory and then developing a working action plan establishing their own motivational teaching practice. The researcher first gave the instructors a motivational strategy use inventory (see Appendix O for the inventory).

Motivational strategy use inventory. This inventory was adapted from Dörnyei's (2001a, 2008) and Dörnyei and Ushioda's (2011) suggested list of motivational strategies. The inventory was a list of motivational strategies under the four categories of the Motivational Teaching Practice in the L2 Classrooms framework (Dörnyei, 2001a). In the inventory, there were two boxes to tick next to each strategy: *tried it* and *part of my teaching*. In the adapted inventory, two more boxes were added based on the researcher's observations and instructors' reflections during and after the first workshop session. They showed interest in some strategies like those that target building L2-related vision in class – ideal L2 Self in the form of future self image as a competent L2 speaker – and promoting learner autonomy and linguistic self confidence. Therefore, by adding *willing to try* and *unwilling to try* options in the inventory table, the researcher aimed to better understand the motivational teaching practice that instructors would feel more comfortable to implement in their classes. Additionally, this would give the instructors a good opportunity to go beyond their comfort zone and try implementing recent research findings in their teaching. As Dörnyei (2001) and Dörnyei and Ushioda (2011) often underscore, strategies that work well in L2 classes show variation in different cultures and even in the same culture, in different educational institutions, and even individual classes. Therefore,

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examining the effectiveness of these strategies based on the recent research in this specific context was an important contribution to L2 motivation research.

The researcher reviewed the inventory with the instructors before asking them to put a tick in one of the boxes next to each strategy based on what they thought about it. After instructors completed it by putting a tick next to the strategies they tried out, that were already a part of their teaching, that they were willing or unwilling to try, a discussion was generated to share reflections. Instructors discussed in pairs and then as a whole group what strategies work well in their ENG 102 classes and what strategies were novel to them but they were willing to try.

The discussion revealed some common strategies that were already part of instructors' teaching. These include 'offering rewards in a motivational manner – item 30; avoiding face-threatening acts such as criticism or comparison – item 23; pair work – item 5; providing positive feedback – item 28; varying classroom materials and activities – item 15; making tasks challenging – item 16; promoting cooperation in class – subcategory of item 5; and creating a positive and relaxed atmosphere in class – item 4. They shared some activities that they used and knew worked well with each other such as small group discussions or competitive games with a reward for winners. Instructors mentioned that they sometimes used these strategies but they did not have a consistent and systematic use of a variety of strategies that they use consciously every semester.

There were some strategies that they never used but were willing to try with further explanation. When instructors expressed interest in trying some of the strategies that were relevant to enhancing students' Ideal L2 Self construct, the researcher added them in the treatment materials to be used during the implementation stage. For instance, one of them was

promoting learners' language-related values by presenting peer role models – item 7. Two

activities were suggested on the inventory to implement this strategy such as *inviting senior*

students to talk to the class about their positive experiences and *grouping/pairing up learners*

with peers who are enthusiastic about the subject. After hearing that instructors were willing to

try these strategies, these were added to the MOLT observation scheme and the strategy log.

There was a strategy that instructors did not feel comfortable to use: *promoting contact*

with L2 speakers and L2 cultural products like movies, music, books, and Websites. Instructors

were not sure or thought it was not practical to try this strategy because having contact to L2

speakers in Turkey was difficult. They also thought it was students' choice to watch movies and

listen to English music outside of the class. However, when guided by the researcher, they all

agreed on the benefit of using authentic materials in class and showed willingness to implement

this strategy so use of authentic materials was added to the strategy log and MOLT. For instance,

another strategy that they did not use before but showed interest in trying was *promoting*

learners' language-related values by quoting positive views about language learning by

influential public figures and *inviting senior students to their class to share their positive*

language learning experiences. Thus, these two strategies were also added to the log and MOLT.

The researcher also provided guidance with the preparation of L2-related quotes of famous

public figures.

In summary, the rest of the second session was spent on brainstorming how to enhance

motivated classroom behaviors in ENG 102 classes while simultaneously following the syllabus.

The researcher and the instructors were given an opportunity to reflect on their existing

motivational teaching practice and the group discussed specific examples, which strategies work

and which ones do not work with the students at the research setting. Finally, the participants of

the workshop collaboratively with the researcher made an action plan about how to modify

strategies according to their students to better tailor to their needs, goals, and characteristics of

the students at the department. They also discussed the best ways those strategies from the given

list could be integrated into their course syllabus and their motivational teaching practice. The

session ended with a question and answer section. They shared possible pedagogical tasks that

could be integrated into their lessons such as listing L2-related goals for the future, possible

relations to L2 speakers or the community, and guided imagery of situations where L2 is

efficiently used by the learners. The pedagogical tasks, strategies and techniques that these

discussions yielded were added to the strategy log and the observation scheme, MOLT by the

researcher and emailed to the instructors before the implementation stage started. By the end of

the study, 49 strategy logs had been collected. By viewing the strategy log before their lesson

preparation and completing it after the classes, enabled the experimental group instructors to

keep track of how frequently they used them in their teaching.

Treatment Implementation Process in Experimental Classes

After the workshop was completed, the experimental group instructors implemented the

motivation-enhancing strategies in five experimental group classes for six weeks (March 18 –

April 27), each class for 24 lessons hours (1,200 minutes) in total. During the implementation,

experimental group teachers were expected to complete the strategy log (see Appendix F for the

log) after each class by simply ticking the strategies they have used in class. The purpose of this

log was to help them keep track of their strategy use and also kindly remind them to use the

strategies developed throughout the workshop. Additionally, at the end of each week, instructors

wrote informal reflective journals about how they thought their motivational teaching practice

was influenced by the treatment and how students were reacting to any strategies they used. By the end of the study, 18 reflective journals had been collected. Two instructors wrote them in English while one instructor sent them as voice messages using the What's App application on the researcher's cell phone.

During these six weeks of the treatment implementation process, the researcher's physical presence at the research setting was helpful because the instructors had the opportunity to discuss their ideas, tasks and materials they prepared that addressed the strategies they were not familiar with such as those that intended to enhance learners' ideal L2 self. Instructors sometimes even would call or send a voice message or email to the researcher in the evenings or at the weekends when they had an idea to design a lesson/activity/material that could facilitate students' ideal L2 self or awareness of the long-term benefit of learning English. For instance, one instructor called the researcher at 11:00 pm on a Saturday night to share a reflective task that could help increase her students' awareness of the significance of English. She explained the task first and then asked for feedback. She said she planned to ask students to watch a video on global English, its significance, and uses in business, science, art, film, and engineering. She planned to prepare a reflection sheet that students would complete while watching the video before coming to the class. In class, she planned to ask students to share their reflections in small groups teaching each other what they thought about the topic, argue their point, etc. Then she planned to ask students to read a section in the book about a similar topic from a different perspective and write a synthesis paragraph linking the content from the video and the book. With this, she was planning to indirectly increase students' awareness of how much the world valued English proficiency in so many areas of life and how they could benefit from high proficiency of English in the future (these were based on the ideas the researcher shared with them during the

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workshops).

After explaining this task, the instructor asked: "Do you think this could help enhance students' ideal L2 self? Next, she started listing strategies. "I will use so many strategies with this task: *giving genuine purpose* – strategy 8, *relating class content to the outside world* – strategy 9, *promoting positive attitudes towards learning English* – strategy 10, *using authentic materials* – strategy 13, *highlighting the role that English plays in the world* – strategy 15, *breaking the monotony of the class using a variety of materials* – strategy 22, *group collaboration* – strategy 23. The instructor was literally standing by the phone at 11:00 pm on a weekend, holding the strategy log and listing all the strategies she thought this task would be implementing. She sounded enthusiastic about the possibility that she finally could do something in class to enhance her students' ideal L2 self. This was one of the most significant moments of teacher enthusiasm and collaboration in the learning communities. This memo was in the researcher's field notes and researcher journal that she kept throughout the study.

As in the example above, the instructors sometimes individually and sometimes cooperatively with the researcher designed collaborative tasks to enhance students' motivation while simultaneously adhering to their course syllabus. For instance, while discussing soft power and the impact of media on societies, which was one of the module themes, Emily designed a group information-gap activity. She gave each group of four students one newspaper with a different point of view and asked each group to read a few pieces of news that she highlighted before and get ready to summarize them to others. She then regrouped them with one student from each group and asked them to report the news to their new group members, followed by a group discussion. This way, she planned to help students come to the realization that same pieces of news were reported with a bias depending on the perspective of the newspaper and how

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indirectly newspapers were imposing their opinions on the readers, linking it to the theme of media power. With this activity, the instructor increased student motivation and facilitated their linguistic confidence by integrating multiple motivational strategies in one activity such as actively involving students, promoting collaboration and student autonomy, giving them responsibilities and a genuine purpose to interact in the L2 through a motivating pedagogical task in a supportive pleasant classroom environment while simultaneously following the course objectives. This constitutes an example of how the tasks met the course goals and how they relate to the course context.

Additionally, instructors designed specific tasks during the six-week implementation period to enhance students' visualization of their ideal L2 speaker self who can effectively communicate in the L2 with international colleagues or native speakers. In his extensive literature review of possible selves in psychology research, Dörnyei (2009) provides a detailed overview of the importance of creating an elaborate and vivid future self-image in motivating people to become their ideal L2 self. It has been indicated, "the more elaborate the possible self in terms of imaginative, visual and other elements, the more motivational power it is expected to have" (Dörnyei, 2009, p. 19). Likewise, Dörnyei and Kubanyiova (2014) offer pedagogical implications of building vision in the L2 classroom to enhance students' ideal L2 selves via in and outside of class tasks that facilitate students' mental imagery of their future ideal L2 self with high proficiency in English. They highlight that L2 teachers can help students develop mental images of their elaborate ideal L2 selves by designing tasks in which students would imagine situations where they produce the L2 for communicative purposes (Dörnyei & Kubanyiova, 2014).

The Design of Ideal L2 Self Tasks

During the workshops, the researcher presented Dörnyei's (2005; 2009) L2MSS theory to the participant instructors via a series of PowerPoint presentations and shared empirical evidence indicating the ideal L2 self as the strongest determiner of L2 motivation. In order to familiarize the instructors with the relevant literature, the researcher shared a handout of nine conditions (Dörnyei & Ushioda, 2011) required for L2 selves to exert their full motivational capacity (pp. 83-84) (see Appendix N for the handout). As a group, the researcher and the five workshop attendees discussed whether the nine conditions were applicable to the research setting, student population and finally to their ENG 102 course syllabus. Two of the instructors were excited and willing to try designing activities and use the strategies to strengthen the ideal L2 self of their students while one instructor was not sure if the class would be the best place to try something so novel to her. Instead, the instructor preferred to design multiple tasks that indirectly addressed students' ideal L2 self to be completed outside of the class and wanted to give students freedom to choose one of the tasks.

During the implementation process, instructors asked for researcher's help to design activities and the researcher collaborated with them to design a few activities. Anticipating that instructors might need help with activity design to enhance students' ideal L2 self, the researcher prepared some audiovisual materials while still in the US before the study started. For these audiovisual materials, the researcher sent an email to five Turkish professors and two Ph.D candidates working at USF to make an appointment. During the one-on-one meetings, she explained to them her research focus and asked them if they would be willing to contribute to L2 teaching and learning in Turkey by preparing a one-minute video. They were asked to record themselves giving advice to college EFL students in Turkey in a conversational manner about

how students can improve their English, and share their previous EFL student experiences regarding what helped them the most to achieve their goals and become a professor in the US, and how high proficiency in English changed their lives. Out of seven, four of the contacted Turkish professors/doctorate candidates emailed their one- to 10-minute videos to the researcher before the study started.

During the workshops, once the instructors showed deeper understanding of how the ideal L2 self enhances students' L2 learning motivation, the researcher generated brainstorming to discuss strategies in the strategy log which would help enhance students' ideal L2 self and also to design in-class and/or outside of class activities that would also strengthen students' ideal L2 self. At the end of the second workshop session, the audio-visual materials were shared with the instructors.

Instructors were not sure how to design tasks to use in class that target ideal L2 self so requested help from the researcher. The researcher presented the sample activity that she designed to specifically address learners' ideal L2 self (see Appendix M for the activity). By making certain adaptations in the task and their ENG 102 course syllabus, the experimental group instructors decided to assign the ideal L2 self-video recording task as a take-home assignment. They shared the audio-visual materials with their students first as a model and asked them to record themselves to address the tasks (see Appendix P for a sample modified ideal L2 self activity by one of the instructors). Use of model videos is an innovative technique called *video-self-modeling* and it is found useful and motivating (Dörnyei & Kubanyiova, 2014).

Classroom Observations during the Treatment Implementation

After the treatment workshop was completed, the experimental group instructors immediately started implementing the strategies in their classes. To both keep track of the instructors' use of motivational strategies and also to be able to offer help to if they needed any, the researcher observed five of the experimental group classes twice during the six week implementation period. In total 28 classroom observations were completed during the implementation stage. The first 2-hour observations were completed during the first week of the implementation stage. The second 4-hour observations were conducted during the fourth week of the implementation period.

Phase 3: Semi-Structured Interviews

Phase 3 of this study consists of semi-structured interview data with the three experimental group instructors and 18 students in their classes. The researcher conducted these 21 in-depth semi-structured interviews guided by the semi-structured interview protocol (see Appendix G for the protocols of both interviewee groups). Student interviewees include six students from each of the five experimental group classes who volunteered to do the interview. The interviews were conducted between May 6 and 15, 2015, the last two weeks of the study after the post-treatment observations were completed.

The interviews were conducted in the researcher's office in privacy. First, the participants were given the consent form and time to read and sign it. Then the student interviewees were asked to complete the self-report L2 motivation questionnaire just in case if any specific data regarding their perception of L2 motivation would be needed. The previous L2MQ data were

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collected anonymously so interviewees were asked to complete it again. The signed consent forms, L2MQs and interview transcription of all student interviewees were safely kept in one folder in a locked cabinet. This enabled the researcher to assure background knowledge of each interviewee, their perception and beliefs of their L2 motivation, their previous L2 learning experiences and how the current semester's English course influenced their motivation. The interviews were recorded via a voice recorder after interviewees' consent was taken.

The six students from each class were chosen among the volunteers based on their level of motivated classroom behavior profile – three from high and three from the low profile – based on the classroom observations and their instructors' discretion. Subsequent to a preliminary list of questions, the researcher encouraged a) student participants to discuss various aspects of their language learning experience and things that motivated or demotivated them in this semester's English class and b) instructor participants to share if their motivational teaching practice has changed as a result of the workshops and their pedagogical recommendations. More specifically, both interviewee groups were asked to freely reflect on recent lessons during which the instructors systematically used motivational strategies. Interviews took from 30 to 70 minutes and were conducted in Turkish – the L1 of the participants – except for a couple interviewees who preferred to do the interview in English. The interviews were recorded, transcribed and translated into English. The teacher data consist of 180 and student data consist of 783 minutes of interview data, in total.

Thorough research on qualitative interviews demonstrates that the quality indicators of interviews vary according to the underlying theoretical assumptions and the methodological issues derived from them (e.g., Roulston, 2010). A discussion of qualitative interview types based on interview methodologies was beyond the scope of this section (see Roulston, 2010 and

Wolgemuth et.al, 2014 for a detailed discussion) but the researcher conducted the interviews from a combination of romantic and neo-positivistic perspectives. Roulston (2010) demonstrates that in neo-positivistic perspective, the interviewer facilitates the elicitation of responses from the interviewees via a semi-guided question protocol allowing the interviewees to partially determine the flow of the interview without the interference of the interviewer. During the interviews, the researcher aimed for this by being flexible for the flow of opinions and order of the topics to be asked based on the interviewee's responses. Additionally, although the initial questions were researcher-generated, the participants had a voice in their order, and the extent to which they would be discussed. Roulston (2010) indicates that in romantic perspective, the interviewer has an insider perspective as a member of the interviewee group, builds up a good rapport showing friendly, open, honest, and respectful attitudes so that the interviewees more comfortably share their personal experiences, reflections, and insights.

Qualitative interview research indicates that quality interview questions are shorter than the interviewees' responses, simple in structure but deep in essence to guide the interview process toward a self-reflection experience (e.g., Kvale, 1996; Roulston, 2010). A quality interview would both reveal rich data and specific and relevant responses from the interviewee and follow up with verification of the interpreted meaning of the answers. Therefore, the questions in the interview protocol were developed to find out participants' beliefs, perspectives, opinions, attitudes, and observations concerning the impact of teachers' motivational strategy use on students' L2 motivation. In order to encourage interviewees to openly share their experiences, reflections and personal observations, a genuine rapport between the interviewer and interviewee is necessary (Roulston, 2010). To be able to build a trusting and caring relationship, the researcher first established an insider role as a graduate of the same university who took the same

observed classes and also as an instructor who taught those observed classes at the same department. Additionally, the researcher, who was also the interviewer, established a friendly, open, honest, helpful, and respectful attitude before, during and after the interviews. To achieve this, she emphasized her ultimate goal with this study to contribute to the L2 teaching field by offering empirical data regarding how to improve motivational teaching practice of L2 teachers, promote L2 motivation and eventually L2 teacher education, all of which are significant challenges encountered in Turkish EFL context.

The interviewees were first encouraged to introduce themselves and talk about their previous English language learning/teaching experiences. Then they were gradually guided to reflect on that semester's ENG 102 class. Student interviewees were encouraged to talk about what motivated/demotivated them that semester in their English class and if they noticed any change in their instructor's behaviors, teaching methods, class materials and tasks compared to previous English classes. Students mentioned so many different aspects of their English class in terms of motivational influence, which are explained in detail in the Interview Section. Likewise, instructor interviewees first expressed so many positive aspects of participation in the study and then the workshop training as enhancing their motivational teaching practice and teaching effectiveness in general. Details of interview analysis are in the Results Section.

Data Analysis

Data analysis involved both quantitative and qualitative data analysis processes as the data involve both types. Table 9 displays the types of data and data analysis method that were used to answer each research question.

Table 9. Data Analysis

Data	Data Analysis
TUMSS	Cronbach's alpha: Reliability analysis Descriptive Statistics (instructor version TUMSS) (RQ-1) Independent Samples t-test: instructors versus students (RQ-2)
L2 motivation questionnaire	Exploratory Factor analysis Cronbach's alpha: Reliability analysis Paired samples t-test: Experimental group – pre- and post-treatment questionnaires (RQ-3)
Pre & Post-Treatment Observations	Repeated Measures ANOVA: Experimental and Control group, pre- and post-treatment observations (RQ-3 & RQ-4)
Strategy logs Reflective journals	Descriptive statistics (RQ-4) Content analysis (RQ-4 & RQ-5)
Researcher field notes & Post observation reflection	Content analysis: (RQ-3, RQ-4, RQ-5, & RQ-6)
Semi-structured interviews	Content analysis: (Instructor interviews: RQ-5) (Student interviews: RQ-6)

In mixed methods studies, especially, those with advanced designs and intensive data triangulation, it is crucial to pay careful attention to data organization to facilitate the analysis process.

Quantitative Data Organization and Safety

Quantitative data for this study included two questionnaire data (TUMSS and L2MQ), classroom observation data (MOLT), and strategy logs. Data organization was an ongoing process during the data collection stage because a new data set was collected with each phase. As each quantitative data set was collected, the data were saved in separate folders labeled as the name of the instrument such as 'MOLT classroom observation data' or 'TUMSS data' in the researcher's personal computer and protected with a password. Once all the quantitative data were manually entered and stored in individual Excel files, they were re-labeled descriptively using the instrument title and either the group they were from or the week they were collected to facilitate access later (e.g., Pre-treatment MOLT observation1_ control group; week 1 strategy logs_experimental group). Once data organization was complete, all the corresponding Excel and SPSS files were stored in the same folders as the source of data: the instruments (TUMSS, L2MQ, MOLT, strategy logs) and the qualitative observation data were stored in the same weekly folders while the interview data were kept separately. This organized storing process helped a great deal during the data analysis and write up processes because of the various data sources and types coming from multiple participant groups. Excel files were then manually transferred to SPSS files and were labeled in the same manner.

It was taken into consideration while preparing the dissertation proposal that the more data on the topic *L2 motivation and how it can be enhanced by instructors' motivational teaching practice* was available, the easier it would be to have a deeper understanding of the phenomenon and the more insightful analysis and interpretation could be achieved in the final step (Merriam, 1998). Consequently, the data triangulation allowed a variety of data from

different perspectives, participant groups and data sources, resulting in enriched data to explore a very multidimensional phenomenon: L2 motivation.

Quantitative Data Analysis

The quantitative statistical tests employed in this study were exploratory factor analyses (EFA), Cronbach's alpha (CA), descriptive statistics, independent samples *t*-test, paired samples *t*-test, and repeated measures ANOVA. There were two different questionnaires administered in this study: TUMSS and L2 motivation questionnaire. To measure the internal consistency of both of the questionnaires, Cronbach's alpha (CA) reliability analysis was performed. Cronbach's alpha examines the inter-reliability of the items under each section in a questionnaire to see how closely each item is related to the items in the same section indicating low or high relevance to the general purpose of the section. This allowed the researcher to see how strongly correlated the descriptors of each section in the questionnaires were. For instance, strongly correlated items in the Ideal L2 Self section of the questionnaire showed that all the items in that section were closely related to the Ideal L2 Self construct.

Exploratory Factor Analysis (EFA) was used to examine both questionnaires: TUMSS and the L2 motivation questionnaire data. EFA is a data organization/reduction technique that consists of "an array of multivariate statistical methods used to investigate the underlying correlations among a set of observed variables" (Loewen & Gonulal, (2015). It was used to identify relationships between the items in the questionnaire. Even though factors (latent variables) in a questionnaire are not pre-determined, while designing their instruments, researchers have specific categories in mind like the categories, Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience in the L2 motivation questionnaire (see Appendix D for sections of the

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L2MQ). The EFA allowed the researcher to identify the exact factors and items that load onto each factor based on the collected data in this specific EFL context. As EFA is a data reduction technique, the results showed if any item should be removed from the questionnaire, when they do not load onto any specific factor, showing no relationships with the other items. Field (2013) clearly states the function and importance of running EFA on questionnaire data, especially when the instrument is large in number of items, as it helps reduce the data set to a more manageable size while keeping the required information. In the following sections, data analysis on each data set has been explained by each research question.

Research question 1. (What is the overall reported motivational strategy use of Turkish EFL instructors?). To examine the types of motivation-enhancing strategies that EFL instructors in Turkey use at college level and how frequently they use each strategy, descriptive statistics were run on the teacher version of the TUMSS. The frequencies were displayed in a descriptive statistics table with the mean and SD. Additionally, Cronbach's alpha reliability analysis was run on the TUMSS data to examine the inter-reliability of the items under each section in the questionnaire as well as the EFA to determine the explanatory factors. This research question served an exploratory purpose to have a more elaborate understanding of EFL instructors' motivational strategy use in this context. These findings shed light on the content of the strategy-training workshop and helped better interpret the motivational states of the L2 learners and motivational teaching practice of EFL instructors in this particular EFL context.

Research question 2. (Are there significant differences between Turkish EFL instructors' and their students' perceptions of the instructors' use of motivational strategies?). Both descriptive and inferential statistics were employed to analyze the student and instructor versions of the TUMSS questionnaire data in order to answer the second research question. First,

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to compare the two groups – instructors' perceptions and students' perceptions – in terms of their responses to teacher's motivational strategy use, descriptive statistics were used with split group data and overall mean scores were shown in a descriptive statistics table. Second, an independent samples t-test was run on the TUMSS data both from the instructors and students to examine if there was a statistical difference between the mean scores of EFL instructors' perceptions of their motivational strategy use and L2 learners' perceptions of their EFL instructors' motivational strategy use. The independent t-test compared the mean scores from the two independent groups: instructors and students, showing if there was a significant difference between the two groups' scores. Like the first research question, this question also had an exploratory purpose to give a more realistic picture of EFL instructors' motivational teaching practice. The researcher was interested in examining if there was a significant difference between instructors' and their students' perceptions of instructors' motivational teaching practice because what motivational strategies teachers might deem as important and useful or think that they were performing effectively and frequently, might not be perceived the same way by the students. These findings provided more insights regarding which motivational strategies are salient for EFL learners providing a more elaborate understanding of EFL instructors' motivational strategy use, which helped offer pedagogical recommendations.

      Research question 3. (Does the L2 motivation of Turkish EFL students increase when they are taught by instructors using motivation-enhancing strategies over the course of a semester?). Both quantitative and qualitative data were used to answer the third research question. First of all, to be able to answer the third research question, one thing that needed thorough planning was how to operationalize student participants' L2 motivation. L2 motivation is a complex phenomenon that is not easy to observe. Therefore, L2 motivation was

operationalized via two measures for this study. The first measure was students' own perceptions of their own language learning motivation – via the self-report survey data. The second measure was their actual motivated learning behaviors in class – via extensive classroom observation data.

Hence, to answer the third research question, two different quantitative data types were used from the students: the self-report survey data via the L2 motivation questionnaire and the actual classroom observation data via MOLT. A paired samples *t*-test was first run on the L2 motivation questionnaire data that were collected from the experimental group students before and after the treatment. The purpose of this analysis was to examine if the treatment had any impact on students' motivational states measured by the self-report survey – L2MQ. The second statistical test to answer this question was repeated measures ANOVA that was performed on the classroom observation data, MOLT. It is important to explain how the classroom observation data were calculated before explaining the data analysis.

Calculation of classroom observation composite scores for motivated learning behaviors – MOLT. Experimental and control group classes ($n = 10$) were observed for 80 hours in total by the end of the study. Each class was observed for a week for four hours before the treatment (40 hours in total) and for four hours after the treatment (40 hours in total). Additionally, five experimental group classes were observed twice during the implementation period – 28 hours in total but the data from those implementation stage observations were not included in the data analysis to answer this research question because they were conducted only in the experimental group classes to keep track of implementation of strategies.

Students' L2 motivation was operationalized by the two observable variables measuring their motivated learning behaviors in class and these were: alertness and active engagement.

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These two variables in MOLT were described in Table 5 with many types of different student behaviors demonstrating each variable. During the classroom observations, a tally mark was placed on the MOLT observation scheme for each variable when 50% or more of the students in class demonstrated the described behaviors in every five-minute slot during a 100-minute class. For each variable on the MOLT, the tally marks indicating the number of times 50% or more of the students in class demonstrated the described behaviors in every five-minute slot were summed and entered into SPSS showing learners' motivated classroom behavior scores for each observed class. Composite scores were computed and used as the measure of learners' observable L2 motivation for the pre- and post-treatment classroom observations.

A repeated measures ANOVA was performed on the pre- and post-treatment MOLT data from both experimental and control group classes to answer the RQ3. "In a repeated-measures ANOVA, the effect of our experiment is shown up in the within-participant variance (rather than only in the between-groups variance)" (Field, 2013, p. 548). Therefore, repeated measures ANOVA is a powerful test because it accounts for more variance – between and within groups – and thus has smaller error values, which is the reason why it was preferred to analyze the data to answer research question 3. The repeated measures ANOVA was run on the classroom observation data from both groups to examine whether the treatment had any impact on the motivated learning behaviors of students answering the third research question.

Additionally, the qualitative data to answer the third question involved researcher's qualitative observation field notes and post-observation reflections. They were analyzed qualitatively via content analysis (details of content analysis have been provided later in this section). With these qualitative data, the researcher was able to provide more in-depth observation of specific learner behaviors as well as classroom dynamics to better explain any

potential change in behaviors as a result of the treatment.

Research Question 4. (Are there significant differences between EFL instructors' motivational strategy use before and after an intensive workshop on motivational teaching practice?). The fourth research question had two sub-questions, each of which focused on one aspect of the motivational teaching practice of the participant instructors:

4.a. Do EFL instructors start using more strategies after the treatment?

4.b. Do EFL instructors start using a greater variety of strategies after the treatment?

In order to examine if EFL instructors developed a more motivational teaching practice after attending the workshop and answer the fourth research question, both quantitative and qualitative data were used. The quantitative data consisted of classroom observation data on MOLT and instructors' strategy logs while the qualitative data included researcher's observation field notes, post-observation reflections, and instructors' reflective journals.

There were 15 variables, in other words motivational strategies, in MOLT to measure instructors' motivational teaching practice. During the classroom observations, a tally mark was placed on the MOLT observation scheme for each strategy that the instructors used during every five-minute slot of a 100-minute class. For each variable on the MOLT, the tally marks indicating the number of times instructors used a strategy in every five-minute slot were summed and entered into SPSS showing instructors' motivational teaching practice scores for each observed class. Composite scores were computed and used as the measure of instructors' motivational teaching practice for the pre- and post-treatment classroom observations.

A repeated measures ANOVA was used on the MOLT classroom observation data from both groups to answer the fourth research question by comparing the mean scores of both pre-

and post-treatment observational data of instructors' motivational strategy use. Descriptive statistics were used to analyze the instructors' strategy logs, which increased the explanatory power of the findings of the repeated measures ANOVA.

Additionally, instructors' reflective journals and researcher's qualitative observation field notes and post-observation reflections were analyzed qualitatively via content analysis to bring a more in-depth perspective regarding teachers' motivational teaching practice (Patton, 2002). Details of content analysis have been provided later in this section.

Qualitative Data Analysis

As Miles and Huberman (1994) explain, qualitative data contributed to data analysis to validate, interpret, and clarify the results. Qualitative data analyses were performed on researchers' field notes and post-observation reflections, instructors' reflective journals, and interview data from both experimental group instructors and their students who volunteered for the interview to provide supplementary insights to answer multiple research questions.

The qualitative data were analyzed via the content analysis method with an inductive approach. Therefore, the data analysis was data-driven, rather than theory-driven as in the deductive approach (Duff, 2008). Content analysis as a method of qualitative data analysis is a systematic way of categorizing and condensing the data to broadly describe the phenomena (Miles & Huberman, 1994). It involves "coding data in a systematic way in order to discover patterns and develop well-grounded interpretations" (Mackey & Gass, 2012). The qualitative data were analyzed by coding and clustering common themes that emerged during the analysis

(Miles & Huberman, 1994). Before the data analysis, the qualitative data were first prepared and organized.

Data Preparation, Organization and Safety

Qualitative data consisted of researchers' field notes and post-observation reflections, instructors' reflective journals, and interview data. Qualitative data preparation started with simultaneously translating and transcribing the interview data that were in Turkish. Researcher's qualitative notes and two instructors' reflective journals were already written in English so translation was not needed. Miles and Huberman (1994) assume that the basic raw data in the form of scribbled field notes or post observation reflections or the direct voice recordings need to be converted into write-ups because they enable the researcher to read, edit, comment on, code, and analyze the content more easily. Following their suggestion, researcher field notes, post reflections, and voice recordings were converted into write-ups before the data analysis started to ease the coding process.

Before starting the data analysis, all the reflective journals, the write-ups of researcher field notes and post observation reflections were stored separately in weekly folders in the researcher's personal computer protected by a password. The interviews were transcribed verbatim and stored in group folders. The interviewee instructors could see the transcriptions of the interviews for member check and they did not offer any clarification or additions. The content analysis started with the first reading of the data.

Following Merriam's (1998) suggestion, basic descriptive categories for all data collected were established early on for coding so that access to information would be easy in the analysis and interpretation stages. It was helpful during the data analysis and reporting the results (at first

those that were submitted in written form but then the transcribed voice messages were also added to the folder).

Data Coding Process

Patton (2002) argues that "ideas for making sense of the data that emerge while still in the field constitute the beginning of analysis; they are part of the record of field notes" (p. 436). Likewise, insights emerged naturally while recording and tracking qualitative data even during the data collection. While still in the field, conducting the classroom observations, watching instructors and students interact in and outside of class, reading instructors' reflective journals or checking their strategy logs, naturally emerging insights were kept in the researcher's field notes and post-observation notes. Patton (2002) defines this process as the "power of field-based analytical insights" (p. 436). In order to picture the natural motivational dynamics in the participant groups, reflective field notes were taken continuously while conducting the classroom observations, during and after meetings with the instructors, observing student and instructor interactions in class, during breaks, after workshop sessions, post-workshop meetings, or after interviews. Over the course of a semester, the researcher took notes in the margins to comment on the data whenever engaged with the qualitative data, reading the instructors' reflections or listening to the interviews in the field. Separate memos capturing reflections at the time were written. Once the data analysis began after data collection was over, these notes and reflective memos contributed to capture the moment when the data were collected to better interpret the data and results. While collecting data, researchers might feel they would not forget anything because the study is so important to them. Nevertheless, important things regarding participants or significance of a note/data set might be forgotten or overlooked in the midst of thousands of

pages of quantitative and qualitative data in mixed methods studies. Keeping those memos about notes in classroom observations, points in instructor reflections, or interviews helped emphasize their significance or even potential contribution to the interpretation of the results.

The qualitative data analysis was a multi-step process. First, data were prepared and organized. Next, content analysis of the data started with multiple-readings of the data to identify the themes. The reiterative readings of the data helped better understand the data, identify themes, and establish relationships and patterns in the data. Finally, as the last step, the findings were interpreted. Data triangulation, validation of data via combination of multiple sources and data types, enabled insightful synthesis while interpreting the data (Mackey & Gass, 2012). Using multiple data sources/types to answer some of the research questions brought more in-depth analysis of the phenomenon. The coding and analysis process took around two months. The multiple-reading process of data analysis consisted of a manual data coding via color-coding, marginal notes, annotations, and keeping a researcher journal. In the following sections, details of each step of data coding are explained in more details.

First reading followed by open coding. All the qualitative data were analyzed through multiple readings of the data allowing themes to emerge. After the first reading, some themes appeared to emerge and were manually annotated on the margins of the data. Emerging themes were color-coded manually. The first emerging themes were relevant to themes such as specific motivational strategies that were frequently used in classes, instructors' specific comments on their strategy use, effective and 'not-so-effective' strategies, and how they influenced learners' classroom behaviors. Additionally, the researcher made note of interesting and relevant points such as student reactions against particular strategies that the instructors used in class or how the instructors felt while using them, or even their reflections on their choice of strategies. Basically,

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the researcher looked for any recurring themes across all the multiple data sources. Strauss and Corbin's (1990) inductive coding technique was followed. Corbin and Strauss (2008) explain open coding as "breaking data apart and delineating concepts to stand for blocks of raw data … one is qualifying those concepts in terms of their properties and dimensions" (p.195).

Coding all the data and developing themes. The researcher carried out multiple cycles of reading the data, making notes of the similar ideas and common themes, and color-coding them. With each reading and more interaction with the data, new codes were added, as new insights emerged, new ways of looking at the data set emerged (Lincoln & Guba, 1985). After the second and third reading, emerging themes clustered around most frequently used motivational strategies, instructors' developing motivational teaching practice, and learners' L2 motivation and their emotions in the current English class in comparison with the previous semesters' English classes. Mackey and Gass (2012) suggest to step back once each cycle of coding is completed and write about the emerging concepts. This, they add, would help in reconstructing the coding schema later. Considering the margin notes, color codes, and previous codes, the researcher identified preliminary themes across the data after multiple readings and coded all of the data for each particular theme. Lincoln and Guba (1985) suggest that recoding iterations can stop once categories are "saturated". When all of the incidents were classified, iterations were concluded and the next step started (Miles & Huberman, 1994).

Establishing relationships and patterns. Going through the data and the emerging themes, the researcher sought patterns that emerge from the codes. These "patterns assist the researcher in reducing and interpreting the data" (Mackey & Gass, 2012, p. 233). The researcher then looked for any possible themes that could be merged. Once the themes were finalized, the results were manually written in a theme table with descriptors on a large sticky wall poster with

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color codes. This enabled a comprehensive view of the themes to more easily interpret them. This in-depth analysis was intended to shed light on what influences teachers' choice of motivational strategies, how they feel about them, and how more systematic and consistent use of these strategies could be increased.

The final stage of qualitative analysis was to present the coding and patterns in relation to the research questions that were initially aimed to answer. The researcher used both quantitative and qualitative data to answer the third and fourth research questions, and qualitative data to answer the fifth and the sixth questions.

Research Question 5. (How do EFL instructors develop motivational teaching practice through a workshop on motivation-enhancing strategies?). The fifth research question had three sub-questions, each of which focused on one aspect of instructors' beliefs about their motivational teaching practice:

5.1. How did the workshop influence instructors as L2 teachers?

5.2. Which motivational strategies do Turkish EFL instructors believe are effective in motivating students?

5.3. How can the treatment workshop on motivational strategy use be enhanced to strengthen EFL instructors' motivational teaching practice?

To answer the fifth question including the three sub-questions, the in-depth interview data with the instructors and their reflective journals were analyzed through content analysis as described above in detail. These qualitative data were qualitatively coded leading to content analysis (Mackey & Gass, 2012; Miles & Huberman, 1994).

Research question 6. (How has instructors' motivational strategy use as a result of the motivational teaching training influenced EFL learners' L2 motivation?). To answer the sixth

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research question, semi-structured interview data with students were qualitatively analyzed. Student interview data were in Turkish, except for a couple of students who preferred to do the interview in English. Therefore, the data were simultaneously translated and transcribed into English. The same qualitative content analysis with reiterative readings of the data was applied to analyze student interview as described above.

Trustworthiness

For the quantitative part of this study, conventional criteria were utilized for external and internal validity, reliability, and objectivity (Field, 2013). CA reliability and EFA tests were performed on the quantitative survey data. With data triangulation, multiple classroom observations at different times, having an inter-rater for the first classroom observation and peer-debriefing, quantitative data validity and reliability were ensured.

For the qualitative part of this study, conventional criteria, which are mostly associated with quantitative research, could not be used. Instead, alternative criteria for naturalist research paradigm were used to establish trustworthiness of the qualitative part, which are: credibility, transferability, dependability, and conformability (Lincoln & Guba, 1985). The procedures that are followed to achieve credibility include data triangulation, prolonged engagement, and peer debriefing. Lincoln and Guba (1985) define prolonged engagement to establish trustworthiness as investing sufficient time to build trust with the participants or others at the research setting. The researcher stayed at the setting for almost five months interacting with others at the department on a daily-basis and as a former employee she already had established relationships. Data triangulation to answer the research questions and the recurring data collection at different

intervals also enhanced the credibility of the study because research shows that researchers should not rely on single source of data (Denzin & Lincoln, 2005; Duff, 2012).

My Role as a Researcher

Embracing the concept researcher as the primary instrument for data collection and analysis, the role of the researcher in this study was multifaceted. The researcher recruited the participants, collected survey data, organized and delivered the treatment workshop sessions, conducted the classroom observations, videotaped/audiotaped the observed classes, took classroom observation field notes, completed post-observation reflections, conducted the interviews, translated and transcribed the interview data, and finally, analyzed, interpreted and reported the results. Collecting and analyzing the data alone facilitated the researcher's understanding of the data as Merriam (2009) suggests.

Throughout the data collection process, the researcher assumed the role of an insider. First, as an undergraduate student taking the same classes at the same university, the researcher was familiar with students' attitudes towards the advanced academic English – reading and writing classes. Second, as an instructor who worked at the same department, the researcher was familiar with the departmental policies and knew most of the instructors and student profile, as well as the curriculum of the EAP courses and course requirements. This familiarity facilitated the data collection process in areas such as getting permissions or approvals and recruiting participants and also allowed for better interpretation of specific context-related data. Third, as an EFL instructor/teacher for nine years in Turkish EFL context, the researcher had a broad and in-depth understanding of the social context of university and EFL education in Turkey. This

helped the researcher understand the challenges EFL instructors encounter that are caused by motivation-related issues.

Summary

Overall, this study aimed to contribute to L2 motivation and SLA research by offering data triangulation from two different research paradigms. It also aimed to offer pedagogical recommendations for L2 teaching and L2 teacher education via this quasi-experimental design examining the phenomenon at an understudied EFL context – Turkey.

The research methodology of this study will contribute to the L2 motivation research, especially with its design. Until recently, L2 motivation research was overwhelmingly quantitative based on survey data. However, with its multifaceted data triangulation and pre- and post-treatment stages, the research design will contribute to the field inspiring more advanced research designs. These data were used for a deeper understanding of the perceptions of teachers about how to increase student motivation in EFL classes. The data will also contribute to a better-planned motivational strategy use training that could be offered to EFL teachers in teacher education programs. Students' perspectives on teachers' use of motivational strategies and how these affect their motivation to learn the L2 can shed more light on EFL teachers' motivational strategy use.

CHAPTER FOUR:

EXPLORATION OF EFL INSTRUCTORS' MOTIVATIONAL STRATEGY USE

PHASE ONE: RQs 1&2

The current study presents an analysis of motivational teaching practice of college-level academic English reading and writing instructors and its impact on college EFL students' L2 learning motivation. The data were collected and analyzed in three consecutive phases. Table 1 shows participant size and age range for each phase. Therefore, the results are reported in multiple chapters addressing different research questions. Chapter 4 reports results regarding the exploration of EFL instructors' overall motivational strategy use to address research questions 1 and 2, which constitutes phase 1. Chapters 5 and 6 report the impact of the motivational teaching practice workshop and treatment on students' L2 motivation and instructors' teaching practice, respectively addressing RQs 3 and 4, which forms phase 2. Chapter 7 reports the qualitative results to mainly address RQs 5 and 6 as well as supporting the other quantitative results, which represents phase 3.

The first phase of the current study provides exploratory data to answer the first two research questions regarding instructors' motivational strategy use. First, phase 1 aimed to explore the overall motivational strategy use of college-level academic English instructors via their self-reported responses to the Teachers Use of Motivational Strategy Scale (TUMSS). More specifically, phase 1 explores whether instructors of academic reading and writing class (ENG 102) use any motivation-enhancing strategies in their teaching and if they do, which strategies

they use more and at what frequency, aiming to understand if they have developed what Dörnyei (2001) calls 'motivational teaching practice'.

Second, phase 1 examined whether there was a statistically significant difference between perceptions of instructors and their students in terms of instructors' motivational strategy use in classes. These exploratory data would then shed light on phase 2 during the classroom observations and the design of the motivational teaching practice workshops. That is why this phase is the exploratory phase because the data collected in this phase provided insights for the subsequent data collection processes as well as a better explanation of the findings based on this specific context. In phase 1, as shown in Table 1 (p. 23), 422 students who were taking ENG 102, the Academic English Reading and Writing course, during Spring 2015 and 32 instructors teaching this course completed the Teachers' Use of Motivational Strategy Scale (TUMSS). TUMSS consisted of 25 strategy items on a six-point Likert scale. The questionnaire had two different versions: teacher version for instructors' perception of their motivational strategy use (see Appendix A) and student version for students' perception of their instructors' use of motivational strategies (see Appendix B). The data were analyzed using SPSS version 22.

Overall Motivational Strategy Use in the Department (RQ1)

To answer RQ1, results of descriptive statistics on the TUMSS data from both instructor and student participants were analyzed. Both numeric and graphic summary of the data set helps researchers become familiar with the trends in the data (mean) and how spread-out the data were (standard deviation) (Larson-Hall, 2010). Table 10 below demonstrates the descriptive statistics of ENG102 instructors' and their students' responses to what motivation-enhancing strategies instructors use and how often they use them in their teaching. All the strategy items in the

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questionnaire were given a score by the participants on a 6-point Likert scale (*1 = almost never;*

6 = almost always).

Table 10. Descriptive Statistics of all TUMSS - Teacher versus Student Participants

	Instructors		Students	
	Mean	SD	Mean	SD
1. Ice breakers at the beginning of each class	4.44	1.56	4.76	1.38
2. Clear statement of lesson objectives at the beginning each class	4.78	1.43	5.34	1.00
3. Friendly stress-free learning environment	5.31	.99	5.35	1.00
4. Encouraging risk-taking in classes	4.30	1.24	3.86	1.56
5. Giving genuine meaningful purpose to students to work on activities	5.22	.75	4.86	1.20
6. Establishing connections between course content and outside world	4.81	.93	4.44	1.42
7. Sharing positive views of influential public figures about language learning	2.84	1.63	1.84	.755
8. Emphasizing in class teacher's own personal interest in learning English	3.34	1.19	3.16	1.76
9. Promoting interaction and cooperation in classes	5.38	.66	5.27	1.09
10. Promoting exposure to L2 cultural products to familiarize students with the L2 culture	3.59	1.36	1.78	.765
11. Highlighting how knowing English can be potentially useful for students	4.78	.90	4.06	1.60
12. Arousing curiosity or attention before activities	4.56	.95	4.60	1.32
13. Preparing tasks that are manageable yet challenging	5.03	.59	4.83	1.24
14. Encouraging self-correction	4.41	.87	5.12	1.16
15. Praise and constructive feedback for effort and achievement	5.28	.73	5.17	1.09
16. Cooperation in small groups	5.06	.88	5.14	1.21
17. Encouraging learners to explain their failures by the lack of effort rather than by their insufficient ability	4.69	1.15	4.64	1.35
18. Showing students that teacher values English learning as a meaningful experience because it brings satisfaction and/or enriches one's life	4.25	1.10	3.61	1.63
19. Inviting senior students to talk to the class about their positive experiences	1.09	.78	1.40	.871
20. Having mistakes accepted as a natural part of learning	4.70	1.15	4.10	1.56
21. Strengthening students' visual image of themselves with high language proficiency in English	3.09	1.49	1.43	1.00
22. Emphasizing the importance of intercultural community	3.53	1.63	3.23	1.59
23. Encouraging peer correction	3.66	1.15	4.02	1.62
24. Bringing in and encouraging humor	4.88	.83	4.62	1.41
25. Showing students that teacher cares about their progress	5.31	.82	4.82	1.36

(*N* = 454)

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Larson-Hall (2010) notes that descriptive statistics tables across participant groups help describe and summarize data in a meaningful way, which helps observations of emerging patterns. Therefore, descriptive statistics were obtained from both groups and to have a better understanding of overall tendency across groups, they are provided side by side in the table above. Overall, instructors reported seven strategies as 'often' used in their classes scoring them above 5 (5 = often), and eleven strategies as 'generally' used by scoring them 4 (4 = generally) in the 6-point Likert scale. The descriptive statistics of instructors' perception of their strategy use based on the high mean scores in their self-reported data which constitute 72% of total strategy items indicate that instructors believe they frequently use a variety of motivation-enhancing strategies in their teaching. Students' responses almost have the same tendency: six strategies were scored above 5 and eleven items were scored above 4. Both groups scored the same four strategies out of 25 above 5 (Strategies 3, 9, 15, and 16). Standard deviations of students' scores are slightly larger than instructors' indicating more spread-out scores compared to instructors' more clustered responses around the mean. In other words, students showed more variety in their perception of instructors' motivational strategy use compared to more consistent perceptions of instructors. Additionally, almost half of students' responses tend to be higher than instructors' responses; the other half shows the converse. It is noteworthy that instructors scored some strategies as 'generally' (= 4) and 'often' (= 5) applied in class while students scored them as 'sometimes' (= 3), making the difference in scores more than a point in the Likert scale. In the next section, the results of the t-test are presented to examine whether there is a statistically significant difference between the group means followed by interpretation of the results in the discussion section.

In summary, descriptive statistics of TUMSS data from both student and instructor

groups show varieties and different tendencies as well as similarities as discussed above. The

means comparison statistical test, *t*-test, was performed on the data to examine whether the

difference was statistically significant to answer RQ2. Before performing the *t*-test, data were

organized via exploratory factor analysis (EFA).

Exploratory Factor Analysis – TUMSS

There have been very few studies focusing on EFL teachers' motivational teaching

practice grounded in the latest L2 motivation framework, Dörnyei's, (2005; 2009) L2MSS (e.g.,

Guilloteaux & Dörnyei, 2008). However, there has been no established motivational strategy

scale rooted in this framework to measure college-level EFL instructors' motivational strategy

use. TUMSS was developed for the current study as a 6-point Likert scale and its 25

motivational strategies were adapted from Dörnyei's (2001) motivational teaching practice in the

L2 classroom framework. Hence, reliability and validity of the scale was tested via piloting and

it was used in this EFL context for the first time during this study. The results of this study,

thereby, bear significant importance. Before analyzing the data, an exploratory factor analysis

(EFA) was performed on the scale.

Rationale for the Exploratory Factor Analysis

EFA is a data organization/reduction technique which is used to better examine the

interrelationships of a questionnaire items and to better observe the patterned themes (Field,

2013). EFA enables researchers to reduce the variables that they investigate in a "smaller number

of latent constructs" that helps with analysis and interpretation of the findings (Thompson, 2004,

10). EFA is the most commonly used factor analysis type in Second Language Acquisition

(SLA) research as it allows exploration of data before running any other statistical tests (Field,

2013; Thompson & Lee, 2012; Thompson & Sylvén, 2015). Thompson and Sylvén (2015)

denotes the importance of performing EFAs in diverse contexts to understand how second

language acquisition-related phenomena (in their case, classroom language learning anxiety)

show variation in different foreign language contexts. For the current study, therefore,

performing an EFA on the TUMSS data in the diverse Turkish foreign language context was

crucial to better understand how EFL instructors' motivational strategy use manifests itself in

diverse settings. To better determine if the data set is conducive to factor analysis, two measures

were considered: sample size and Kaiser-Meyer-Olkin (KMO) value.

Field (2013) argues "reliability of factor analysis will depend on sample size" and a

common rule of thumb is "to have at least 10-15 participants per variable (p. 683). In the current

study there were initially 25 variables (strategies that were examined), so a simple calculation

(25 x 15 = 375) shows that as long as the sample size is above 375, EFA can be performed on the

data with reliable results. The EFA that was performed on the instructors' version of the TUMSS

data ($N = 32$; $CA = .81$) confirmed Field's (2013) argument with a KMO value .40, which was

too low for factorability of the data indicating that the sample size ($N = 32$) was not adequate for

an EFA. Field (2013) also argues that if there are not enough participants to do an EFA on the

data at hand, researchers can use the analysis done by previous researchers to group questions in

the questionnaire data set. However, it was not required for the current study to use other studies'

EFA analyses done in other EFL contexts because students' data in the same research setting in

the same classrooms with the exact same strategy items were already present. Student sample

size for this phase was 422 so students' data in the current study satisfies the sample size recommendation. Therefore, a new EFA was performed on the TUMSS student data ($N = 422$). Because instructors' and students' data were to be compared to each other, the data needed to be comparable; in other words, the data needed to be organized using the same factors. As the instructors' data did not allow an EFA due to small sample size, they were added to the students' data and a new EFA was performed on the combined data ($N = 422 + 32 = 454$) to observe if factor loadings would alter after instructors' data were added.

The KMO value for both students' and the combined TUMSS analysis was .93 which is well "above the minimum criterion of .5" (Field, 2013, p. 695). According to Field's (2013) scale for KMO values, those ranging from .9 and above are in the "marvelous" category and values below 0.5 are in the "unacceptable" category (p. 685). This high KMO (.93) value falls into the range of 'marvelous' for this measure of sampling adequacy indicating that the "patterns of correlations are relatively compact and so factor analysis should yield distinct and reliable factors" (Field, 2013, p. 684). Thus, factor analysis was continued with confidence that sample size was adequate for it. Cronbach's alpha internal reliability analysis demonstrated high internal consistency of all the questionnaire items on both TUMSS-Student version ($N = 422$; 25 items, $CA = .89$) and the combined version ($N = 454$; 25 items, $CA = .90$).

Process of the Exploratory Factor Analysis and Reliability Analysis on TUMSS

A maximum likelihood factor analysis with oblique rotation (direct oblimin) was conducted with the composite TUMSS data – Turkish academic English students' and instructors' responses to 25 questionnaire items. Orthogonal rotations that are often used in EFA are argued not to be logical for social science research as they are used when theoretical reasons

are present to think that the factors are unrelated to each other. For the current study, however, it was hypothesized that teacher motivation, enthusiasm, attitudes besides the pedagogical methods and strategies they use impact student motivation, which is also supported in L2 motivation research (Dörnyei, 2001; Dörnyei & Kubanyiova, 2014). Hence, Maximum Likelihood as the extracting method and the oblique rotation, more specifically, direct oblimin as a rotation tool were used for this data set. The KMO measure verified the sampling adequacy for the analysis, KMO = .93. The EFA was set to only include items with eigenvalues greater than 1 – which is the default option based on "Kaiser's recommendation of eigenvalues over 1" (Field, 2013, p. 689).

The exploratory factor analysis (EFA) with the 25 items on the entire TUMSS data had an internal consistency measured by Cronbach's alpha of .90 revealed four factors with 22 questions loading onto one of the factors at .3 or higher. Item 4 (*Instructor encourages risk-taking in class*) and item 23 (*Instructor encourages peer correction*) which did not load onto any factors and item 20 (Instructor has mistakes accepted as a natural part of learning) that had a value of below .3 for factor loading were removed because EFA items with no or lower factor loadings tend to be excluded (Guadagnoli & Velicer, 1988). Cronbach's alpha was improved (*alpha* = .93) after removing these three items. The final EFA (*KMO* = .93) revealed three factors all of which had eigenvalues over 1 and they account for 52% of the total variance. "The eigenvalues associated with each factor represent the variance explained by that particular factor" (Field, 2013, p. 697). Therefore, only the factors that explain most of the variance in the data have been used for further analysis by only including factors with eigenvalues over 1. Items that loaded onto each factor are explained in detail below.

Table 11 below demonstrates the eigenvalues, percentage of variance they explain and the Cronbach's alpha interreliability test scores for each factor.

Table 11. Summary of the CA, Eigenvalues and Variance of Factor Loadings.

	Eigenvalues	% of variance explained	Cronbach's alpha
F1 (11 items)	8.20	37.26 %	.873
F2 (2 items)	1.87	8.50 %	.721
F3 (9 items)	1.37	5.76 %	.712

Factor 1 (F1) explains the highest percentage in variance and has a higher internal reliability (11 items, CA = .873) compared to the other two factors. F2 (2 items, CA = .721) and F3 (9 items, CA = .712) also have high internal consistency above .70. Table 12 below shows the factor loadings after rotation. The 11 items that cluster on F1 suggest that the factor represents 'teacher enthusiasm and motivation' (*Cronbach's alpha* = .873), accounting for 37.26% of the variance. The positive direction of the factor loadings in F1 demonstrates that both learners and instructors believe that the strategies loaded onto this factor are used in the academic English reading and writing course (ENG 102) (see Table 12 for strategies). F1 contains strategies such as creating a positive learning environment with praise, constructive feedback, increased curiosity for learning, giving a genuine meaningful purpose to work on manageable yet challenging learning tasks with clear objectives as well as instructors' endeavors for establishing connection between course content and students' majors and/or future professional careers.

Table 12. Factor Loadings for Instructor Motivational Strategy Use TUMSS

		Factor			
		1	2	3	h2

Factor 1 Teacher enthusiasm and motivation   (11 items)

3.	Creating a friendly stress-free learning environment	.717			.395
12.	Arousing curiosity or attention before activities	.657			.560
15.	Giving praise and constructive feedback for effort/ achievement	.639			.408
1.	Using ice-breakers at the beginning of each class	.636			.411
24.	Bringing in and encouraging humor	.622			.388
14.	Encouraging self-correction	.579			.432
25.	Caring for student progress	.526			.453
5.	Giving a genuine meaningful purpose to students to work on activities	.514			.417
2.	Clearly stating lesson objectives at the beginning of class	.474			.241
13.	Preparing tasks that are manageable yet challenging	.460			.338
6.	Establishing connections between course content and outside world	.437			.406

Factor 2: Promoting interaction and cooperation in L2 class (2 items)

16.	Encouraging cooperation in small groups		.888		.720
9.	Promoting interaction and cooperation in class		.587		.517

Factor 3: Encouraging L2 use outside the classroom (9 items)

18.	Showing students the value of English learning as a meaningful experience because it brings satisfaction and/or enriches one's life			-.746	.623
7.	Sharing positive views of influential public figures about language learning			-.677	.455
8.	Emphasizing in class personal interest in learning English			-.666	.580
11.	Highlighting how knowing English can be potentially useful for students.			-.659	.551
10.	Promoting exposure to L2 cultural products to familiarize students with the L2 culture			-.618	.538
22.	Emphasizing the importance of intercultural community in class			-.598	.425
19.	Inviting senior students to talk to our class about their positive experiences.			-.425	.142
21.	Teaching self-motivating strategies by strengthening students' visual image of themselves with high English proficiency			-.387	.453
17.	Encouraging learners to explain their failures by the lack of effort rather than by their insufficient ability.			-.378	.387

The second factor (F2) including two items explains 8.50 % of the total variance. The two items loaded on F2 are: 'encouraging cooperation in small groups' and 'promoting interaction and cooperation in class'. The positive direction of the two factor loadings in F2 demonstrates that both instructors and learners agree that cooperation and interaction are often encouraged in class. Thus, F2 was labeled as "*promoting interaction and cooperation in L2 class* (*Cronbach's alpha* = .721).

The third factor (F3) was identified as *'Encouraging L2 use outside the classroom'* and nine items loaded negatively onto this factor. The items that loaded on F3 address issues related to increasing students' awareness of the significance of L2 learning (item 18), familiarization with the target L2 culture (item 10), intercultural community (item 22), emphasizing personal interest in L2 learning (item 8), and potential uses of English for students (item 11), which are all related to internal motives to learn an L2 and desire to become a member of the global community. Additionally, item 21 'Teaching self-motivating strategies by strengthening students' visual image of themselves with high English proficiency' is directly relevant to the Ideal L2 Self construct of the L2MSS theory (Dörnyei, 2006; 2009). On the other hand, items such as 7 and 19 are relevant to internalized external motives to learn an L2 just like the Ought-to L2 Self of the L2MSS is. For instance, instructors' use of influential public figures' inspiring views about L2 learning (item 7) or senior students' positive L2 learning experiences (item 19) are strategies that L2 teachers could use in classes to show students 'others' views' about L2 learning to inspire them to work diligently to improve their L2 proficiency. F3 (9 items, *Cronbach's alpha* = .712) accounts for 5.76 % of the total variance. The negative direction of all factor loadings in F3 demonstrates that participants agree that the academic English reading and

writing course (ENG 102) instructors do not generally use these strategies (see Table 5 above for strategies). A more detailed account of this factor is provided in the chapter discussion.

Three items that did not load onto any factors and so were removed from the analysis were as follows: item 4:'Instructor encourages risk-taking in class', item 20: 'Instructor has mistakes accepted as a natural part of learning,' and item 23 'Instructor encourages peer correction'. There were no items that loaded on more than one factor. Even though F2 had only two items loaded onto it, they both have high factor loading (.888, the highest loading in the test and .587) and closer to 1 communality values (.720-the highest in the entire data). Field (2013) states that the closer to 1 the communality value of an item in a factor, the more variance it explains in the data. F2, containing two items (9 and 16) with eigenvalues greater than 1 (1.87) has the power to explain the 8.50 % of the total variance in the data so F2 was taken into consideration for the further analysis although it had fewer items loaded onto it.

The scree plot below shows the factor loadings and their eigenvalues. Field (2013) recommends examining the scree plot because "by graphing the eigenvalues, the relative importance of each factor becomes apparent" (p. 677). It is suggested to retain factors that are to the left of the inflexion point that is used as the cut-off point for retaining factors unless there is a theoretical reason to count the cut-off point (Field, 2013). As seen in the figure below, the point of inflexion where the slope of the line significantly changes shows the cut-off point at F3 and F4. The third factor accounts for 5.76 % of the total variance with an eigenvalue (1.37) above 1 close to eigenvalue of F2. Additionally, the items loaded onto F3 have communalities (h^2) close to 1 and Field (2013) notes, "the closer the communalities are to 1, the better factors are at explaining the original data" (p. 678). Considering the L2MSS theory (Dörnyei, 2005; 2009), the nine F3 items relate to motivational strategies that were reported not to be generally used in

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classes and, therefore, were incorporated in the training workshop later so F3 was kept in the

following *t*-test analysis.
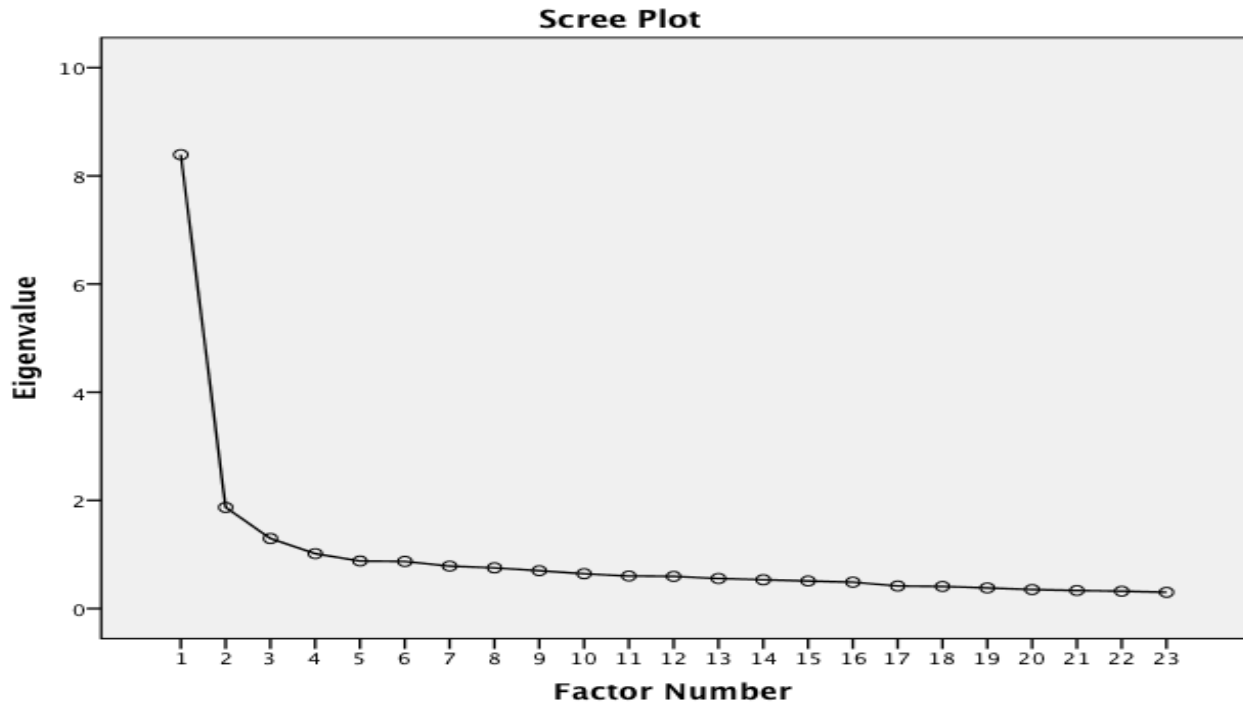
Figure 3. Factor loadings for TUMSS

With the reduced and organized data based on the EFA results, data analysis was

proceeded with the independent samples *t*-test to compare the means of teacher and student

responses to the TUMSS questionnaire using the factor averages to examine if there are any

statistical differences between the two groups' perceptions of instructors' motivational strategy

use to answer research question 2.

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The Difference between Instructors' and Students' Perceptions of Instructors'

Motivational Teaching Practice (RQ2)

Research question 2 (RQ2) examines whether instructors' perceptions of their own motivational strategy use would statistically significantly differ from their students' perceptions. An independent samples *t*-test was performed on both TUMSS data sets to answer this question. However, when the assumption of homogeneity of variances is violated with the unequal sample sizes of the groups (in this case, instructors' *n* = 32 versus students' *n* = 422), this violation affects the results of the *t*-test (Field, 2013). To resolve this problem, SPSS (version 23) offers a random data sampling option, 'select case'. To resolve this problem and make the data sets more comparable to each other for the test, 32 participants from the student data were randomly selected using 'select cases' function of SPSS under the 'data' tab and the random sample of 32 students' (*alpha* = .854) data were used to compare means with the 32 instructors' data (*alpha* = .839) in the independent samples *t*-test. The 'select case' random sampling method of SPSS might not be yet very common in the L2 motivation research but it has been being used in other research fields such as psychology. Research in psychology involves empirical articles that used the *select case* method of dealing with unequal variance and sample size before running other statistical tests (e.g., Griffiths, Christensen, Jorm, Evans & Groves, 2004)[6]. For this process, an educational informative video on how to deal with unequal variances and sample sizes on SPSS, which explains how to use the 'select case' function accurately to obtain a randomly selected

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[6] In order to test the reliability of this function –select case – of SPSS, I selected five different data sets of 32 selected case out of 422 students' data and ran a one-way ANOVA on those 5 different randomly selected data groups to examine if there was a statistical difference between the groups. If the function properly works, there would be no significant difference between the groups. There was no significant effect of group membership on factor averages: F1: $F(4, 155) = .421$, $p = .793$; F2: $F(4, 155) = .678$, $p = .608$; F3: $F(4, 155) = .688$, $p = .602$. This indicates that the select case function enables completely random selection of smaller cases.

sample has provided guidance (http://www.how2stats.net/2014/02/dealing-with-unequal-variances-and.html).

In the analyses, the three factors obtained from the EFA from the TUMSS were used as the dependent variables. Factor averages were obtained from each group calculating the average of responses to each question in the factors. For instance, a participant's score for a two-item factor would be 3.5 if the participant scored one item 3 and the second item in the same factor as 4.

Assessing Assumptions for Parametric Tests

Before proceeding with a statistical test, it is crucial to consider if the data set is parametric. To determine this, all four assumptions for t-tests were checked before the tests were performed. The first assumption for t-tests is for the dependent variable to be measured in interval/scale level measurements (Larson-Hall, 2010). The dependent variable (motivational teaching practice) for this test was measured in 6-point Likert Scale. The second assumption for t-tests is for the data to be independent and the two sets of TUMSS data were independent of each other as none of the participants' responses could affect the others since the data came from two separate groups. The third assumption for t-tests is for data to be normally distributed (Larson-Hall, 2010). To examine the normality of data distribution, numerical and graphical summaries of factor averages were obtained using the 'Explore' choice on the menu of descriptive statistics in SPSS, which is shown in Table 13 below. The negatively loaded items in factor 3 were reverse coded.

Table 13. Descriptive Statistics of the Three Factors of the TUMSS Data

	Instructors (*n* = 32)				Students (*n* = 32)			
	Mean	sd	Min	Max	Mean	sd	Min	Max
F1	4.91	.52	3	6	4.90	.73	3	6
F2	5.22	.68	4	6	5.16	1.00	3	6
F3	3.48	.67	2	5	2.94	.66	2	4

Additionally, test of normality results were examined to check the assumption of normal distribution. Kolmogorov-Smirnov and Shapiro-Wilk (especially accurate for samples sizes smaller than 50) tests demonstrated F1 and F3 data to be normally distributed whereas F2 data as non-normal distribution. Additionally, Q-Q plots, boxplots and histograms were examined for visual analysis of data distribution. Like the normality tests, the plots show normal distribution for F1 and F3 but not for F2. Table 14 below shows normality test results for each factor.

Table 14. Test of Normality – TUMSS data

Factors	Groups	n	Kolmogorov-Smirnov			Shapiro-Wilk		
			Statistic	df	Sig.	Statistic	df	Sig.
F1	Instructors	32	.106	32	.200	.961	32	.289
	Students	32	.090	32	.200	.949	32	.132
F2	Instructors	32	.160	32	.037	.897	32	.005
	Students	32	.228	32	.000	.801	32	.000
F3Reversed	Instructors	32	.086	32	.200	.966	32	.390
	Students	32	.074	32	.200	.984	32	.904

However, when the data sets for the entire student and instructor groups were separately analyzed (all the three factors together), both Kolmogorov-Smirnov and Shapiro-Wilk tests and Q-Q plots and histograms show both data sets as normally distributed.

Because most factors were found normally distributed (F1 and 3) after analyzing the graphic (boxplots, Q-Q plots and histograms) and numerical data (standard deviation) in addition to the normality tests, first parametric independent samples *t*-tests were performed on three factor

averages to answer RQ2. Because all the items in F3 negatively loaded, the items were reverse

coded before further analysis. Afterwards, nonparametric test was run on the nonparametric

factor (F2) to see whether the tests would reveal the same results.

Three *t*-tests were performed with Bonferroni corrections (p = .017) to reduce Type 1

error on the three factor averages for each group using grouping variable as the independent and

factor averages for perceptions of strategy use as the dependent variable. Independent samples *t*-

tests indicated that there was a significant difference between the two scores regarding the

strategy use perceptions of Factor 3 (t(62) = 3.2, p = .002 < .05/.017, d = .82) for instructors

(M=3.48, SD=.67) and students (M=2.94, SD=.66). However, there was no significant

difference between the two scores regarding the strategy use perceptions of Factor F1 (t(62) = -

.054, p=.96 > .05/.017, d = -.01) for instructors (M=4.91, SD=.52) and students (M=4.90,

SD=.73). Likewise, scores of the two groups showed no significant difference for strategies in

Factor 2 (t(62) = -.29, p = .772 > .05/.017, d = .09 for instructors (M=5.22, SD=.68) and

students (M=5.16, SD=1.00).

The results revealed a significant group effect on perceptions of instructors' motivational

strategy use regarding F3, encouraging use of L2 outside the classroom. This indicates that

instructors and their students have different perceptions regarding how frequently instructors use

strategies to encourage students to use English outside the classroom by increasing learners'

awareness of the significance of having English proficiency. Students believe that their

instructors do not frequently use a variety of strategies that enhance use of L2 outside the

classroom (F3) (M=2.94, SD=.66) although the instructor group believed that they use these

strategies frequently (M=3.48, SD=.67).

The results showed no group effect on F1 "*teacher enthusiasm and motivation*" and F2

"*promoting interaction and cooperation in L2 class*". Both groups agree that academic English

instructors demonstrate motivated and enthusiastic teacher behaviors in class and that they

frequently use strategies that demonstrate consistent use of strategies promoting interaction and

cooperation in their ENG102 class and all items loaded positively on these two factors.

Taking into consideration Larson-Hall's (2010) recommendation that non-parametric

tests should be run even if one variable comes from a non-parametric data set, non-parametric *t*-

test was performed on the nonparametric, F2 average from both groups. The nonparametric test

for independent-samples *t*-test is Mann-Whitney U Test. A follow-up comparison using Mann-

Whitney U Test was conducted to investigate the differences between the two groups in terms of

F2. Factor averages indicating motivational strategies were the dependent variables while

grouping category was the independent variable. A Mann-Whitney U Test was performed in

order to see whether there was a statistical difference between the second factor scores

depending on which group participants belonged to. Table 15 below shows the result of Mann-

Whitney U Test for group difference of TUMSS data in terms of the nonparametric F2.

Table 15. Mann-Whitney U Test for Group Difference of TUMSS.

			Rank		Test statistics	
Factors	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig.
F2	Ins	32	31.52	1008.64	480.500	.663
	Sts	32	33.48	1071.36		

Note: Instructors = Ins; Students = Sts; *p* = .05 (Nonparametric Factor 2)

Like its parametric equivalent, the result of the U test for Factor 2 (U = 480.500, *p* >.663)

revealed no group effect on the perceptions of instructors' motivational strategy use indicating

that there is not a statistically significant difference between perceptions of instructors and

students regarding academic English instructors' use of the particular motivational strategies

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loaded on F2. More specifically, both groups agree that academic English instructors frequently use strategies that demonstrate consistent use of strategies promoting interaction and cooperation in their ENG102 class.

In summary, addressing RQ2, results of the group mean comparisons via the independent samples *t*-tests and the Mann-Whitney U indicated a significant difference for F3 strategies while showing no difference for F1 and F2 strategies. A more detailed discussion of the results will be provided in the discussion chapter.

Class-by-Class Comparison with Instructor Responses

First, in the previous section, the overall tendency in instructors' and students' perceptions of instructors' motivational strategy use across academic English courses offered in the department was analyzed. Extensive survey data "enable researchers to make inferences about larger L2 learning populations; this obviously facilitates decision making and policy formation in an informed and principled manner" (Dörnyei & Csizér, 2012, p. 75). The researcher was interested in this exploration to be able to gain an overall understanding of the motivational teaching practice in the research setting in order to inform the subsequent data collection and treatment planning. After this department-wide analysis at the macro-level (in all the courses offered in the department), a class-by-class comparison was performed between the TUMSS responses of each instructor and their students in each class. This micro-level comparison enabled the researcher to examine for which strategies there was a gap between instructors and their students' perceptions. The researcher hypothesized that if there is a gap between how teachers and students perceive what is happening in class differently (in terms of teaching practice), there might be problems in the execution of those practices to meet students'

needs or learning styles.

The volunteer instructors were hand-delivered a folder of TUMSS questionnaires at the researchers' office including one teacher-version for the instructor and student-version TUMSS questionnaires for all the students in each class. The anonymously completed questionnaires were kept in folders with a number just to keep track of participating class number. 25 different ENG 102 course sections and their instructors completed the TUMSS questionnaire. 10 out of these 25 instructors were very eager to see their students' responses as they were intrigued by the idea of diagnosing their own motivational teaching practice from their students' perspectives. A few instructors, administration faculty including the chair and two assistant chairs, the coordinator of the professional development unit also wanted to see the results of this questionnaire analysis not only for their own classes but for the macro-level analysis across all the courses. Once the dissertation is complete, the findings will be shared with the department. Consequently, 422 student and 32 instructor survey data were used for this analysis.

In addition to the department-wide comparison via the *t*-tests on both instructor and student groups' scores on TUMSS to answer RQ2, a class-by-class comparison was also performed. Each class was analyzed separately to examine whether students' responses in a class would significantly differ from their instructor's responses. Students' responses to TUMSS questionnaire regarding instructors' motivational strategy use in each participating class were compared to their instructors' responses item-by-item using descriptive statistics and frequency tables. Descriptive statistics was preferred for this comparison over inferential statistics due to the sample size difference – 1 instructor versus approximately 24 students in each class. For the descriptive statistics, students' mean scores for each item were first computed and then the item averages were compared with their instructor's actual responses. Item by item comparison of

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students' responses in each class with the class instructors' responses demonstrated similar

tendency that was found in the department-wise data analysis in the previous section to answer

RQ1: students' responses tended to be higher compared to their instructors' responses, which

indicated that students had more positive perception of their instructors' overall motivational

strategy use. However, it was also found that students scored some items significantly lower than

their instructors. Neither was it practical to provide a TUMSS summary table for each and every

one of the 25 classes and their 25 instructors that participated in this phase nor it would help gain

insights in terms of the discrepancy between students' and instructors' perceptions. Therefore, as

a result of strenuous multiple-step item-by-item comparison of students' mean scores for each

item with their class instructor's responses in each class, the items in the questionnaire that

showed the most significant discrepancies (2-4 points up and down) on a 6-point Likert scale

were identified and demonstrated in Table 16. The rationale behind this was because almost 60%

of all the items were scored at least 1 point higher by students than instructors. The items

included in the table below, though, show minimum 2- (at critical points) and maximum 4-point

differences. For instance, incidents when instructors scored an item 4 (= generally) but students

scored 6 (= almost always) were frequently observed in the analysis and they do not provide

much insight, as the frequency difference is not a big value; in other words, for a strategy to be

used generally does not differ much from its being used almost always for the purpose of

analysis because both scores indicate that strategy is already a part of instructor's motivational

teaching practice. However, incidents when instructors scored an item 4 (= generally) but

students scored 2 (= occasionally) or lower indicate an important frequency discrepancy because

it indicates that the instructor believed that strategy is already a part of his/her motivational

teaching practice and that s/he 'generally' uses it in teaching. Nevertheless, the mean score of all

the students in his/her class demonstrates that they did not acknowledge the same perception.

Taking into account that students tended to score most of the items higher than the instructors,

why were these specific items scored lower and what was common among all those items? Table

16 below demonstrates the summary of an item-by-item comparison on TUMSS data of

instructors and their students ($N = 454$) collected from 25 different sections of ENG 102 course.

Table 16. Descriptive Statistics of Student and Instructor TUMSS.

Percentage of Classes with the largest Discrepancy	Item #	Direction of Difference	Instructor Score Range		Students' Mean Range		Sts SD Range	
10/25 = 40%	Q 22	Lower in sts	4	6	2	3	1.07	1.81
8/25 = 32%	Q 18	Lower in sts	4	6	2	3	1.22	1.85
8/25 = 32%	Q 11	Lower in sts	5	6	2	3	.974	1.92
6/25 = 24%	Q 10	Lower in sts	5	6	2	3	1.06	1.70
5/25 = 20%	Q 8	Lower in sts	5	6	2	2	1.09	1.52
5/25 = 20%	Q 25	Lower in sts	4	6	2	5	1.00	1.90

Note. N = 454. 2 = occasionally; 3 = sometimes; 4 = generally; 5 = often; 6 = almost always in TUMSS 6-Likert-Scale.

Table 16 shows the TUMSS items with the largest difference between student and

instructor TUMSS data based on the descriptive statistics. The first column is the percentage of

participating classes in which students' mean scores were two to three points lower on the 6-

point Likert scale than their course instructor. For instance, in 40% of the classes, students scored

item 22 '*Emphasizing the importance of intercultural community in classes*' ranging from '2 =

occasionally' to '3 = sometimes' while their instructors scored the same item as '4 = generally'

or '6 = almost always'. In other words, students reported that their instructors 'occasionally' or

'sometimes' emphasized in class the importance of intercultural community as one of many

reasons to learn English while their instructors reported that they generally/almost always use

this strategy in class.

Likewise, in 32% of the classes, students' scores for items 18 'Showing students that I

value English learning as a meaningful experience because it brings satisfaction and/or enriches my life' and item 11 'Highlighting how knowing English can be potentially useful for students' ranged from 'occasionally' to 'sometimes' while instructors' scores ranged from 'generally' or 'almost always'. That is, 32% of the instructors reported that they 'often' or 'almost always' share with their students the value of learning English because it enriches their lives while their students' self-reported perceptions indicated that their instructors 'occasionally' or 'sometimes' share with them what they think about learning English.

The same pattern was observed for item 10 'Promoting exposure to L2 cultural products to familiarize students with the L2 culture' in 24% of the classes, and item 8 'Emphasizing personal interest in learning English' and item 25 'Showing care about student progress' in 20% of the participating classes. It is also notable that the first five strategies that showed this significant drop in students' scores are all strategies that loaded on Factor 3 in the exploratory factor analysis addressing '*lack of use of strategies that relate to use of language out of classroom*' and they were all rooted in the latest L2 motivation framework – L2MSS (Dörnyei, 2005; 2009). Item 25, however, loaded on Factor 1 representing '*teacher enthusiasm and motivation*' in the EFA. While 20% of the participating 25 instructors believe that they show their students in class how much they care about their progress in improving their English proficiency, their students do not think the same way.

In participating 25 classes, most instructors reported that they often used these strategies to increase their students' motivation to learn English as a foreign language while their students reported lower frequency, sometimes as low as 'almost never'. While the general tendency in all the participating classes was for student data to report higher frequency than the instructors, these strategies mentioned above were reported by the students to be less frequently used.

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Additionally, there was a great deal of variation in the scores for item 21[7] 'Teaching self-motivating strategies by strengthening students' visual image of themselves with high language proficiency in English'. On the one hand, 20% of the instructors reported that they 'almost never' used this strategy, while students in their classes reported that their instructor used this strategy ranging from 'sometimes' to 'generally'. On the other hand, another 20% of the instructors reported that they strengthen their students' visual image of themselves with high English proficiency scoring the item 'generally' or 'often' while their students reported the same item as 'almost never' or 'occasionally'. The fluctuating scores for this specific item which is directly relevant to enhancing the Ideal L2 Self of students rooted in Dörnyei's (2005; 2009) L2MSS theory indicates either confusion with the concept or lack of background knowledge in the theory and how it reconceptualizes L2 learning motivation, L2 self image or both. The same discrepancies were observed for the other strategies that were grounded in the L2MSS theory (items: 7, 17, 19). This insight regarding strategies of which underlying theory is the L2MSS theory is further explained in the discussion section and sheds light on the training workshop organization and ongoing feedback sessions with the experimental group instructors in the rest of the study.

In summary, descriptive statistics on TUMSS data from the entire department demonstrated instructors' general motivational strategy use in L2 classes addressing RQ1. While both student and instructor groups reported a few similar strategies as frequently used in classes, students showed more variety in their perceptions with larger standard deviations. Addressing RQ2, the independent samples *t*-test indicated a significant difference for F3 strategies while

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[7] Item 21 was not included in Table 16 due to substantial variation in the scores making it hard to find a pattern to include in the table.

showing no difference for F1 and F2 strategies. Individual class comparison of student and instructor TUMSS data confirmed *t*-test results demonstrating the largest discrepancies between the student and instructor responses for items that loaded onto F3, which were all drawn from Dörnyei's (2005; 2009) L2MSS theory. Hence, this exploratory phase on L2 instructors' motivational strategy use served its purpose by guiding the preparation of the motivational teaching practice treatment workshop for the experimental group instructors in the subsequent phase-2. These strategies that loaded onto F3 and that showed the largest variation in both groups' perceptions were particularly discussed during the workshop sessions and were incorporated into the treatment strategy use.

CHAPTER FIVE:

THE IMPACT OF INSTRUCTORS' CONSISTENT MOTIVATIONAL TEACHING

PRACTICE ON STUDENTS' L2 MOTIVATION

PHASE TWO – RQ3

This chapter presents the results of the first part of phase two of the study. Phase 2 of the study examines a) students' L2 motivation before and after the treatment (RQ3) and b) instructors' motivational teaching practice before and after the treatment training workshop (RQ4). Because of the multiple data types from different sources and the multiplicity of the statistical analyses, phase 2 results will be reported in two different chapters in order to avoid confusion. This chapter, presenting the first part of phase 2, reports the statistical tests run on the quantitative self-report questionnaires (L2MQ) and classroom observations (MOLT) to investigate if there was a statistically significant difference on students' L2 motivation when taught by instructors with consistent motivational teaching practice – RQ3. Thus, the results in this chapter answer the third research question. Students' L2 motivation was operationalized in two ways: students' perceptions of their L2 motivation via the self-report survey – L2MQ – and students' actual observable motivated learning behaviors in classroom via the classroom observations –MOLT. The quantitative data were analyzed using SPSS version 22. To answer RQ3, a series of statistical tests were run on these two data sets which are as follows:

a) an Exploratory Factor Analysis (EFA) on L2 Motivation Questionnaire (L2MQ),

b) Paired Samples *t*-tests on L2MQ data

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c) Repeated-Measures ANOVA and descriptive statistics on students' motivated learning behavior scores on classroom observation (MOLT) data

Exploratory Factor Analysis and Reliability Analysis – L2MQ

At the onset of the second phase of data collection, participants in the experimental group ($N = 126$) were asked to complete the L2 Motivation Questionnaire (L2MQ) with 39 6-point Likert scale items first at the beginning and then at the end of the study (1 = not at all; 2 = not very much; 3 = slightly not; 4 = slightly; 5 = very much; 6 = tremendously). As it is for the entire study, participation in this questionnaire data collection was also based on a voluntary basis. Eighty-two students in the experimental group classes involving all motivation profiles (low-high) volunteered to complete the L2MQ. Two initial exploratory tests were performed on the questionnaire data before a comparison test was run to answer RQ3. First, Cronbach's alpha internal reliability test was performed in order to examine the interrelationships of the 39 items. The L2MQ items showed high interreliability (39 items, *Cronbach's alpha:* .903). Secondly, exploratory factor analysis (EFA) was performed.

EFA, the most commonly used factor analysis in SLA, was used on L2MQ to investigate the co-relationships among the 39 variables in order to examine how L2 motivation manifests itself in this diverse EFL context (Field, 2013). In Phase 1- Results Chapter, the rationale was explained in detail for both performing an EFA on questionnaire data and the choices given for the extraction method and rotation procedures. Because the same procedures were followed in this EFA on L2MQ, they are not explained in this section to avoid redundancy.

For the EFA, Maximum Likelihood was used as the extraction method and the oblique rotation of direct oblimin was chosen as a rotation tool. The exploratory FA was performed on

the pre- and post-treatment L2MQ data (39 items) from the experimental group students ($N =$ 164) and it yielded Kaiser-Meyer-Olkin (KMO) value .789, a value that verifies the sampling adequacy for the factor analysis. Field's (2013) aforementioned KMO value scale classifies KMO values in the .70s as moderate indicating that the participant number in the sample was average enough to run the test. Another measure to check if the data set was conducive to factor analysis was the Bartlett's test of sphericity, a measure to determine whether there are correlations in the data set that are appropriate for factor analysis. Bartlett's test of sphericity value for this analysis was significant ($p < .05$). Items were included only if they had eigenvalues greater than 1 as Field (2013) recommends.

The initial exploratory FA (*alpha* = .903) of the 39 items revealed seven factors, each item loading onto one of the factors at .3 or higher. However, F5 ($a = .551$), F6 ($a = .632$), and F7 ($a = .560$) had only a couple of items and they had low Cronbach's alpha. If items have low Cronbach's alpha that do not round up to 0.7, which is accepted as the cut-off point for internal reliability and if they load onto multiple factors, they become less stable. In such a case, it is suggested that they are removed and a new EFA is run (Field, 2013). Item 14 'in English lessons this semester, I usually understand what to do and how to do it,' item 23 'I try to use what I have learned in my English class outside of the class, too' and item 29 'studying English is important to me because an educated person is supposed to be able to speak English' loaded onto F5 at .3. The factor had low CA ($a = .551$) and item 29 also loaded onto F7. The items that loaded on F6 were, item 26 'I feel confident doing presentations in my English class' and item 38 'I believe I will receive good grades in English this semester'. Item 37 'This semester, I think I am good at learning English' loaded onto F7 along with item 29. These three factors had low CA interreliability values and had only two items loaded onto them, except for F5. Therefore,

following Field's (2013) suggestion, items that loaded on F5, F6, and F7 were removed from subsequent analyses.

Unsure what might have caused this scattered factor loading unexpectedly, the data distribution, normality test, and boxplots were examined. There were two outliers that influenced the data distribution to a great extent. Following Field's (2013) recommendation that "outliers can bias estimates of parameters (such as the mean) and its associated estimate of error," the two outlier participants were removed to see if factor loadings would change (p. 167). Finally, the EFA was rerun and the final solution revealed four factors. After the two outliers were removed, the result of the final EFA had more tightly clustered items around the four factors and the KMO value increased (KMO = .871). Table 17 below provides a summary of each factor's Cronbach's alpha internal reliability (a) values, eigenvalues, and the amount of variance they explain.

Table 17. Summary of the CA, Eigenvalues and Variance of Factor Loadings.

	Cronbach's alpha	Eigenvalues	Total variance explained
F1 (12 items)	.929	8.53	26.67%
F2 (4 items)	.846	4.48	14.07%
F3 (8 items)	.856	3.86	12.07%
F4 (8 items)	.845	2.59	5.84%

The final solution revealed a four-factor structure with 32 items loading onto one of the factors at .3 or higher. Four factors had eigenvalues over 1. All four factors explain 59 % of the total variance. Table 18 below illustrates the factor loadings and the items loaded onto each factor.

Table 18. Factor loadings for L2MQ –Experimental group students (32 items)

		Factors
		1	2	3	4	h²

Factor 1: Ideal L2 Self (12 items, *a* = .929)

		1	2	3	4	h²
4.	I can imagine myself speaking English with international colleagues.	.904				.866
27.	I can imagine a situation where I am speaking English with foreigners.	.833				.692
22.	I can imagine myself living abroad and using English effectively for communicating with the locals.	.807				.827
20.	I can imagine myself living abroad and having a discussion in English.	.785				.688
8.	I can imagine myself reading and writing in English easily.	.767				.594
2.	I imagine myself as someone who is able to speak English.	.754				.660
6.	I can imagine speaking English as if I were a native speaker of English.	.744				.571
36.	Whenever I think of my future career, I imagine myself using English.	.722				.594
15.	I can imagine myself writing English e-mails/letters fluently	.699				.579
28.	The things I want to do in the future require me to use English	.556				.400
25.	I am happy to be a student at a university where all my courses are taught in English	.552				.383
24.	I am sure one day I will be able to speak English very well	.527				.400

Factor 2: Positive attitudes to the course this semester (4 items, *a* = .846)

		1	2	3	4	h²
1.	I am happy that I am taking this course this semester		.928			.805
5.	I look forward to my English class this semester		.664			.783
11.	I enjoy my English lessons this semester because what we do is neither too hard nor too easy		.465		.404	.554
9.	English is one of my favorite subjects at school this semester		.461		.363	.760

Factor 3: Ought-to L2 Self (8 items, *a* = .856)

		1	2	3	4	h²
16.	Learning English is necessary because people surrounding me expect me to do so.			.830		.683
13.	If I fail to learn English, I'll be letting other people down.			.779		.636
12.	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.			.738		.590
30.	Studying English is important to me because other people will respect me more if I have knowledge of English.			.655		.464
7.	I have to study English, because if I do not study it, I think my parents will be disappointed with me.			.647		.486
10.	I study English because close friends of mine think it is important.			.593		.376
3.	I consider learning English important because the people I respect think that I should do it.			.505		.304
17.	My parents believe that I must study English to be an educated person			.492		.446

Table 18. (Continued)

		1	2	3	4	h²
					Factors	

Factor 4: L2 Learning Experience (8 items, *a* = .845)

		1	2	3	4	h²
32.	I feel I am making progress in English this semester.				.787	.630
35.	I experience a feeling of success in my English lessons this semester				.696	.577
31.	When I am in English class, I volunteer answers as much as possible				.636	.379
39.	I feel comfortable in my English class this semester.				.616	.462
34.	In English classes this semester, we are learning things that will be useful in the future				.601	.460
18.	I ask the teacher for help, if I have a problem understanding something in English class				.597	.435
19.	I like the atmosphere of my English lesson this semester.				.478	.457
21.	I find the assignments for this class useful this semester		.334		.360	.317

All four factors indicated high internal consistency. F1 had the highest *a* (= .929) and eigenvalue (8.53) with the 12 items loaded onto it. F1 explains the highest percentage of total variance compared to the other three factors. The other three factors all had Cronbach's alpha above .840 and eigenvalues above 2. As all factors demonstrated high internal consistency and high accounts of total variance in the data, further statistical tests were performed with the factor averages as the dependent variable.

The first factor (F1), with a Cronbach's alpha value of .929, was labeled 'Ideal L2 self' since the 12 items it contains address learners' ideal L2-related image of themselves. The interreliability value is almost the same as the value Thompson and Erdil-Moody (2014) reported in their study (*a* = .973). Items all loaded positively on the factor, indicating that learners were motivated to learn English as they had strong ideal L2-related image of themselves who can speak English with international colleagues (item 4) or who can live abroad and use English effectively for communicating with the locals (item 22). This factor explains 26.66% of the total variance. The same 10 items also loaded on F1 – Ideal L2 Self – factor in Thomson and Erdil-

Moody (2014) in the EFL context of Turkey, validating the latent variables for this L2 motivation construct in this research context once more.

The second factor (F2), labeled 'Positive attitudes to the course this semester' contains 4 items that address students' positive emotions regarding their current English class and explains 14.07% of the variance. All four items that loaded onto this factor specifically addressed how learners were feeling about their English class at the time of this study. This factor has a Cronbach's alpha value of .846 which shows high interreliability. The positive direction of the factor loadings in F2 indicates that learners agreed with statements referring to positive emotion about English class (such as item 9 – *English is one of my favorite subjects at school this semester*; item 5 – *I am happy that I am taking this course this semester*). As explained in the instrument section, these items in the L2MQ were adopted from Guilloteaux and Dörnyei's (2008) survey section for positive attitudes towards English. (See the discussion chapter for more details). Guilloteaux and Dörnyei (2008) reported students' positive attitudes toward the L2 course (9 items, *a* = .85) and linguistic self-confidence (8 items, *a* = .80) as strongly associated with one another. As a result of the confirmatory factor analysis, they used the scores to the above factors as students' motivational state related to their current L2 course. Therefore, the items that loaded on F2 related to both previous research directly to L2 motivation.

The third factor (F3), labeled 'Ought-to L2 self' contains 8 items that address learners' L2-related selves that reflect what they think the society/others expect from them such as responsibilities and expectations related to L2. For example the fact that items such as 16, *'Learning English is necessary because people surrounding me expect me to do so'* or item 12, *'Studying English is important to me in order to gain the approval of my peers/teachers/ family/boss'* loaded positively onto F2 indicates that what derived learners' motivation to learn

English was their perception of society's expectations from them as learners of English as a foreign language. The factor explains 12.07% of the variance and has a Cronbach's alpha value of .856.

The fourth factor (F4) was labeled 'L2 learning experience' because the 8 items that loaded onto this factor address both of these themes: learners' attitudes toward the elements of their learning environment – such as their teachers' behaviors, syllabus, content, class materials and activities, and their peers – and their linguistic self confidence as influenced by the immediate learning experience. As explained above, the linguistic self-confidence section of the L2MQ was adopted from the same section, linguistic self-confidence (8 items, $a = .80$), of Guilloteaux and Dörnyei (2008). Because the researchers used this factor along with positive attitudes toward the L2 course to represent students' motivational state related to their current L2 course, these items were added to the L2MQ to examine if they would be validated as determiners of L2 motivation in this particular EFL context, too.

Several of the items that loaded on F4 specifically addressed the elements of their English class environment (item 19 – *I like the atmosphere of my English lesson this semester*; item 21 – *I find the assignments for this class useful this semester*), whereas some of the items suggested increasing linguistic self confidence at the time of study (item 32 – *I feel I am making progress in English this semester*; item 35 – *I experience a feeling of success in my English lessons this semester*). All items loaded positively indicating that learners agreed they had higher L2 motivation thanks to the positive immediate L2 learning experience at the time of the study. F4 has a Cronbach's alpha value of .845 and accounts for 5.837% of the total variance.

As the Cronbach's alpha and communality values for all these four factors were above the acceptable cut-off points and they had stable factor loadings and theoretical rationale behind them, all four factors were used in the subsequent *t*-tests.
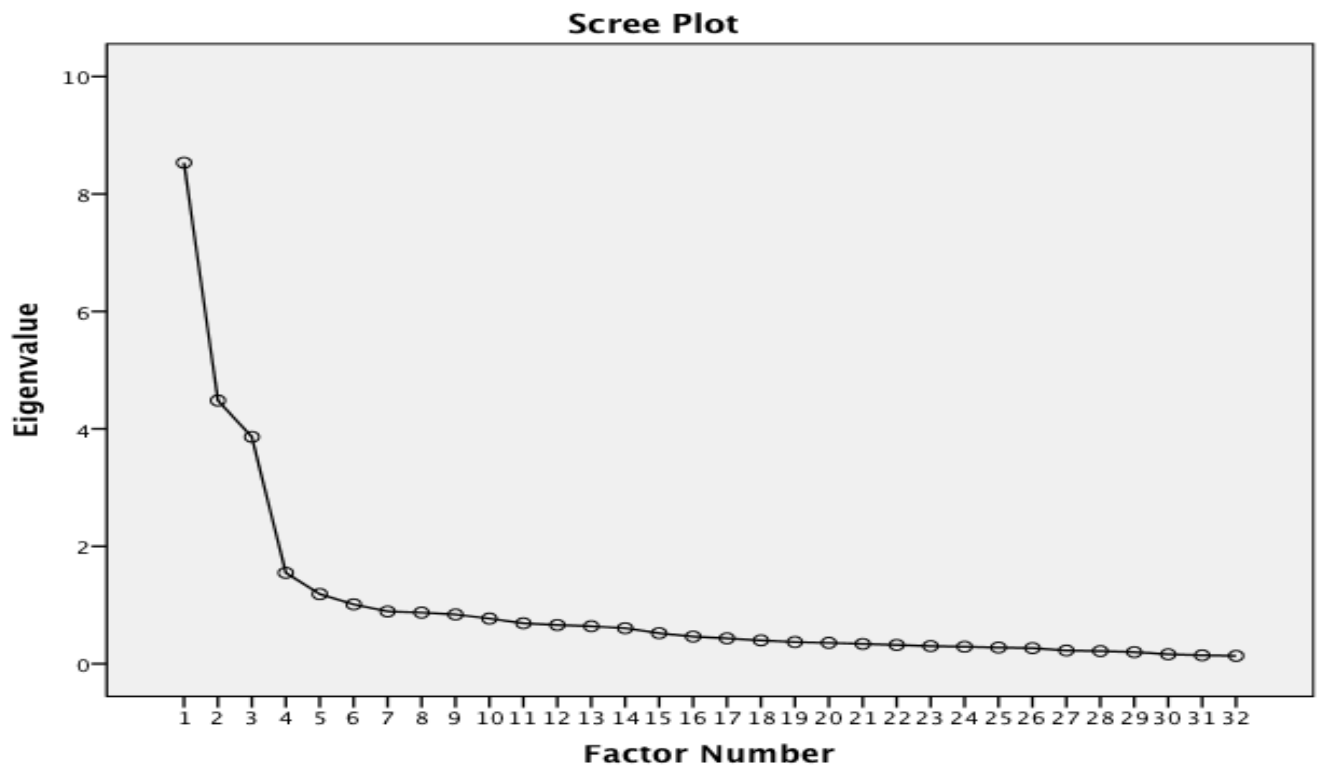
Figure 4. Scree plot of factor loadings – L2MQ.

Comparison of Self-Report Questionnaires – L2MQ

RQ3. Does the L2 motivation of Turkish-speaking learners studying English increase when taught by instructors using motivation-enhancing strategies over the course of a semester?

RQ3 investigates if there is a significant difference between learners' L2 motivation before and after their instructors consistently used motivation-enhancing strategies in class over the course of a semester. Student participants' motivation was measured in two ways – learners'

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perception of their L2 motivation and their actual motivated learning behaviors – by two different instruments before and after the treatment. First, learners' motivation was measured via their self-reported L2 motivation questionnaire data (L2MQ). Second, learners' actual motivated learning behaviors were measured via the MOLT classroom observation scheme. For the L2MQ data, factor averages of the experimental group's pre and post-treatment questionnaires were compared with a paired samples *t*-test to examine whether learners' L2 motivation significantly differ after the treatment. Paired samples *t*-test was chosen for the statistical analysis since the same learner group was measured at two different time periods. For the MOLT data from both experimental and control groups, composite scores of students' motivated classroom behaviors were calculated after each observed class and the pre-treatment classroom observation scores were compared via a repeated-measures ANOVA with the post-treatment scores from both groups to examine if there was a significant change in their motivated classroom behaviors as a result of the treatment.

To have a better understanding of the data, they should be examined both numerically and visually before conducting any statistical tests (Larson-Hall, 2010). Hence, before running either of the statistical tests, descriptive statistics were obtained. Table 19 below shows the mean scores, standard deviations, minimum and maximum scores of each factor on the L2 motivation questionnaire data from the experimental group at two different time periods: pre-treatment and post-treatment.

F1, F2 and F4 demonstrated an increase in the post-treatment data while F3 mean score showed a slight drop from $M = 3.29$ in the pre-treatment to $M = 3.27$ in the post-treatment questionnaire.

Table 19. Descriptive statistics of the four factors of the L2MQ

	Pre-Treatment (n = 81)					Post-Treatment (n = 81)			
	M	SD	Min	Max		M	SD	Min	Max
F1	4.04	0.48	2.70	4.87		5.04	0.60	3.17	6.00
F2	3.91	1.06	1.00	5.67		4.34	1.06	1.00	6.00
F3	3.29	1.03	1.00	4.86		3.27	1.03	1.25	6.00
F4	4.26	0.55	2.40	4.84		4.99	0.56	3.63	6.00

F3 was labeled 'Ought-to L2 Self' as the items loaded onto it refer to learners' L2-related selves based on societies' expectations and responsibilities. As a result of the treatment, students' self-reported Ought-to L2 Selves showed less impact on their L2 learning motivation while their Ideal L2 Selves (F1) indicated the highest mean score with an increase in the post-treatment questionnaire (from 4.32 to 5.04). The second highest mean score belonged to F4 "L2 Learning Experience' ($M = 4.99$).
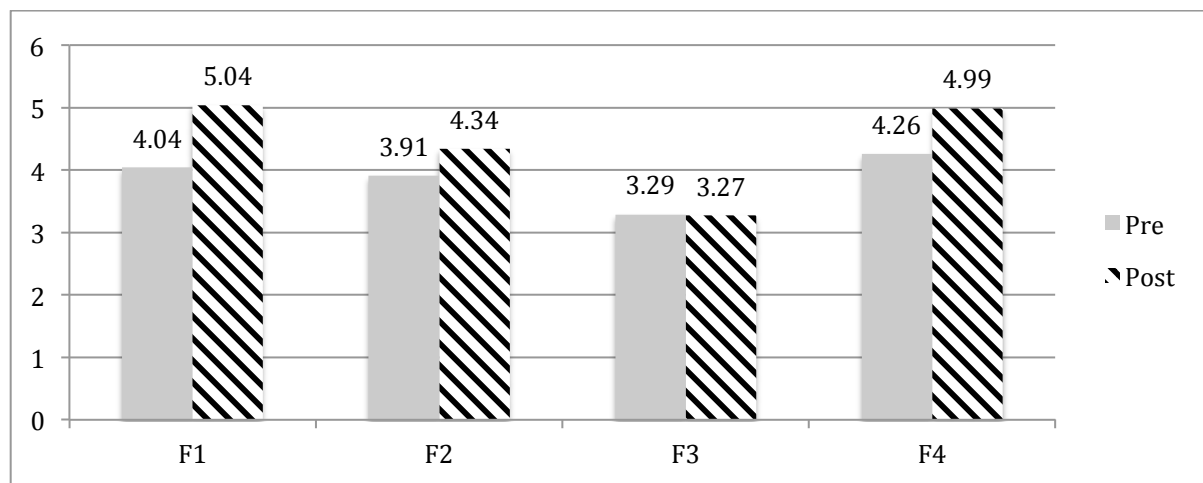
Figure 5. L2MQ Factors- Pictorial Representation.

The dependent variable to be measured in the paired samples t-tests was students' L2 motivation scores in parametric measures – 6-point Likert scale. The numerical and graphical summaries of factor averages demonstrated the data to be normally distributed. However, normality tests, Kolmogorov-Smirnov and Shapiro-Wilk tests, showed F1 post-treatment, F3 pre-treatment and F4 pre-treatment data as non-normal distribution which can also be seen with a bit departure from the straight line in the Q-Q plots for those factors (See Appendix V for Q-Q plots of the L2 motivation factors in pre- and post-treatment L2MQ data). Larson-Hall (2010), however, describes data distribution with similar Q-Q plots as normal distribution (p.83) and states that formal normality tests like those above "often suffer from low power' so she suggests examination of graphs might describe the data better. Additionally, the homogeneity of variances was fairly equal (see the standard deviations). Therefore, parametric paired samples *t*-tests were performed on the data but for reliability of the test results, non-parametric equivalent, Wilcoxon signed ranks, were also performed to check if they would reveal the same results and the results were exactly the same.

Paired Samples *t*-Tests on Pre and Post-Treatment L2MQ of Experimental Group

For the paired samples *t*-test, L2 motivation scores from the L2 motivation questionnaire were used as the dependent variable and the independent variable was the timing effect with two levels – pre- and post-treatment – from the same sample. As a data reduction and organization method, exploratory factor analysis was previously performed on the same data and factor averages were taken. Consequently, these four factor averages were used as the dependent variable in the *t*-tests.

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To answer RQ3, four paired samples *t*-tests with Bonferroni adjustment to reduce type 1 error were performed to compare the pre and post-treatment factor scores on L2MQ from the experimental group students to examine if the treatment had any impact on their L2 motivation. The results indicated that the experimental group differed significantly in F1, F2, and F4 in the post-treatment L2MQs. However, there was not a significant difference in F3 scores between the pre and post-treatment questionnaires. Table 20 below demonstrates the paired samples t-tests results.

Table 20. Summary results of paired samples *t*-tests on pre and post-treatment L2MQ of experimental group

	95% CI	Mean Time 1 (SD)	Mean Time 2 (SD)	*t*-value	p-value	Effect size Cohen's *d*
Factor 1	-1.17, - .81	4.04 (0.48)	5.04 (0.60)	-10.59	.001	1.8
Factor 2	-74, - .08	3.91(1.06)	4.34 (1.09)	-2.51	.014	0.50
Factor 3	-.30, - .36	3.29 (1.03)	3.27 (1.08)	0.18	.851	0.02
Factor 4	-.89, - .56	4.26 (0.55)	4.99 (0.63)	-8. 41	.001	1.24

Pre *n* = 81; post *n* = 81; *p* = .017 with Bonferroni adjustment

On average, participants demonstrated higher L2 learning motivation with stronger Ideal L2 self –F1 – (*M* = 5.04, *SE* = 0.76) after they received the motivational teaching treatment on their post-treatment L2MQ than in the pre-treatment scores (*M* = 4.04, *SE* = 0.54). This difference -.99, CI [-1.17, -.81], was significant *t*(80) = -10.59, *p* = .001, represented a large-sized effect, *d* = 1.8.

Similarly, participants demonstrated higher L2 learning motivation influenced by stronger present positivity indicating positive emotions about learning academic English – F2 – (*M* = 4.34, *SE* = 0.12) after receiving the motivational teaching treatment on their post-treatment L2MQ than in the pre-treatment scores (*M* = 3.91, *SE* = 0.11). This difference -.42, CI [-.74, -.08], was significant *t*(80) = -2.5, *p* = .014, represented an almost small-sized effect, *d* = .50.

Likewise, participants demonstrated higher L2 learning motivation influenced by the motivating L2 learning experience of academic English – F4 – (M = 4.99, SE = 0.071) after receiving the motivational teaching treatment on their post-treatment L2MQ than in the pre-treatment scores (M = 4.26, SE = 0.06). This difference -.73, CI [-.89, -.56], was significant $t(80)$ = -8.4, p = .001, represented a large-sized effect, d = 1.24. However, participants showed a slight drop in their Ought-to L2 self in the post-treatment L2 motivation scores (M = 3.27, SE = 0.12) than the pre-treatment (M = 3.29, SE = 0.12). There was no significant difference .03, CI [-.30, -.36], was not significant $t(80)$ = .18, p = .851, represented almost no effect, d = 0.02.

Repeated-Measures ANOVA on Pre and Post Classroom Observation Data –Students' Motivated Learning Behaviors – RQ3

Students' L2 motivation was also operationalized as motivated learning behaviors in actual classroom setting measured during classroom observations over different time periods. As explained in the classroom observation scheme - MOLT section earlier, students' motivated learning behaviors were measured in terms of two observable variables – alertness and active engagement. Students' level of motivated learning behaviors were assessed during the classroom observations in terms of the proportion of students who were displaying *alertness* attentively following the class or *active engagement* by actively and eagerly participating in classes (see Table 3 or Appendix U for description of each variable). Sum of tally marks showing number of times more than 50% of students who showed these behaviors in every 5-minute slot, 20 slots in total during a 100 minute ENG 102 class, was used as motivated learning behavior scores in each observed class. For instance, 1 tally mark was noted in the corresponding box each time more than 50 % of students were showing alertness and active engagement in 5-minute intervals

whenever an activity changed, a new instruction or sample was given by the instructor. Hence, sometimes there were 5 tally marks in a box if 50% of the students were alert every minute of a 5-minute slot. A research design with repeated-measures was preferred for the current examination because those designs "increase the statistical power of a test" and the more closely the correlated the measures are, the higher the statistical power will be with fewer participants" (Larson-Hall, 2010, p. 323). This was an important point for the current research design because the number of classes participating in the experiment is not that high ($n = 10$).

Composite scores for motivated learning behaviors were computed after each set of pre- and post-treatment observation because each class was observed for a week before and after the treatment. The composite motivated learning behavior scores from the MOLT in both groups were compared with a repeated-measures (RM) ANOVA to answer RQ3 besides the self-reported L2MQs. RM ANOVA on the actual classroom behavior scores was performed to examine whether learners' L2 motivation showed any difference after the motivational teaching treatment was applied in the experimental group for 6 weeks.

Students' L2 motivation was used as the dependent variable and independent variables were the grouping variable with two levels – experimental versus control groups – and the timing also with two levels – pre and post-treatment classroom observations. Thus, a 2X2, two-way RM-ANOVA was performed. Table 21 below displays the descriptive statistics for students' motivated learning behaviors, including group means and standard deviations for each group over time.

Table 21. Descriptive Statistics – Students' Motivated Learning Behaviors

	Pre-Treatment (n = 126)		Post-Treatment (n = 126)	
	M	*SD*	*M*	*SD*
Experimental group	14.4	6.0	99.4	30.6
Control group	14.8	3.9	15.4	5.5

The descriptive statistics results indicate that the experimental group classes (*n* = 5) that received motivational teaching practice in their English classes outperformed the control group, which did not receive the motivational teaching treatment, in terms of their motivated learning behaviors in class in the post-treatment classroom observations. In other words, the mean of the proportion of students demonstrating motivated learning behaviors in classes was much higher than that of the students in the control group classes. The group means are plotted on the graph in Figure 6 below.
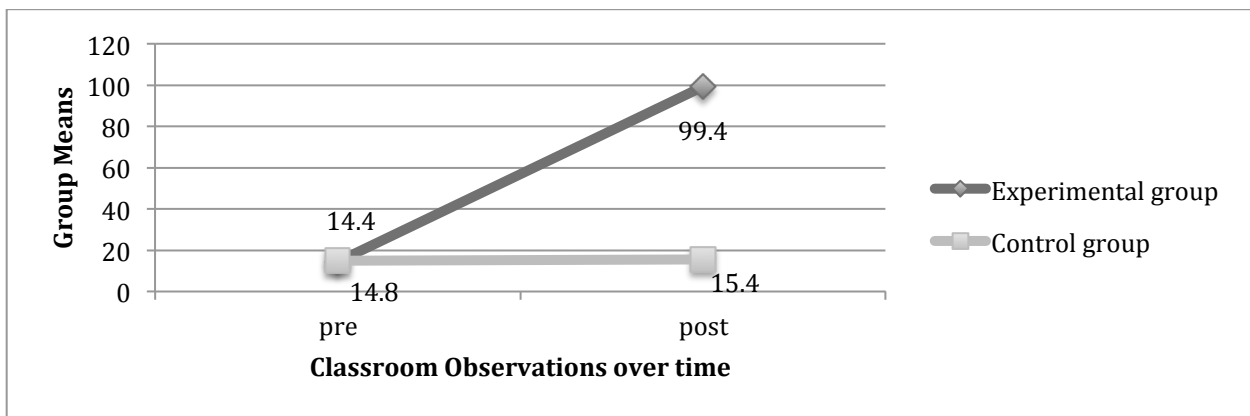
Figure 6. Group means MOLT Students (motivated learning behaviors over time)

Data in both groups were normally distributed indicated by graphical and numerical representation of data, Kolmogorov-Smirnov and Shapiro-Wilk (p > .201), and skewness value

was lower than 1 for both groups. Sphericity was also assumed to be met as there were only two levels of the independent variable, so RM ANOVA (parametric test) was performed.

The repeated-measures ANOVA revealed a main effect of treatment, $F(1, 8) = 47.37$; $p < 0.001$. The interaction between the two independent variables of time and groups/condition was statistically significant, $F(1, 8) = 46$; $p < 0.001$ indicating that time effected groups differently as the treatment – motivational teaching practice – had a statistically significant impact on students' motivated learning behaviors in class. The partial eta-squared effect size shows that the two-way interaction (timing and grouping) accounts for about 85% of the variance in scores in the observations. Additionally, the power analysis shows that this interaction had adequate power (almost 100%) to find statistical difference in the interaction. As there were only two levels to the independent variables, the sphericity was not a concern as it was already met (Field, 2013). Paired samples *t*-tests were thus performed on each groups' pre- and post-treatment observation scores, with alpha levels adjusted to $p < 0.025$. They indicated a significant difference between the pre- and post-treatment observation scores for the experimental group, $t(4) = -6.85$; $p < 0.002$, but not for the control group, $t(4) = -.74$; $p > .50$. Hence, the experimental group demonstrated significant increase between pre- and post-treatment observations in their L2 learning motivation operationalized as their motivated learning behaviors in class measured by their *alertness* and *active engagement* but control group did not.

Additionally, an independent samples *t*-tests was performed with the pre-treatment classroom observation scores of experimental and control groups to investigate if there was a statistical difference between the groups' L2 motivation at the onset of the study. The independent samples *t*-test on the pre-treatment observation data indicated that there was no significant difference between the experimental and control groups regarding students' motivated

learning behaviors (t(8) = -.124, p = .904 > .05, d = .043).

The same test was also performed on the post-treatment classroom observation data to again examine if the groups statistically differed from each other by the end of the study after the treatment was implemented in the experimental group classes. These tests were performed because the RM ANOVA only indicated that there was a main and interaction effect but to actually understand if there was a statistical difference, a follow-up test is needed (Field, 2013). The independent samples *t*-test on the post-treatment observation data indicated that there was a significant difference between the experimental and control groups regarding students' motivated learning behaviors after the treatment was implemented with a large effect size (t(8) = 6.026, p = .001, d = .090).

In summary, first, an Exploratory Factor Analysis (EFA) and paired samples *t*-tests were run on students' self-report questionnaire data regarding their L2 motivation –L2MQ – to examine if there was a statistically significant difference on students' L2 motivation after their instructors' consistent motivational teaching practice in class to answer RQ3. Paired samples *t*-tests on the pre- and post-treatment L2MQ factor scores from the experimental group students indicated a significant difference in students' L2 motivation in F1, F2, and F4 in the post-treatment scores while there was not a significant difference in F3 'Ought-to Self' scores between the pre and post-treatment questionnaires.

Second, a repeated-measures ANOVA, independent samples *t*-tests and descriptive statistics were performed on both groups' actual motivated learning behavior scores on classroom observation (MOLT) data to answer RQ3. The 2X2, two-way RM-ANOVA revealed a main effect of treatment and a significant interaction between the time and groups, effecting groups differently. The follow-up paired samples *t*-tests on both groups' pre- and post-treatment

observation scores indicated a significant difference for the experimental group but not for the control group. Additionally, an independent samples *t*-test on the pre-treatment classroom observation data indicated no significant difference between the experimental and control groups regarding students' motivated learning behaviors at the onset of the study. However, the independent samples *t*-test on the post-treatment observation data indicated a significant difference between the experimental and control groups after the treatment was implemented. These results indicated that experimental group instructors' enhanced motivational teaching practice had a statistically significant impact on students' L2 motivation operationalized through their self-report L2MQ data and their observed actual motivated learning behaviors in class via MOLT.

CHAPTER SIX:

THE IMPACT OF A MOTIVATIONAL TEACHING PRACTICE WORKSHOP ON INSTRUCTORS' MOTIVATIONAL STRATEGY USE

PHASE 2 – RQ4

This chapter presents the results of the second part of phase two of the study to answer research question 4. This part of Phase 2 examined instructors' motivational teaching practice before and after the treatment training workshop (RQ4). RQ4 investigates if there was any significant difference in three experimental group instructors' motivational strategy use, after an intensive 6.5-hour workshop training on motivational teaching practice and participating in this experimental study with multiple follow-up meetings over the course of a semester. Two sub questions that explore the quantity and variety of motivational strategies that instructors used as a result of the treatment are as follows:

4.a. Do EFL instructors start using more strategies after the treatment?

4.b. Do EFL instructors start using a greater variety of strategies after the treatment?

The statistical analyses performed in this part to answer RQ4 are as follows:

a) Repeated-Measures ANOVA and descriptive statistics on teachers' motivational teaching scores on MOLT data from the experimental and control groups,

b) descriptive statistics on strategy logs from experimental group.

Before running the statistical test for the mean differences, descriptive statistics of both group instructors' motivational strategy use scores in MOLT before and after the treatment were analyzed to have a better understanding of their motivational teaching practice over the course of 80 hour-classroom observation with numerical and visual representation of the data. Table 22 below shows the descriptive statistics of instructors' motivational teaching practice with the means and standard deviations of the strategies they used.

Table 22. Descriptive Statistics - Instructors' Motivational Teaching Practice

| | Pre-Treatment ($n = 5$) | | Post-Treatment ($n = 5$) | |
	M	SD	M	SD
Experimental group	1.49	0.07	4.60	0.60
Control group	1.47	0.08	1.43	0.37

Descriptive statistics indicated that both group instructors were almost at the same level of motivational teaching practice at the beginning of the study. Experimental group instructors who received motivational teaching workshop training increased their motivation-enhancing strategy use in class ($M = 4.60$) in the post-treatment classroom observations when compared to the pre-treatment observations ($M = 1.49$) while the control group instructors did not demonstrate any increase in their strategy use but a slight drop in the second observations ($M = 1.43$) compared to their first observation mean score ($M = 1.47$). Table 23 below shows the descriptive statistics of motivational strategies in MOLT used by both group instructors in the pre- and post-treatment classroom observations.

Table 23. Descriptive Statistics of MOLT

	Exp. Pre		Exp. Post		Cont. pre		Cont. Post	
	M	SD	M	SD	M	SD	M	SD
1.Social chat	0.80	0.57	2.70	1.03	0.80	0.28	0.50	0.61
2.Clear statement of lesson objectives	0.20	0.45	1.80	0.27	1.10	0.42	0.90	0.42
3.Pleasant & supportive learning atmosphere	3.20	0.57	10.60	1.39	3.00	0.00	2.30	1.63
4.Establishing relevance to future goals	1.00	0.61	3.10	1.08	0.60	0.22	0.00	0.00
5.Promoting positive attitudes L2 to culture/L2	0.20	0.45	2.70	1.19	0.30	0.28	0.00	0.00
6.Enhancing students' visualization, Ideal L2 self	0.00	0.00	2.30	1.25	0.00	0.00	0.00	0.00
7.Breaking the monotony of classroom events	1.80	1.44	9.40	2.70	1.80	1.09	2.30	1.60
8.Promoting instrumental values	1.00	0.94	3.30	1.52	1.40	0.55	0.90	0.22
9.Motivating pedagogical tasks	1.60	0.74	7.60	1.14	1.10	0.22	1.80	1.71
10.Giving a genuine purpose for activities	1.10	0.82	3.00	2.10	0.60	0.23	0.20	0.27
11.Individual Work	4.40	1.34	3.20	0.83	4.70	0.57	8.30	1.25
12.Pair Work	2.20	1.09	3.50	2.30	2.20	0.27	0.70	0.27
13.Group Work	0.80	0.67	6.30	1.03	1.30	0.27	2.00	0.45
14.Elicitation of self or peer correction	1.30	0.57	2.30	2.10	1.00	0.61	0.30	0.27
15.Positive Reinforcement	2.80	1.15	7.40	3.20	2.20	0.45	1.10	0.65

Note: Pre versus Post-treatment classroom observations (N = 10).

The descriptive statistics show strategy 11 'Encouraging individual work' as the most frequently used strategy by both instructor groups (experimental group *M* = 4.40; control group *M* = 4.70) in the pre-treatment observations. However, experimental group instructors demonstrated a difference in their strategy choice in the post-treatment observations by increasing their use of strategies (e.g., strategy 3 'Creating a pleasant and supportive learning atmosphere in class' from *M* = 3.20 to *M* = 10.60; strategy 7 'Breaking the monotony of classroom events' from *M* = 1.80 to *M* = 9.40; strategy 9 'Motivating pedagogical tasks' from *M* = 1.60 to *M* = 7.60; strategy 15 'Positive Reinforcement' from *M* = 2.80 to *M* 7.40) while the control group instructors did not. Unlike the pre-treatment observation results, post-treatment observations in the experimental group indicated strategy 3 'Creating a pleasant and supportive learning atmosphere in class' as the most frequently used strategy whereas in the control group,

strategy 11 was still the most frequently used strategy in the post-treatment observations. More

detailed discussion is provided in the discussion session. The group means are plotted on the

graph in Figure 7 below.
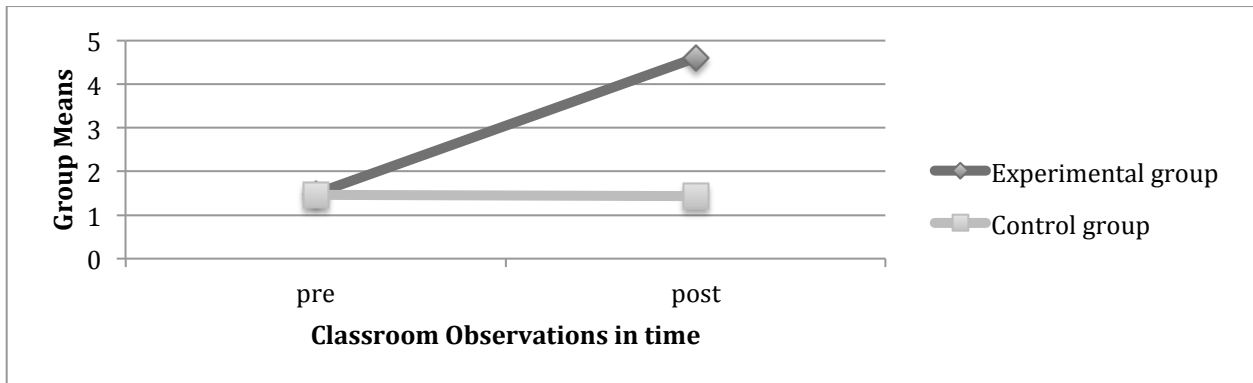
Figure 7. Group Means – MOLT Instructors

Comparison of Pre and Post Classroom Observation Data on Instructors' Strategy Use (RQ4)

To answer RQ4, RM ANOVA was conducted to examine whether there was any

significant difference in experimental group instructors' motivational strategy use, after an

intensive 6.5-hour workshop training on motivational teaching practice and participating in this

experimental study with multiple follow-up meetings over the course of a semester.

MOLT classroom observation data for both groups were normally distributed indicated

by graphical and numerical analysis of data, Kolmogorov-Smirnov and Shapiro-Wilk ($p > .217$),

and skewness value was lower than 1 for both groups. Sphericity was not a concern as there were

only two levels of the independent variable (Field, 2013), so RM ANOVA (parametric test) was

performed.

The repeated-measures ANOVA revealed a main effect of treatment, $F(1, 8) = 85.5$; $p <$

0.001 on instructors' motivational teaching practice. The interaction between the two independent variables of time and groups/condition was statistical $F(1, 8) = 90$; $p < 0.001$ indicating that time effected groups differently. In other words, the motivational teaching treatment had a statistically significant impact on instructors' motivational strategy use in class. The partial eta-squared effect size shows that the two-way interaction (timing and grouping) accounts for about .91% of the variance in scores in the observations. Additionally, the power analysis shows that this interaction had adequate power (almost 100%) to find statistical difference in the interaction.

In order to investigate if the difference between pre- and post-treatment scores of each group is statistically significant, paired samples t-tests were conducted on each groups' pre- and post-treatment observation scores, with alpha levels adjusted to $p < 0.025$. They indicated a significant difference between the pre- and post-treatment observation scores for the experimental group instructors, $t(4) = -10.57$; $p < 0.001$, but not for the control group, $t(4) = 0.26$; $p > .80$. Consequently, the experimental group instructors demonstrated significant increase between pre- and post-treatment observations in their motivational teaching practice measured by their use of L2 motivation-enhancing strategies in terms of frequency and variety but control group did not.

Strategy Logs

Strategy logs were collected from the experimental group instructors during the six-week implementation period to increase the explanatory power of the findings of the repeated-measures ANOVA on instructors' motivational teaching practice via MOLT. Instructors completed a strategy log after each class for six weeks, 49 in total. They put a tally mark next to

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each strategy they used in each class. The tally marks were summed for each strategy used in each week and the new composite scores for weekly strategy use were then used to obtain descriptive statistics. Table 24 below demonstrates the descriptive statistics with means and standard deviations of strategies used in each week.

Table 24. Descriptive Statistics of Instructors' Weekly Strategy Logs

	Total Strategy # by all Experimental Insts.	Total Strategy Variety #	M	SD
Week 1	234	38/39	6.00	0.90
Week 2	178	35/39	4.56	0.74
Week 3	180	33/39	4.62	1.00
Week 4	188	36/39	4.82	1.02
Week 5	169	36/39	4.33	0.57
Week 6	191	36/39	4.90	0.82

The descriptive statistics show that instructors used the greatest number of strategies ($N = 234$) with the most variety ($N = 38$) during the first implementation week ($M = 6.00$) and kept a steady level of motivational teaching practice during the rest of the implementation period for six weeks ($M > 4.30, < 5.00$). More detailed interpretation is in the discussion chapter.

Table 25 below shows the mean and standard deviation of each strategy. The descriptive statistics of strategy logs indicate which strategies were used most frequently in the experimental group classes after the instructors were given a motivational teaching practice training workshop. The statistics also show the extent of the variety of strategies instructors incorporated in their teaching as a result of the treatment. Strategies are in order from the highest to the lowest mean in the table.

Table 25. Descriptive Statistics of Strategies in the Strategy Logs

	M	SD
23. Promoting cooperation among the learners arranging group/pair work;	8.17	0.40
4. Creating a pleasant & supportive learning atmosphere	8.00	0.63
31. Clearly stating purpose and utility of tasks	8.00	0.62
35. Notice and praise any positive contributions from your students	8.00	0.63
1. Starting lessons with short social chat	7.67	0.51
5. Encouraging risk taking	7.50	1.37
6. Having mistakes accepted as a natural part of learning	7.50	1.37
33. Building learner confidence	7.33	0.80
22. Breaking the monotony of classroom events	7.33	1.35
3. Reducing language anxiety by eliminating stressful elements from class	7.00	0.88
20. Showing care for student progress	7.00	1.90
2. Clearly stating lesson objectives	6.67	0.50
8. Giving a genuine purpose for activities	6.67	1.30
19. Arousing curiosity, attention, raising students' expectations for activities	6.67	0.80
36. Regularly providing progress feedback	6.33	0.81
39. Increasing motivation by increasing learner responsibilities in class	6.17	0.97
21. Encouraging self or peer correction	6.17	0.98
18. Giving positive reinforcement / Enhancing self esteem in L2 learning	5.83	1.98
30. Making learning stimulating by keeping sts as active task participants	5.83	1.60
9. Establishing relevance to future goals	5.33	1.03
32. Providing ongoing feedback for completing short term goals	4.67	0.81
25. Encouraging sts to personalize content in class sharing personal experiences	4.50	1.04
7. Encouraging humor	4.50	1.50
24. Preparing individual work with peer check like 'turn & talk' activity	4.33	1.85
26. Utilizing information-gap/problem solving tasks for purposeful cooperation	4.17	1.32
14. Sharing /demonstrating teacher enthusiasm for L2, teaching and learning	4.00	1.89
10. Promoting positive attitudes to L2, L2 learning & L2 culture	3.83	1.47
15. Highlighting the role that L2 plays in the world	3.83	1.60
27. Increasing learner autonomy	3.33	1.86
16. Highlighting how knowing the L2 can be potentially useful for the students	3.00	1.98
13. Promoting exposure to L2 cultural products using authentic materials	2.83	0.51
17. Enhancing students' visualization, Ideal L2 self	2.00	1.01
29. Encouraging realistic learner beliefs regarding L2 learning	1.67	1.50
34. Praising effort and improvement	1.17	0.98
38. Increasing student awareness for motivation to learn an L2	0.83	1.16
37. Helping sts explain their failures due to lack of effort not insufficient abilities	0.83	0.98
11. Sharing influential public figures' positive views about L2 learning	0.67	0.51
12. Sharing previous successful students' L2 learning experiences	0.33	0.52
28. Inviting senior students to class to share their positive L2 learning experiences	0.33	0.81

The strategy logs instructors completed after each class indicated that instructors pursued using not only a number of strategies in their teaching following the training workshop but also varied those strategies as much as possible throughout the semester. In the strategy logs, the following strategies were reported as the most frequently used L2 motivation-enhancing strategies: 23, 4, 31 and 35. Strategies that were reported by the instructors in the logs as the most frequently used ones were also reported as the frequently used strategies in observation records of the researcher increasing the reliability of the both data types[8].

For instance, some strategies that were not observed during the pre-treatment observations such as 'creating a pleasant and supportive learning atmosphere; establishing relevance to future goals; promoting positive attitudes to L2, L2 learning and L2 culture; enhancing students' visualization, ideal L2 self' were reported in both logs and post-treatment MOLT observations as frequently used strategies. This indicates that they became a part of instructors' motivational teaching practice that they developed after the treatment workshop. It is important to underline that, even though not one of the most frequently used ones, strategy 17, the ideal L2 self, "Enhancing students' visualization, Ideal L2 self" made it to the list in the post-treatment observations and the strategy logs (M = 2.00, SD = 1.01). Instructors incorporated in-class and outside class activities to strengthen students' ideal L2 self, which are discussed in the discussion chapter in more detail.

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[8] This observation was also noted in the researcher's field notes and observation reflections but qualitative data are discussed in the next chapter.

Summary

Results of the repeated-measures ANOVA performed on the classroom observation data from both control and experimental groups before and after the treatment demonstrated that motivational teaching training workshop enhanced instructors' motivational strategy use. In the post-treatment classroom observations experimental group instructors outperformed the control group instructors in terms of their motivational teaching practice. To support these results, instructors' strategy logs were also analyzed. Descriptive statistics show that instructors started using more variety of strategies more regularly. Researcher's field notes and post observation notes also confirm the increasing number and variety of the strategies that experimental instructors started using after the treatment.

CHAPTER SEVEN:

RESULTS OF QUALITATIVE ANALYSIS – RQs 5&6

The results of qualitative analyses are presented in this chapter. First, experimental group instructors' reflective journals are discussed in terms of their motivational teaching practice. Next, instructor and student interviews are explored, respectively. These qualitative data were collected for data triangulation. They not only answer research questions four, five and six but also help better explain the quantitative data and offer more insightful interpretation of the phenomena under investigation: L2 learning motivation and motivational teaching practice. The other qualitative data such as researcher's field notes and post-observation reflections are integrated into the discussion section to offer more insights while discussing any relevant data.

Miles and Huberman (1994) emphasize the importance of qualitative data because the fact that they are "collected over a sustained period makes them powerful for studying any process; we can go far beyond "snapshots" of "what?" or "how many?" to just how and why things happen as they do" (p. 10). Likewise, qualitative data empowered the data analysis and interpretation by providing insights into how motivational teaching practice of EFL instructors impacted their students' L2 motivation and why both instructors and students did what they did in EFL classes over the course of a semester.

Additionally, "qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting" (Miles &

Huberman, 1994, p. 10). In this study, qualitative data that were collected to explore the complex phenomena, L2 motivation, and instructors' motivational teaching practice supplemented the quantitative survey and classroom observation data helping explain and validate their quantitative results with more enriched and insightful data.

Reflective Journals

The first qualitative data consisted of experimental group instructors' reflective journals. Experimental group instructors wrote reflective journals every week during the six-week implementation period reflecting on their motivational teaching practice and their students' motivated learning behaviors in an ongoing manner.

Reflective journals are useful sources of information about teachers' pedagogical decisions (Lincoln & Guba, 1985). Likewise, it was expected from these reflective journals to provide insightful reflections on what instructors really think about their motivational teaching practice, their effectiveness in implementing the strategies in class, their descriptive observations of the students' reactions against the strategies instructors use in class. At first, journals were more descriptive rather than reflective. It was only after they wrote a couple of journals and received positive/encouraging feedback from the researcher that they felt more comfortable to share 'real stories'. The reflective journals included instructors' experiences of their attempts in using novel strategies and personal accounts of their strategy use decisions and personal examples from their classes.

In total, 18 reflective journals were analyzed via content analysis with an inductive approach (Miles & Huberman, 1994; Strauss, 1987). (See the qualitative data analysis section for more details of data coding and analysis). For the analysis of the reflective journals, a table was

created with the prompts given to the instructors to guide their reflection for the journals. In the table, columns were created for each of the four prompts and all the responses in 18 reflective journals were copied and pasted under the corresponding prompts. This organization enabled the researcher to notice the emerging themes more easily and having all the responses in one continuous document in categories eased the coding process and establishing patterns across all the data.

Strauss' (1987) inductive coding technique was followed to do the content analysis on instructors' reflective journals. Data coding consisted of reiterative reading, coding and recoding until patterned themes across the data were identified in order to be able to represent the qualitative data fairly and communicate what the data reveal as truthfully and meaningfully as possible (Strauss & Corbin, 1990). After the reflections were collected and prepared for analysis, they were reiteratively read line by line. (See data preparation and organization section for details). Once common themes started emerging during and after the first and second reading, notes were taken in the margins to comment on the data. Similar to having a conversation with the data, an engaging interaction began even during the first reading (Lincoln & Guba, 1985).

Duff (2008) notes that "from the earliest data collection and transcription stages, data analysis is already taking place" (p. 159). Researchers keep taking notes and writing short summaries of their observations emphasizing most salient points or themes that can be useful in the subsequent data collection (Duff, 2008). Likewise, the researcher kept noting down her reflections next to the data that struck as interesting, potentially relevant, or important to the study. These accounts of reflections were noted either in margins of instructors' strategy logs, reflective journals or on sticky notes on the journals.

Miles and Huberman, (1994) state that codes during data analysis should be "clear operational definitions" so they can ease the reiterative coding process by a single researcher over time. Clear and descriptive codes were selected for emerging themes right from the beginning of data analysis. During the second and third reading, tentative themes and ideas that started to emerge were noted and descriptive codes were created. The reflections were coded twice by the researcher for intra-rater reliability. The second coding was completed three weeks after the first one, and the results were compared to see if there were differences in coding. Finally, the themes that capture recurring patterns were identified as the categories (Mackey & Gass, 2012).

The recurrent themes in instructors' reflective journals about how their motivational teaching practice impacted their students were as follows:

1. Group collaboration increased motivation.

2. Increased awareness of the significance of learning an L2 enhanced student motivation and students' higher awareness was achieved by:

   a) increasing students' awareness of L2's potential uses in the future

   b) familiarizing students with L2 cultural products like authentic materials, audiovisual materials, and intercultural awareness

3. Demonstrating teacher motivation and enthusiasm increased student motivation and teacher motivation was displayed in two ways:

   a) teacher cares for students

   b) teacher's personal enthusiasm for L2 learning

4. Strengthening students' image of themselves as successful and proficient L2 speakers enhanced their motivation.

For instance, to identify the last theme, 'Strengthening students' image of themselves as successful and proficient L2 speakers enhanced their motivation,' recurring accounts of instructors' reflections were noted, color coded and commented on continuously. For instance, some of these accounts and how they were coded were as follows:

"Students like talking about their future when they are proficient L2 speakers" – this and similar accounts were coded as 'MI' (mental imagery)

"Ideal L2 self really seems to be working" this and similar accounts about activities targeting the ideal L2 selves of students such as "Students liked the model-video activity we did this week" were coded as 'IDL2' (ideal L2 self)

"When they video recorded themselves, I could see that they seemed more confident because they were engineers working with English speakers, or they were businessmen collaborating with international companies" this and similar accounts about future selves were coded as 'POS' (future possible selves)

After reiterative reading and coding, the recurring themes emerge naturally. The inductive approach initiated data-driven analysis (Duff (2008). In the following sections, these recurring theme categories are described.

1.Group Collaboration Increased Motivation

One theme that emerged in the instructor reflections is how their motivational teaching practice after the workshops involved a great variety of meaningful collaboration in groups/pairs. Instructors recurrently reflected on how collaborative activities which they started using after the workshops increased their students' motivation in class. Instructors gave examples of collaborative activities/tasks that they designed every week. They shared their

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observations of how those collaborative tasks kept their students more active participants of the class.

Careful and reiterative coding of reflections revealed two subcategories under instructors' reflections for collaborative group/pair activities. Instructors consistently described two specific types of activities as the most effective group collaboration that engaged students more actively, which were: a) collaborative group games and b) information-gap activities. The recurring theme about these two activities was students' high motivation to participate and positive attitudes.

Some collaborative group games that they started incorporating into their teaching were name chain ice breaker, Venn-diagram ice breaker, Kahoot, an online game, vocabulary games like bingo, and competitions played in groups like old maid, to name a few. Instructors all emphasized that these collaborative group games reduced their students' anxiety and encouraged them to actively participate in class. Helen, one of the instructors, mentioned her students were "on task and attentive" the entire class session while playing the collaborative group game *old maid* and that "competition is also a part of real life and students should learn the rules of fair play".

Emily, another instructor, stated that since she started using collaborative group tasks, she observed her students "have fun in class and learn at the same time discovering the rules themselves in groups" without the instructor's presentation of the rules as she used to do. Additionally, she added that students "look happier this way when there is some sort of 'positive' competition element". When asked later during the interview what she meant by 'positive competition', she said she meant "a little bit of competition without too much stress to win and maybe a little bit luck to win because it decreases their stress level if they cannot win". Helen

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commented on the same point and added when there is luck element in a competitive group game, it does not feel like "only the one who knows the most is the winner all the time" and so instructors found these collaborative games motivating.

Fiona, the other instructor, pointed out that these collaborative group games helped her have a "smooth, meaningful transition between tasks" and enhanced her students' comprehension as they kept the students "active, engaged, happy, and motivated". While agreeing with this, Helen also added that collaboration helped students remember things better.

The second subcategory recurrently mentioned in the reflections was the fact that collaborative information-gap activities facilitated student motivated classroom behaviors. All the instructors stated the same merits for collaborative information-gap activities as "engaging students," "giving them a genuine purpose to communicate in English to complete the task" and "motivating them to actively participate in class" without the competition element. Dörnyei and Kubanyiova (2014) argue that group dynamics are so powerful that groups of students behave differently from the way they would do outside the group. Group cohesiveness, group collaboration and interaction are among the strategies they offer as part of the motivational teaching practice. Similarly, Fiona mentioned that these information gap activities kept her students "so active in class as they have never been before" building up their linguistic self-confidence. She emphasized that she never saw her students so "active, happy, confident and satisfied before".

All in all, reflective journals revealed meaningful group collaboration in L2 classroom as a motivating factor. Students showed positive attitudes towards collaborative games and information-gap activities and they were engaged.

2. Increased Awareness of the Significance of Learning an L2 Enhanced Student Motivation

Another theme that emerged in the reflective journals was that instructors' consistent motivational strategy use after the workshops increased students' awareness of the significance of learning an L2. Instructors shared their observations that the increased awareness of students manifested itself in the form of more engaged, focused and motivated active participant students in class.

More specifically, instructors consistently reflected in their journals that once they started using a variety of activities to increase their students' awareness of the significance of learning an L2, students were more motivated, active and more positively responsive to the content and class materials, discussions, and activities. In their reflections focusing on how they achieved increasing their students' L2 motivation, instructors continuously commented on two things. One category that emerged as a result of recurring coding was that instructors believed some activities they used in order to increase students' awareness of L2's potential uses in students' future careers or academic goals increased their motivation. For instance, in an attempt to use strategy 9 in the strategy log "*Relating class content to outside world/real life situations*" and strategy 15 "*Highlighting the role that L2 plays in the world*" and strategy 16 "*Highlighting how knowing L2 can be potentially useful for students as well as their family/country/community*," instructors mentioned how they generated a class discussion on how students could transfer the skills and knowledge they acquire in this class to their other classes and even to their profession in the future whenever there was an opportunity. For instance, Fiona stated she tried to "bring real life situations whenever possible and students paid more attention". Furthermore, she gave an example of how she established relevance between the course content and students' lives outside

the English class. While working on argumentative essay organization, she linked the concept of argumentation as a skill in general to the argumentative essay writing and generated a group discussion regarding how students could use argumentation skill in their future job applications. With this discussion activity, Fiona argued that she was trying to both establish relevance and personalize the content by asking students to share personal experiences in their discussions. Both of these activities and how to more effectively incorporate these strategies in classes were discussed during the workshops and this specific example of 'job application and argumentation' relation was recommended as a sample activity by the researcher.

Once students were positively responsive to these discussions and showed interest in learning more about the potential uses of English, instructors gave assignments that aim to strengthen students' image of themselves as successful and proficient L2 speakers. They asked students to record themselves talking about how high proficiency in English helped them in their imaginary future to make a career and how they transferred the skills and knowledge they acquired in their English class to other areas of their lives. (Sample activity sheet is in Appendix M). Instructors stated that students' videos of themselves demonstrated high levels of awareness of both potential uses of English and linguistic confidence in their ability to effectively use English to communicate with others – which indicates strong Ideal L2 self image. They also mentioned that the activity increased students' motivation, as they were more active in class. Dörnyei and Kubanyiova (2014) also describe video-recording activities as a motivating technique to use in L2 classes because they enhance students' linguistic confidence and so motivation.

Another theme that emerged under this category in the reflections as another way instructors believed they achieved to increase students' awareness of the significance of learning

an L2 which eventually increased learner motivation was familiarizing learners with L2 cultural products such as audiovisual authentic materials to develop intercultural awareness (strategy 13 in the log). For instance, Fiona fervently stated in almost all of her reflections that she loved using authentic videos such as TED talks or relevant YouTube videos to present the content instead of presenting it with a PowerPoint presentation as she used to do and that her students liked it. Similarly, Emily mentioned that David Crystal's video on YouTube on whether English will be the global language "generated a good class discussion increasing students' awareness of English as a lingua franca and made a great transition to the idea of soft power covered in the reading text in the book". Likewise, Helen also used authentic videos to increase her students' awareness of intercultural community and the impact of media on intercultural communication. Celce-Murcia, Brinton, Snow (2014) state use of authentic materials expose L2 learners to the culture of the target language and increase learner motivation by providing an enriched learning environment. All instructors stated that they "never emphasized the importance of intercultural communication across nations and having high proficiency of English would make students a part of this intercultural community before" and that workshops increased their awareness of its significance.

3. Demonstration of Teacher Motivation and Enthusiasm Motivates Students

Another theme that recurrently emerged in the reflections was "teacher motivation increase learner motivation". Instructors shared examples of their observations in class regarding how the enthusiasm, motivation and care they demonstrated in class had a positive impact on students' classroom behaviors. Students became more motivated and active participants of the class as instructors used more motivational strategies in class. Fiona remarked that she "showed

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her own enthusiasm for an upcoming activity by increasing students' curiosity and excitement by whistling a rap song" and showing her excitement for the song and she observed that it "affected students positively". Likewise, at the beginning of a class, Helen shared her "enthusiasm as a language learner by showing students a few expressions [she had] recently learnt". She thought it was motivating for students as they kept asking her questions and giving examples of their own.

Instructors also agreed on the fact that the more care a teacher showed for the students, the more motivated students became in class. Helen shared that one quiet and mostly distracted male student visited her in her office one day and they talked for almost an hour. She quoted her student's apology for his lack of participation: "I am sorry I hope you do not feel bad when I do not participate in class. I do not like talking. It is my personality". Again another day, a female student tried to comfort Emily when she looked upset about an activity that did not go as well as she expected. When instructors show more care to the students, students do the same; they show how much they care about the instructor, too. In another example she shared, Helen mentioned how a female student said "It is OK, Mrs. Everything is fine" after seeing her "misery with the technological disasters" when she was challenged by technical problems with the projector in class. Helen thought "caring is contagious" and she noted "the fact that [she] care[s] [and that] makes [her] students motivated" and care more.

4. Strengthening Students' Image of Themselves as Successful and Proficient L2 Speakers Enhanced their Motivation.

The last theme that emerged from the reflective journal data was the fact that helping students build strong image of themselves as successful and proficient L2 speakers enhanced their motivation. This theme directly relates to the L2 Motivational Self System theory which

suggests that students' L2 motivation can be enhanced if they have a strong, detailed, vivid mental image of their ideal L2 self as a proficient L2 speaker (Dörnyei, 2005; 2009). By designing tasks that aim to help students have more confidence in trying to become the 'ideal L2 speaker themselves,' instructors believed that they increased their L2 motivation. This notion of trying to decrease the distance between who they are actually are – the actual self – and the self that they would like to become – the ideal L2 self – comes from Higgins's (1987) Self-Discrepancy Theory.

Even though instructors did not feel very comfortable at first during the workshops to adopt or modify the ideal L2 self-focused activities that were discussed in Magid and Chan (2012), they found a way to incorporate tasks/activities and audiovisual classroom materials into their lesson design. Based on the positive feedback they received from their students and their reflections, it is obvious that instructors realized that ideal L2 self is a strong motivator in the L2 classroom. With the increased literature background due to the workshop sessions and guidance of the researcher, all the instructors designed/adopted at least one task that aim to enhance the ideal L2 self of students (see Appendices M, P, and Q for sample tasks and materials indirectly target the ideal L2 self). More detailed discussion of these tasks and how ideal L2 self construct was incorporated into the strategy implementation stage will be presented in the discussion chapter.

Summary

Overall, instructors believed that the workshop helped them develop a more effective motivational teaching practice as they started using a great variety of strategies more consistently and regularly in their classes. They also stated that they were able to observe the positive change

in their students' behaviors as a result of their motivational teaching because students were more active, positively responsive, happy and enthusiastic in classes. Additionally, they commented on the fact that it is not only what they do in class but what they do outside of class that also matters in terms of motivating students. For instance, Helen mentioned that giving online feedback, communication via emails, motivating assignments and assessment tasks that they assign to be completed at home also play an important role in motivating and stimulating students.

Results of the Interviews

In the last phase of the study, semi-structured interviews were conducted with the three experimental group instructors and 18 students in their classes. First, results of interviews with instructors are presented with supportive extracts from the raw data. Next, the results of the interviews with the students are presented with explanatory extracts. The semi-structured interview guides for both groups are presented in Appendix G. For the reasons explained below, those guidance questions were not strictly followed during the interviews.

Interviews were conducted, audio-recorded, transcribed, and analyzed by the researcher and they ranged from 30 to 70 minutes. When conducting semi-structured interviews, interviewers prepare guidance questions in advance about the focus of the interviews but rather than following the interview guide strictly, they use it as a guide (Mackey & Gass, 2012). Interviewers can deviate from the guide, change the order of the questions or even ask different questions to each interviewee, can change, add, or modify questions because the flow of the interviews is co-constructed with the interviewees (Kvale, 1996). Because the purpose of the interviews with instructors was to explore their motivational teaching practice and with student interviews, the purpose was to explore their L2 motivation, the interviewer let the participants do

most of the talking by posing questions that stimulate reflection on the phenomena rather than yes/no or short answer type of questions (Miles &Huberman, 1994). When interviewees feel comfortable and build trust relationship with the interviewer, more quality and insightful data can be obtained (Kvale, 1996). Hence, the interviews started with friendly small talk and the interviewer briefly shared the L2-related pedagogical goals that she planned to achieve with the data collected. The interviewer made sure to remind the interviewees that they were contributing to L2 motivation research and SLA in a broader sense.

Interview transcription involves many decisions in terms of what and how to transcribe, what transcription convention to follow and how detailed the transcription should be (e.g. non-verbal features, hesitation makers, fillers) (Mackey & Gass, 2012). Because conversation or discourse analyses were not the focus of these interviews, none of the established transcription conventions were followed. The interviews were transcribed verbatim. Almost all student interviews were conducted in Turkish, the native language of the participants, so they were translated while transcribed.

Roulston (2010) states that interview analysis aims to organize the data in order to present a narrative that elucidates the details of a phenomenon. Thus, the interview data were analyzed through content analysis with an inductive approach reducing and organizing the narratives in theme categories to explore the L2 motivation and instructors' motivational teaching practice more insightfully from the participants' perspectives. The content analysis was completed following Strauss' (1987) inductive coding technique and the data were analyzed the same way reflective journals were analyzed so for details and steps of content analysis, see Reflective Journal Data Analysis Section above.

Instructor Interviews

The experimental group instructors were interviewed at the end of data collection following the semi-structured interview process. To see profile of interviewees, see Table 3 in Chapter 3, Participant Section. The three instructor interviewees have been teaching academic reading and writing in English compulsory three-credit hour courses at the department for almost a decade. The interviews with the instructors focused on a deeper understanding of how the training workshop influenced their teaching, their personal experiences during the study and how participation in the study and attending the workshops have influenced them as L2 teachers. Additionally, the researcher was interested in understanding instructors' interpretation of the role they play in L2 classroom to motivate students. Finally, the researcher was also interested in understanding how the participants think the training workshop could be enhanced. These interviews were conducted in order to answer RQ5: "How do instructors develop in their understanding of motivational teaching practice through a workshop on motivation-enhancing strategies?"

The three sub-questions that guided the interview process with the instructors are as follows:

5.a. How did the workshop influence instructors as L2 teachers?

5.b. Which motivational strategies do Turkish EFL instructors believe are effective in motivating students?

5.c. How can the treatment workshop on motivational strategy use be enhanced to strengthen EFL instructors' motivational teaching practice?

In order to discuss the results of the content analysis, the patterned themes are presented under three major topics as guided by each sub-question. Each sub-question aims to explore one

aspect of motivational teaching practice of the instructors. The patterned themes that emerged during the inductive content analysis relate to each of these major topics.

The impact of motivational teaching workshop on participants as L2 teachers. The interviews with the instructors were conducted to explore how they developed in their understanding of motivational teaching practice after a workshop on motivation-enhancing strategies. To start this exploration, the participants were first asked to reflect on how participation in the workshop influenced them as L2 teachers. From the interviewees' accounts for how they were influenced by the workshop, three themes emerged.

One of the themes was increased awareness of L2 learning motivation. The analysis of the interview transcriptions demonstrated that all three experimental group instructors who attended the workshop sessions became more aware of the significance of L2 learning motivation. Two of the interviewees stated this impact as one of the best gains from participating in the study.

L2 learning motivation, Dörnyei's L2MSS theory, Ideal L2 self as the most salient determinant of L2 motivation were some of the first topics discussed in the first workshop session. Instructors stated that they learned a great deal about L2 learning motivation and the Ideal L2 Self in the workshops. Fiona acknowledged that she never heard about the L2MSS theory and how influential the Ideal L2 Self construct was on students' language learning motivation. She expressed her experience with the workshop sessions and the whole research process as "shocking". As quote below captures, not only the workshop sessions but also the whole research process including writing reflective journals, completing strategy logs, and having informal feedback/meetings were found very useful.

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EXCERPT 1:

Participating in this study increased my awareness. First, I discovered certain things that I do that motivate students and that was good. I learned some other certain things that I don't do that motivate students. It's definitely increased my awareness. I really like some of the strategies and I've started using them consistently. (Helen)

Dörnyei and Ushioda (2011) highlight the importance of L2 instructors' awareness of their role in increasing student motivation. Increased awareness of their crucial role in motivating students in class increases L2 teachers' motivation and enthusiasm to do what they do in class.

The second theme underlying how motivational teaching workshop influenced instructors was the fact that they developed more consistent and varied motivational strategy use. The analysis of the interview transcriptions indicated that all three experimental group instructors who attended the workshop sessions started using a variety of motivational strategies more consistently. Instructors reported that they learned various strategies during the workshops and tried to use them in their teaching. Fiona openly expressed how training influenced her as a language teacher:

EXCERPT 2:

Without the workshops, I would not be able to know about them or could not incorporate them in my teaching. I would miss the necessary background information about the L2 motivation, what constitutes L2 student motivation or the Ideal L2 self because I learned so much about how to enhance students' Ideal L2 self thanks to the workshops.

Another instructor, Emily, agrees with Fioana and deliberated on the impact of workshops on her more consistent motivational strategy use:

EXCERPT 3:

> I always wanted to do something about this but I never knew what to do. With the help of the workshops and the strategy logs, I think I have been more organized and systematic about it this semester.

Similarly, Helen stated that participating in the study helped her be more consistent in her motivational strategy use.

EXCERPT 4:

> When the students get bored in class I get bored more and with this study this semester I have been consistently motivating because the study helped me focus more on the motivational strategies. I think the strategy logs helped me become more consistent and systematic because when you complete a list or fill in a list like we did with the strategy logs, it makes you more aware of what to do.

As the excerpts from interviews indicated, instructors developed a more consistent motivational strategy use with a larger variety. Parallel with Dörnyei and Kubanyiova (2014), data showed that increased awareness of both the significance of L2 motivation on students' L2 achievement and instructors' crucial role in motivating students motivated instructors to become more motivational in class.

Instructors also believed that they became more motivated to put extra effort to motivate students as a result of the workshops, which constituted the third theme that emerged in the data analysis regarding how instructors were influenced by the workshops. For instance, Fiona commented on how participation in the workshops and the entire study influenced her as a language teacher with these words: "Indeed, I was a more motivated and more hard-working teacher this semester". When asked what was influential in this shift in her teaching, her response was:

EXCERPT 5:

> …not only the workshop sessions, but also this whole research process, discussing with you, and even preparing classroom materials with you throughout the semester" helped [me] develop a more motivational teaching practice.

In another excerpt below, Fiona contemplates how participation in the study influenced her as a language teacher:

EXCERPT 6:

> I was very motivated to increase their motivation this semester. I was really enthusiastic about increasing awareness. I have really put a lot of effort into this this entire semester. I have never seen myself so enthusiastic before.

Like Fiona, Helen also believed that she was a very motivated and motivating teacher all semester. She expressed this with certainty: "I was very well-prepared for classes all the time". Helen also thinks that she was a very motivating instructor this semester as she tried to use as many and varied motivational strategies as she could. She also noted an important point about the relationship between student motivation and teacher motivation: "I think the motivation of students and the teacher are somehow intertwined in that they affect each other".

This is an interesting reflection about the "intertwined" relationship of student and teacher motivation affecting each other in class environment. Teacher motivation research mostly focuses on how teacher motivation influences student motivation but there have been many incidents during the classroom observations when the impact was in both directions. This might call for further research so has been discussed in the discussion chapter.

Most effective motivational strategies in motivating students. The interviews with the instructors were conducted to explore instructors' beliefs of motivational teaching practice so it

was of great importance to better understand what instructors believe are the most effective

motivational strategies to increase learner motivation in class. Thus, participants were asked to

reflect on which strategies they observed to be very effective in class to motivate students during

the study. From the interviewees' accounts, three themes emerged.

Instructors believed that during the six-week strategy implementation process, some

strategies were more effective in motivating students than the others. These include: strategies

that allow more student-driven classes, strategies that facilitate exposure to L2/L2culture, and

regular feedback on student progress and acknowledging participation.

Interview data demonstrated that the workshop sessions helped instructors reduce the

teacher-talk in classes and design more student-driven, interactive classes. This theme relates to

the most recent language teaching methods such as communicative language teaching,

interactive teaching in student-centered classes where teachers are facilitators and students take

responsibility of their own learning as the active participants of the learning environment (Celce-

Murcia, Brinton, & Snow, 2014). The excerpt below demonstrates how instructors' teaching

style changed after the training workshop.

EXCERPT 7:

> Teacher-talk was at a higher rate in my classes previously, like I would assign
> maximum one or sometimes no group work in a 100-minute class. However, this
> semester, I almost designed lessons with only pair-group and information-gap activities
> with almost no room for lecturing. I provided students with background, feedback and
> help during these group work activities. This activated students and I had more student-
> driven, interactive classes while I assumed the role of a facilitator in class. I gave
> students a lot of research assignments outside of class which required higher-order
> thinking skills.(Fiona)

This excerpt and many more similar comments indicate that a consistent and balanced

motivational teaching practice enhances effective teaching, too. By using a variety of

motivational strategies consistently, instructors started appealing to a wider range of different learning styles, and ultimately, they started increasing student motivation. The interview data also indicated that the effectiveness of strategies used in classes mostly depends on how much they actively involve students. When motivational strategies engage learners and keep them active collaborating with peers to complete challenging but manageable tasks with a genuine purpose to communicatively produce the L2, they enhance student motivation.

The analyzed data also demonstrated strategies that facilitate exposure to L2/L2culture were very effective in motivating students in the L2 classroom. The excerpt below shows how increasing students' exposure to authentic L2 and L2 culture enhances student motivation to learn that language.

EXCERPT 8:

> I used to occasionally ask my students to watch a YouTube authentic video, but this semester I increased the number of videos so that they could synthesize them with the reading content. This way I was able to increase their awareness of the importance of synthesis skill better and I think this worked better this semester. This was because of the workshop you offered. I think I gave them a lot of authentic context to realize the importance of learning an L2. I gave them a lot of opportunities to engage with the language and its culture. I think this semester I've given more importance to increase my students' awareness on why they need to improve their English language skills and why knowing a second language is so important.(Fiona)

Data clearly showed that instructors started using more authentic audiovisual materials which not only exposed students to authentic language use but also to L2 culture. L2 motivation research also indicates that use of authentic materials in language classes increases student involvement and enthusiasm as the above-mentioned excerpt also demonstrate.

Interviewers found the strategy that targets visualization of ideal L2 self as number one effective one in increasing students' motivation. However, they also acknowledged that they

could not utilize this strategy as effectively as it could be done as covered in the workshop. In the

excerpt below Fiona expresses her future plans of how to use this strategy in her next classes:

EXCERPT 9:

> I am planning to use this strategy as much as possible. I'm planning to have my
> students do interviews with each other regarding how they can transfer the knowledge
> and skills they acquire in ENG 102 to their other classes here at the university and then
> after they graduate how they can transfer them in their professional lives. I'm going to
> be more organized in the future. When I teach the upper level advanced speaking and
> interviewing techniques course, ENG 211, next semester, I will have my 211 students
> who work on job applications and interviews, record themselves talking about how they
> are transferring the knowledge acquired in their ENG 102 class to their a job application
> process. I think it will be very helpful to my future 102 or 101 students to hear the
> experiences of successful students and using the skills they acquire in these classes in
> the future. I think it would encourage them to put more effort into improving their
> English and increase their motivation.

Dörnyei and Kubanyiova (2014) also emphasize strategies that target vision building in

class should be consistently and frequently used as a general part of the motivational teaching

practice of L2 teachers. If students are systematically guided to create a detailed and vivid image

of themselves in their mind as someone who can easily communicate in the L2 with confidence,

their L2 motivation is also increased.

Instructors also emphasized the importance of consistent and regular feedback on student

progress. They found detailed feedback motivating as it helps students understand that their

instructor care about their achievement. Helen, for instance, mentioned how effective she found

giving detailed and regular feedback this semester and how she applied the strategy for

acknowledging student effort and contribution to class:

EXCERPT 10:

> Another thing I did a lot more consistently and systematically this semester is to give them feedback. I always gave feedback obviously but this semester I paid extra attention to give as detailed and comprehensive feedback as possible. I also emailed them regular progress feedback as the strategies suggest and thanked them for their participation this semester.

When asked which specific strategies they found most effective in this course of action, Helen responded: "strategies that focused on feedback, building upon their linguistic self confidence, and positive reinforcement praising student effort". She continued, "I realized that when I appreciate their effort and share that appreciation with them it motivates them more". Giving regular progress report, either formal or informal, increases students' awareness of their needs as L2 learners, which eventually increase motivation.

Enhancing the treatment workshop on motivational strategy use to strengthen EFL instructors' motivational teaching practice?. Instructor interview data analysis revealed that a workshop on motivational teaching practice was very useful in helping in-service L2 teachers develop their own motivational teaching practice. However, there was one important theme that emerged in all the interviews: longer sessions would be better. Instructors stated that a semester-long course on L2 learning motivation would be very helpful for pre-service language teacher education programs considering the fact that the workshop was informative and useful for these experienced in-service teachers. Fiona expressed her opinion on this in the excerpt below:

EXCERPT 11:

> I definitely think these kinds of courses or workshops should be available to pre-service language teachers. Regarding how to enhance these programs, I can suggest one thing: sharing sample problem scenarios due to unmotivated students in L2 classes with the group at the beginning of the workshop/course and generating discussion on how to resolve the problems in the scenarios by increasing students' motivation. I think that

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would be very useful to increase awareness of the pre-service teachers. To do this, more time is needed for the workshops. Other than that, I think the workshop sessions you designed were great! You were so motivated and enthusiastic about what you were doing so we were all so motivated as well. Your PowerPoint slides were very informative briefly summarizing the literature but still they were very comprehensive. Your handouts were very informative, brief and useful, and the strategy logs were just fabulous because they guided me a lot throughout the semester. I looked at the logs before I got into the classrooms and after I got out of the classrooms and checked the strategies that I used and did a lot of self reflections in terms of which strategies I used more easily and frequently and which ones I had difficulty in implementing and I worked on those strategies with you, in person on campus, on the phone at the weekends and nights.

While acknowledging how much the workshop enhanced their teaching encouraging them to be more resourceful L2 teachers in terms of motivating students, instructors suggested longer training. Emily agreed with Fiona and adds how much longer sessions could help them more.

EXCERPT 12:

You were very well prepared for the workshop and the materials were very useful and I knew if you had more time you could've shared more with us because it seems like you had so much to share with us about motivation and about motivational teaching practice; it is just about time. To enhance the workshops, I can suggest that more discussions on some of the tasks we discussed and their implementation would be a good idea. For instance, I would have liked to discuss in our workshops what kinds of motivational strategies could be incorporated while doing a task in class.

Emily emphasized an important point regarding the possibility that instructors might have different opinions on which motivational strategies can and should be utilized while working on a given task. A collaborative discussion on this during the workshops has a potential for collaborative group learning as instructors are exposed to different opinions and ways of task completion. Similarly, elaborate discussions on strategies would also increase their

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understanding of motivational strategy use. To achieve this more time would be needed to deliver MTP training or it could be incorporated into L2 teacher education programs.

Overall, the participating instructors stated that they found the workshops and the information provided to be invaluable, and the overall experience to be a positive one. They found that increasing their knowledge of motivational teaching strategies also helped increase their effectiveness as educators and as a result they plan to continue to implement many of these strategies in their classes.

Impact of instructors' motivational teaching on students' L2 learning motivation (RQ 6). Language learning motivation is a very multifaceted phenomenon so it cannot be explained in its entirety by only quantitative data. The purpose of this qualitative interview analysis is to provide additional insights to better explain the quantitative data on how students' L2 motivation was enhanced by instructors' motivational teaching practice. Three main themes emerged from the student interview data that directly concern research question 6 (how has instructors' motivational strategy use as a result of the motivational teaching training influenced EFL learners' L2 motivation?): a) most salient changes students observed in this semester's English class, b) the most influential factor on students' L2 motivation in class, c) effects of instructors' motivational teaching on students' L2 motivation. This section only includes the analysis results of the 18 interviews with the volunteering students from the experimental group.

Student Interviews

Student interview data consisted of 18 semi-structured in-depth interviews, ranging from 30 to 70 minutes in length, with an average length of approximately 50 minutes. Participants for these interviews were volunteering L2 learners in the experimental group who also participated

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in the previous two phases of the study. All student interviewees were freshmen taking ENG 102 at the time of the study. The intent of the interviews was to gain deeper insight into the impacts of motivational teaching training on instructors' motivational strategy use and thereby EFL learners' motivated learning behaviors. More precisely, interviews with the students were conducted to answer research question 6: "*How has instructors' motivational strategy use influenced EFL learners' L2 motivation?*" Table 26 below provides information about the student interviewees.

Table 26. Student Interviewee Information

Name	Major	Prep School	Motivation Profile	Comfort Level	Started Learning English
Abigail	Biology	1 year	LM	2/3	4th grade
Andy	Chemistry	1 year	LM	3/3	3rd grade
Alice	Chemistry	1 year	LM	3/3	4th grade
Barry	Comp. Eng.	1 year	HM	4/5	4th grade
Bernard	Civil Eng.	1 year	HM	2.5/5	4th grade
Bob	EE	NA	HM	3/5	4th grade
Debbie	EE	1 year	HM	4/5	Kindergarten
Edward	EE	NA	HM	4/5	4th grade
Frank	Civil Eng.	1 year	LM	3/4	4th grade
George	EE	1 year	LM	3/4	5th grade
Gil	Comp. Eng.	1 year	LM	3/4	4th grade
Henry	EE	1 year	HM	4/5	4th grade
Joan	Political science	2 years	LM	3/4	High School
Joe	Comp. Eng.	NA	HM	4/5	6th grade
John	Political science	1 year	HM	3/5	4th grade
Kendra	Chemistry	1 year	HM	2/4	4th grade
Maggie	Chemistry	1 year	LM	3/4	4th grade
Shannon	Chem. Eng.	1 year	LM	2/4	4th grade

Note = All the names are pseudonyms. HM = High motivation; LM = Low motivation

Inductive content analysis was used to analyze the student interview data (Strauss, 1987; Miles & Huberman, 1994) and the same data analysis steps were followed as described in the Reflective Journal Data Analysis Section. There were three patterned themes that emerged during the inductive content analysis. The student interview data analysis results that is provided below are divided into these three themes: 1) most salient changes students observed in this

semester's English class, 2) the most influential factor on students' L2 motivation in class, 3) effects of instructors' motivational teaching on students' motivated classroom behaviors.

1. Most salient changes students observed in this semester's English class, especially after the mid-semester[9] One of the foci of student interviews was to understand students' observations of their instructors' motivational teaching practice. The interviewer aimed to identify the effect of the motivational teaching training workshop on instructors' teaching from their students' perspectives. Three patterns emerged after the content analysis for the first theme as students expressed three salient changes they observed in their English class.

1.a. More positive teacher attitude. An overarching pattern among all the interviews demonstrated students' observation that instructors displayed more positive attitudes in the semester when the study took place. Students showed great appreciation for how hard their instructors tried all semester to encourage them to be active in class and increase their motivation to learn English. A very common observation that almost all the interviews revealed is elucidated in the excerpt below. Bernard expressed how his instructor's encouraging and supportive attitudes enhanced his motivation to learn.

EXCERPT 1

> … Actually, last semester, I did not try hard to learn English. I only studied for the quizzes, memorized words, you know just to pass the class. I was doing only enough to pass the class and get higher grade. But this semester, I am really trying to learn. I think our instructor contributed to this a lot. She is so encouraging and enthusiastic about us learning English and it automatically makes me feel like learning English. At least I am happy to try to learn… I do it intentionally. I am more positive towards learning English this semester compared to last semester.

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[9] During weeks four and five, the workshop sessions were delivered to the instructors but students did not know this so the workshop was not mentioned directly in the questions.

Bob shared the same observation as Bernard in the excerpt below about how much his instructor's energy and positive attitude changed his learning experience in class.

EXCERPT 2

> She is very, I mean, really very energetic and motivated to teach us. Her positive attitude, especially, smiley face, and friendly atmosphere in class motivated me a lot to study harder. She really always smiles; that is great. Classes are really very relaxing with a lot of fun. It is so clear that she enjoys teaching us and really wants us to improve our English. When I see that, I want to study more.

Another point almost all the interviewees expressed appreciation for was how much their instructors made them feel comfortable in classes. Instructors were informed during the workshops that only verbally telling students that it would be fine if they make mistakes would not be as effective as showing them that making mistakes is a natural part of the language learning process. In the workshops as well as the strategy logs, they were suggested that they could sometimes make conscious mistakes while speaking and smile and thereby help students understand that everyone makes mistakes and what is important is to try to produce the target language (hypothesis testing). These ideas refer to strategy 5: "*encourage risk-taking*"; and 6: "*having mistakes accepted as a natural part of learning*" in the strategy log. Henry's comment, displaying a high motivation (HM) student profile, demonstrated how well this strategy worked in his class:

EXCERPT 3

> One more thing, sometimes our teacher can make mistakes, sometimes intentionally, sometimes unintentionally, and she laughs at herself and you know just takes it so easily and says "oh I just made a mistake by the way this is how you say it normally…" and we laugh because it's such a normal thing; everyone can make mistakes and if she, who is a

professor with a dissertation of herself and publication, can make mistakes it is so normal for us as the learners to make mistakes and it makes us feel more comfortable in class.

Similarly, in her reflections, Henry's instructor acknowledged that she loved using this strategy because it also made her feel more comfortable in class. Observing their instructors make mistakes and naturally admitting it helped students understand that making mistakes is a natural part of L2 learning process and this realization made them feel more comfortable in class. L2 learning is a very face-threatening experience and tense classroom environment causes learning anxiety and hinders L2 learners' motivation (Cheng & Dörnyei, 2007). However, results showed that L2 instructors can decrease learners' anxiety and increase motivation by using motivational strategies like the ones mentioned above.

Shannon, a student with an LM profile, agreed with how comfortable the instructor made her feel in class, even to her surprise, as she always felt very uncomfortable when an English teacher was listening to her speak.

EXCERPT 4

> What I like about this semester's English class is that our teacher always tries to encourage us to communicate in English. No matter what she does, she never stresses me. She's so relaxed and supportive that even if she comes and sits next to me doing a group work, I can still freely continue discussing with my friends without feeling uncomfortable. You know, I was never like this.

Shannon made it very clear that for her the non-threatening atmosphere in class caused a breakthrough in her English learning experience. While talking about her previous English learning experiences and her comfort level in English classes, she said "… I always had this preconceived idea about learning English that I was not good enough and it kept me from being motivated and participating in class". While she was a student with very low linguistic

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confidence before, her instructor's encouraging and positive attitudes, and likely along with the

other strategies in class during the study, helped her develop more confidence. Likewise, Bob

expressed the same point, emphasizing how much the instructor's supportive and encouraging

positive attitudes made him comfortable enough to actively participate in class.

EXCERPT 5

> She does not pressure us. She always smiles which is one of the most important things for me that makes us comfortable in an English class. She tries to cover it when students make a mistake instead of making them feel embarrassed due to the mistake they made. She says things like: "Did you just mean this?" She never puts the student who made the mistake on the spot. If the response is really wrong, sometimes, she gives another student a chance to respond but she does not yet pressure or criticize students for making mistakes.

It is obvious from the example that the instructor often used recast in class which was one

of the feedback types discussed during the workshops. Additionally, instead of positing herself

as the only authority or source of correct information about the L2, the instructor gave

responsibility to other students in class for peer feedback/correction, which was another strategy

in the log (strategy 21), as also suggested in the workshops.

Agreeing with that instructor's more positive attitudes motivated him to a great extent,

John, HM, mentioned his instructor's non-authoritarian attitude as another example of her

positive attitude which he described as a very motivating factor on his class participation.

EXCERPT 6

> … I mean she does not perceive herself as the full authority in class and us as the students, the receptors of what she teaches. She does not have an attitude that she is the teacher and we are the learners. She only guides us so that we can discover things ourselves. She facilitates the class and guides us to discover or understand. She puts us in groups and gives us guidance questions and we learn from the process. She only gives us

feedback when we need help. She does not stick to the book, but she creates curiosity regarding what we will do each class …

During the workshops, strategies and activities, such as the one in the excerpt, that instructors could use to create a more motivational and comfortable learning environment were discussed and also were added to the strategy logs. As seen in the excerpt above, these strategies and activities encouraged learners to be more active by increasing learners' autonomy. Research indicates that increased learner autonomy in the L2 classroom leads to higher motivation (Deci & Ryan, 1985; Ushioda, 2003). Some of the other strategies that aimed to decrease learner anxiety included: strategy 3: *diminishing language anxiety by eliminating or reducing the anxiety provoking elements in the learning environment*; strategy 4: *creating a pleasant and supportive atmosphere with, for instance, smiley face, understanding tone of voice, and positive attitudes*; strategy 5: *encouraging and bringing in humor*; strategy 18: *enhancing self esteem via positive reinforcement*. Classroom observations and instructors' strategy logs and reflective journals already demonstrated that instructors incorporated these strategies in their teaching during the study. Likewise, approximately 15 hours of student interviews indicated that strategies that address lowering/eliminating stress from the L2 classrooms increased students' more confident active classroom participation, resulting in higher motivation.

1.b. More engaging classes with more varieties of strategies and interesting tasks. Another salient change student interviewees realized in their English class regarding their instructor's teaching style the semester of the study was that the class was more engaging with many different strategies and interesting tasks. Students expressed how much they appreciated these lessons which increased students' active participation in class. Joe, HM, for instance, summarized many intriguing activities they did in class with great appreciation.

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EXCERPT 7

> We have done a lot of things in and out of class this semester unlike my previous English classes. We were always doing something [like: mhm] working on a project or group task. For example, one day our instructor brought different newspapers with different political ideologies to the class and she gave each group one newspaper. We all read the same news about the same topic but they were all written from different perspectives. We discussed how the same event could be described so differently based on different ideologies and point of views. I think that activity was amazing. It was very motivating and everyone in class was so engaged in the activity that the instructor had to stop our discussion to move on to the next activity, which would not normally happen in English classes (laughs). We played a lot of interesting online and vocabulary board games. We worked on interesting tasks in pairs or in groups. The teacher also tried to have personal contact with every and each of us so we got to know her better and having that personal relationship with the teacher was motivating.

The excerpt above shows a typical lesson in Joe's class after the motivational workshops. His instructor was very consistent in utilizing a variety of motivational strategies in every class. The instructor's strategy logs also confirmed this with an increasing tendency in strategy use from the beginning of the implementation stage to the end.

After repeating similar points about how engaging this semester's English class was and how they worked on many motivating activities, Barry made his point very clear when he said, "I think ENG 102 cannot be more motivating and efficient than this one". Likewise, Kendra gave many specific examples of activities her instructor designed that she found very engaging.

EXCERPT 8

> I feel more interested in doing the take-home assignments and participating in class because our teacher did her best to draw our attention on the content and actively engage us in class. This class has helped me improve my listening, reading, and writing comprehension skills because we watched many videos in class and read articles and then wrote essays synthesizing them with the videos; I liked it. We never did anything like this before. In one video, two linguists were talking about the importance of English as lingua franca and I remember another YouTube video on the influence of Turkish soap operas on other Middle Eastern countries. They were interesting and fun to watch and the activities followed them were also useful. I don't like doing exercises in the book as we

used to do.

Kendra and Joe were in the same classroom and with the last two excerpts above, they explained two different types of salient motivational characteristics of their English class that semester: increased learner autonomy and increased exposure to authentic L2 materials that enhanced students' realization of the significance of learning English. Both excerpts indicated that instructors' enhanced motivational strategy use increased learner motivation, which aligns with Guilloteaux and Dörnyei (2008) and Papi and Abdollahzadeh (2012).

After the workshops, instructors started designing many activities that required higher-order thinking skills such as synthesis. They started using more Web 2.0 tools not only to present the content but also to practice and review the content. Students mentioned these in their responses as some of the most salient differences they observed in their English class the semester of the study. For instance, Edward listed almost most of the motivating activities his instructor designed and expressed how much he appreciated the effort his instructor put into preparing these materials because they increased his motivation.

EXCERPT 9

> …*for example, Kahoot It! It was an interactive online tool, [… mhm] it was a game; an online vocabulary game. We always do interesting things in class. They all motivate me and I love them. One day we were talking about ads and the logical fallacies on the ads and she brought a lot of magazine samples to the class and one day she brought cartoons to the class to talk about logical fallacies. Those were all very interesting materials; a lot of speaking and discussion. I like speaking activities, group works, pair works, regrouping, and information gap activities; all of these. For example, I learned a new word from one of my group members, segregate, and noun form, segregation, and I don't think I will ever forget those words. She prepares a lot of games, listening and group tasks for us. This has been a great class that has been interesting and motivating.

As seen above in Edward's excerpt, students with high motivation profile could remember

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almost all varieties of strategies and activities used by their instructors and they all expressed

how much they increased their motivation. Likewise, all the other interviewees listed the reasons

why they thought their English class was so motivating and managed to keep almost all the

students active and happy in class. Some of the other activities they mentioned included as Ellen

briefly summarized them:

EXCERPT 10

> … For instance, I love the video activities, jigsaw speaking activities, information gap
> regrouping activities. I think they were very useful. I need to listen to my friends first and
> then regroup and teach it to another friend. It helps me to learn better but also enhances
> my self-confidence. During the semester, we did a lot of engaging activities such as:
> completing reflection sheets after watching online videos to find similarities and
> differences, writing synthesis paragraphs after reading an article in the book and
> watching online videos, sample essay and outlines from previous semesters, and giving
> feedback to our friends. For vocabulary quiz, we had to prepare a vocabulary animation
> video. I think it was fun and interesting to think how to create animation to give the
> words' collocation and meaning. We even listened to and sang a rap song about
> argumentative essay organization. Almost any activity and any material we had this
> semester in class were motivating. Our class this semester was not monotonous at all…

Kendra, Joe, Barry, Edward, and Ellen were not the only students who gave so many

examples of activities or take-home assignments that they found engaging in their English class

during the semester of the study. The fact that students were able to remember so many activities

with so much detail indeed is a great indicator of how engaged they were throughout the

semester. Students' responses showed that instructors designed more engaging lessons that

incorporated a great variety of strategies and collaborative tasks to actively involve students in

the learning process, which ultimately increased students' motivated learning behaviors. All of

these activities and strategies were both discussed in the workshops and included in the logs

(e.g., strategy 22: *Breaking the monotony of classroom events by use if technology, outside*

materials, humor videos, music, collaborative tasks). Classroom observations, reflective

journals, logs and instructors' interviews already indicated that instructors did incorporate these

motivation-enhancing strategies in their teaching. In summary, instructors' consistent and

enriched motivational teaching practice increased students' motivation and some of these

motivational strategies were: collaboration, interaction, genuine and meaningful purpose to

interact, positive challenge, and feeling of self-achievement.

1.c. More effort in class preparation. There was a consensus among the student

interviewees that instructors put more effort by far into their class preparation compared to

previous semesters. Henry, a student with an HM profile, expressed how much he appreciated

his instructor's hard work and how much it motivated him.

EXCERPT 11

> [10]*Some teachers are only focused on completing or covering whatever is in their
> syllabus or curriculum but our instructor is so focused on teaching us and helping us
> improve our English in every possible way! She wants to share all she knows with us.
> When I observe this, I try harder…

Similarly, Debbie, displaying an HM profile, and Bernard, HM, both mentioned how

much their instructors' efforts and preparedness for classes increased their motivated learning

behaviors in class.

EXCERPT 12

> * I feel a bit different this semester because of my teacher. I used to get bored in English
> classes before but this semester never. Unlike other teachers, this semester our teacher tries

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[10] The * by an excerpt in this dissertation has been used to indicate that the quoted excerpt was shared in English
originally by the interviewee so it is not researcher's translation.

so hard to keep us active in a class to keep us talk, participate and contribute to the class. She worked even harder than us…(laughs).

EXCERPT 13

> … Normally, every teacher does not spend so much time on class preparation but she spent so much time and put so much effort into class preparation this entire semester to fire us up; and I was…

As seen in the excerpts above, the interview data indicated that the great amount of time and effort instructors put into their class preparation motivated students and increased their active participation in class. The examples above and many similar others shared during the interviews clearly showed that the extent of instructors' effort in teaching better has a positive impact on students' motivated learning behaviors in class. Thus, this finding confirms that instructors' enhanced motivational teaching practice increased students' L2 motivation.

2. The most influential factor on students' L2 motivation in class. Interviewees all agreed that the instructor was the most motivating factor on their motivation in their ENG 102 class during the semester in question. They emphasized how their instructors' energy and enthusiasm during the semester increased their motivated learning behavior. When they were asked during the interview what motivated them the most during the semester in their ENG 102 class, except for one student, they all answered 'their instructor' as the most motivating factor in class. That student did not directly use the words 'my instructor' but he said "our intimate, friendly, relaxing, interactive and fun class where we learned and had fun at the same time." His answer did not directly name the instructor as the most motivating factor in motivating students but referred to his instructor's teaching style and the learning environment his instructor created in class. Debbie, for instance, expressed her instructors' "energy" as the most motivating factor on her motivation. Barry's comments agreed with hers:

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EXCERPT 14

I would not be this motivated to study English if I was not in this class this semester. Her positive attitudes, energy, facial expressions, class materials, the effort she puts into teaching us, her opinions and feelings about us, and her friendliness […] they all motivated me. She believed in us. She was very funny; made us laugh a lot. She encouraged me to participate more.

While agreeing that instructor was the most motivating figure in class, Debbie (HM) and

Maggie (LM) added their instructors' collaborative group work strategies as very motivating.

Debbie explicitly stated how much they motivated her throughout the class.

EXCERPT 15

*There was lot of interaction in class and the teacher was smiley and friendly so the class was friendly, you know friendly atmosphere in class; so I felt comfortable and motivated.

EXCERPT 16-

Languages are acquired via communication and we learned from each other when we often interacted, communicated in English to complete tasks in groups and pairs in class and that was very motivating. I think our instructor knew what she was doing. I felt more comfortable while working in groups.

As seen in her comment above, Maggie believed that collaborative group tasks were

cognitively challenging yet manageable and they were motivating despite her low-motivation

profile. She argued that she did not like doing homework or writing essays but she appreciated

all the time and energy her instructor put into lesson preparation throughout the semester, which

she found very motivating. Similarly, John emphasized his instructor as being a very motivating

factor in class not only with her enthusiasm for learning English and motivation to teach but also

with her efforts in facilitating group collaboration to encourage students help each other produce the language.

EXCERPT 17

> My instructor's enthusiasm to help us improve our English and our friendly atmosphere in class, her well preparedness for each class motivated me to participate more and really learn. She always brought a lot of materials to the class, group work sheets, reflections, and games. She wrote the objectives on the board every class with a smiley face in the letter 'O' and that little thing motivated me a lot. It made me feel safe because it helped me understand what to expect from the lesson.

Explicitly stating objectives for each lesson and sharing them visually on the board for latecomers or those who get distracted was a strategy discussed and included in strategy logs. Several students mentioned the benefit of clearly stated objectives and described it as their instructors' motivation to teach and care for their understanding.

3. Effects of instructors' motivational teaching on students' motivated learning behaviors. When interviewees were asked to reflect on how they thought their instructors' motivational teaching influenced their motivation to learn English in their ENG 102 class, students provided a great deal of insightful responses with many specific examples from the classes. As a result of rigorous content analysis with an inductive approach on these interview data (Strauss, 1987; Miles & Huberman, 1994), some themes were more salient than the others and they will be discussed with examples in the following section.

Increased awareness in terms of significance of learning English was one of the main patterns across all student reflections on how instructors' motivational teaching influenced their motivation. Students explained how the ENG 102 class helped them become more aware of why they should be learning English. For instance, Edward explained how his instructor's regular

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reminder of how to transfer the skills and information they acquire in their English course to their other departmental courses and professional careers.

EXCERPT 18

> …for example, while learning how to cite sources and materials, borrow ideas from other sources I mean, the instructor told us that this knowledge could also be useful when we write reports in our programs, departmental courses. I think this semester's 102 English course did not only serve its own purpose but it also increased our awareness for our departmental courses, and provided us with academic skills that could help us in our other departmental courses, as well.

Student interview data revealed that awareness raising strategies that the instructors used helped them relate course content to other areas of students' lives outside the English class and students expressed appreciation for this as Edward articulated above. One recurring theme addressed that fact that increased awareness of the benefit of the course content and its relevance to other areas of students' lives motivated them to study more diligently. Students listed many long-term benefits of high proficiency in English such as enabling students to become a part of "international business, global knowledge, international science, and cross-cultural communication" and while listing these, they gave examples from the audio-visual class materials used in classes that enhanced their awareness of these.

Another theme that emerged across all student reflections on how instructors' motivational teaching practice influenced learner motivation was visualization of students' ideal L2 selves. Instructors' motivational teaching practice facilitated students' imagination of their future self who is an efficient speaker of L2 working and communicating with others in English. Special attention during the implementation stage was given to incorporate activities to strengthen students' ideal L2 self to increase L2 motivation. Relevant strategies and activities

were discussed in the workshops, strategy inventory and strategy logs. Students' reflections on

the ideal L2 self vision enhancement in their English classes are presented in the following

section. Students were introduced to the idea of ideal L2 self for the first time in that semester by

their English instructor.

Interviewees' Reflection on Ideal L2 Self Vision Building Tasks

Students reported during their interviews that they loved the video assignments and

several of them described their Ideal L2 Self video without being asked because they were so

excited to share. They stated that they never did any activity like that before. Debbie shared her

L2-related future self image so vividly and with so much enthusiasm that clearly showed her

high L2 motivation profile which was already indicated by her motivated learner behaviors

during the classroom observations and L2MQ. Dörnyei's (2005; 2009) explanation of the power

of the Ideal L2 Self construct includes vivid image of an ideal L2 self with many details and

Debbie's image aligns with it.

EXCERPT 19

   *When I think of my future I can see myself working let's say in New York at a tall
   building with no walls but all windows and everyone is so hard-working and very
   successful around me and the place is very clean just like in the movies. I can easily
   visualize myself working at this private company as an engineer that pays really high and
   can see myself communicating with my coworkers just like a native speaker and I am so
   happy. I think my ability to convince people or communicate with them as effectively as
   possible depends on how proficient I am in English.

In this vivid and detailed description of her future ideal L2 Self image, it is also easy to

see the impact of multimedia and globalization on the construction of ideal L2 self or in other

words, building a "global identity" (Dörnyei, et al., 2006). Furthermore, in her detailed description, there is also an internalized instrumental motive when she said "that pays really high" but it is so internalized and blended with her definition of her proficient L2 speaker self image that it is not an external motivation source any more. Debbie's ideal L2 self image involves her global identity who has a successful job as an engineer working at an international company and it became a part of who she will be or who her Ideal Self is. This finding is in line with previous research indicating that the more vivid and detailed the ideal L2 self image is, the stronger incentive it is for L2 learners to achieve their L2-related goals (Dörnyei, 2009). Taking into consideration that research shows motivated learners as having strong ideal L2 self, it is not surprising to see that Debbie who is the most active participant of class and who has high L2 motivation and proficiency was able to provide such a vivid and detailed description of her ideal L2 self.

Summary

This chapter reported the qualitative analyses of instructor's reflective journals and 21 semi-guided interviews with instructors and students from the experimental group. Both data were analyzed using content analysis with an inductive approach (Strauss, 1987; Miles & Huberman, 1994). The themes that emerged indicated that teachers found the motivational teaching training very useful to develop their own motivational teaching practice. Additionally, they stated that the entire experience of participating in the study over the course of a semester changed their teaching practice enhancing their motivational strategy use. Instructors believed that their motivational teaching practice increased their students' awareness level as L2 learners and increased their learning motivation.

Likewise, students reported during their interviews that their teachers were very motivating, enthusiastic, energetic, positive, supportive, encouraging, creative, and hard working the entire semester. Most students described this semester's EAP class as the best English class they have ever had.

CHAPTER EIGHT:

DISCUSSION AND CONCLUSION

This final chapter presents discussions of findings, how quantitative and qualitative

findings merge to explore the L2 motivation phenomenon in more in-depth perspective, and

concluding remarks. Additionally, pedagogical and methodological implications of the study are

explained. The chapter ends with the limitations of the study and recommendations for future

research.

Since Dörnyei (2005; 2009) offered L2 Motivational Self System framework, studies

have shown the ideal L2 self and L2 learning experience as strong determiners of L2 motivation,

which is a critical factor in L2 achievement (e.g., Cheng & Dörnyei, 2007; Magid & Chan, 2012;

Magid, & Papi, 2009; Thompson & Erdil-Moody, 2014). Recent L2 motivation research shows

that L2 teachers' motivation and their use of motivational strategies influence learner motivation

(Dörnyei, 2001; Dörnyei & Ushioda, 2011; Dörnyei & Kubanyiova, 2014). Yet, how L2 teachers

can develop motivational teaching practice and how this impacts learners' language learning

motivation needs more investigation to be able to offer pedagogical implications of motivational

strategy use in different EFL contexts (Dörnyei, 2005; Dörnyei & Kubanyiova, 2014). How

teacher and learner motivation is transformed into action in the L2 classroom setting and how the

interplay of contextual and motivational factors influence the dynamic and socially co-

constructed language teacher practices and their impact on learner motivation call for more

research, especially in different EFL contexts (Kubanyiova, 2009; Dörnyei & Kubanyiova, 2014).

Hence, inspired by these needs, this study aimed to achieve two overarching goals: a) to examine how a motivational teaching workshop influences L2 teachers' motivational strategy use, and b) to investigate the impact of college EFL instructors' motivational teaching practice on learners' L2 motivation within Dörnyei's L2MSS (2005; 2009a). Data collection was completed in three consecutive phases. Each phase was aimed to address different research questions so a discussion of how each research question was addressed and how qualitative data were analyzed to better explain the quantitative data are provided in the following sections.

This classroom-oriented mixed-methods investigation focused on how the motivational teaching practice of EFL instructors can be enhanced and how instructors' strengthened motivational strategy use impacts students' L2 motivation. This quasi-experimental study used a pre- and post-treatment design with a control group to gain a better understanding of the impact of the treatment – motivational teaching practice (Creswell, 2015). With this advanced mixed-methods design: explanatory sequential design – within the intervention design, data were collected in three phases.

In phase 1, quantitative data were collected via a self-report questionnaire – TUMSS – from both EFL instructors and their students to explore the present motivational teaching practice in the department. Research questions one and two were answered with the data collected in this first phase.

In phase 2, first, five experimental and five control groups were formed out of volunteering instructors. Then L2 motivation of experimental group students was measured first via self-report survey – L2MQ – and then via intensive classroom observations – MOLT. For the

observation purpose, students' L2 motivation was operationalized within two observable variables (alertness and active engagement). In the meantime, instructors' motivational strategy use was also measured via classroom observations – MOLT – in the pre-treatment stage. Next, experimental group instructors were trained to develop their own motivational teaching practice via two intensive workshop sessions delivered by the researcher. After the workshop, instructors consistently implemented the strategies in their classes for six weeks. During the six-week implementation stage, experimental group classes were observed four times at two different time periods, and instructors completed strategy logs and reflective journals. After the implementation period was over, first L2MQ data were collected again from the experimental group students to examine if there was any difference in students' perceptions of their L2 motivation. Next, post-treatment classroom observations were conducted again in both experimental and control group classes with two foci: students' motivated classroom behaviors and instructors' motivational strategy use.

In phase 3, semi-structured interviews were conducted with the three experimental group instructors and 18 students in their classes. The interviews aimed to gain a deeper understanding of a) students' L2 learning motivation, b) instructors' motivational teaching practice, c) how effective the training workshop was for the instructors, d) the effectiveness of instructors' motivational teaching practice on student motivation, e) which motivation-enhancing strategies are found to be the most effective in this specific EFL context, and f) how to improve the training workshop.

The explanatory sequential design – within the intervention design enabled the researcher to collect both quantitative and qualitative data to be able to better understand the current problem – how to enhance the multifaceted L2 learning motivation and what is the best

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motivational strategy use for EFL teachers. Data triangulation enabled the researcher to answer research questions with multiple data types from different sources, which increased the internal validity and trustworthiness of the study.

Merging the Quantitative and Qualitative Results

In this section, quantitative and qualitative findings are presented together in the order of research questions to show how each data set contributes to better understanding of the other data. Analyzing a multifaceted phenomenon such as L2 motivation from so many different perspectives enhanced data triangulation and importance of findings. Additionally, findings are linked to previous research.

Because research indicates that motivational strategy use may show variation in different EFL contexts (e.g., Dörnyei, 2001; Dörnyei & Ushioda, 2011) and that a researcher needs to know the research setting before data collection, an overall motivational strategy use in the department was explored via TUMSS survey, to answer RQ 1 (*What is the overall reported motivational strategy use of Turkish EFL instructors*?). The descriptive statistics results demonstrated that instructors believed they used motivation-enhancing strategies in their teaching. Instructors reported that they used approximately 70% of the strategies in the TUMSS questionnaire meaning that they believed they employed motivational teaching practice.

Lack of student motivation in the department, however, posed a serious challenge to the department in the academic English reading and writing courses, which was one of the reasons why one of these courses was chosen for data collection. L2 motivation research argues that L2 teachers' motivation, motivational teaching practice, enthusiasm, and positive attitudes have a substantial impact on students' L2 motivation (e.g., Dörnyei, 2001; Guilloteaux & Dörnyei,

2008). In this case, with the reported motivational teaching practice of the instructors in the department (according to TUMSS data), student motivation would not be expected to pose a serious problem – but it does.

A close look at the descriptive statistics of the TUMSS data revealed that the motivational strategies that instructors believed that they were using were those that are related to general teaching effectiveness such as item 9: *use of pair/group works* and item 3: *creating friendly learning environment*. However, motivational strategies that are rooted in the L2MSS were reported to be least-frequently or never-used strategies. With the changing face of the world and the inescapable increasing need for intercultural communication and global identity, students might need to be stimulated in class in different ways with the help of strategies rooted in recent research such as ideal L2 self strategies. For instance, the student interview results demonstrated that the most common motivational orientations in learning English were based on students' desire of international posture and knowledge orientation, which is in line with previous research (Csizér & Kormos, 2009).

RQ2 investigated the difference between instructors' and students' perceptions of instructors' motivational strategy use and the independent samples *t*-test revealed a significant difference between the two groups' scores. This might be caused by what feels motivating to students might not correspond to what it means to instructors; or the strategies instructors use might not appeal to students' needs; or simply the strategy performance might not be as consistent and systematic as instructors think they are. This highlights the importance of developing one's own motivational teaching that is consistent and systematic.

Descriptive statistics of TUMSS indicated that the four strategies marked as the least frequently/never used are those rooted in recent research such as item 21: "*I strengthen my*

students' visual image of themselves with high language proficiency in English"; item 19: "*I invite senior students to talk to my class about their positive experiences*"; item 7: "*I share positive views of influential public figures about L2 learning*"; and item 8: "*I emphasize in class my own personal interest in learning English*". Dörnyei and Kubanyiova (2014) offer vision-building activities in L2 classrooms that aim to increase students' awareness of a global need to learn an L2, especially for those interested in intercultural communication. These vision-building strategies were incorporated into the workshop so were used in classes during the implementation period. The results of these are presented in the following sections.

To answer RQs 3[11] and 4, both quantitative and qualitative data analyses were used. To answer research question 3, a paired samples *t*-test was performed on the pre- and post-treatment L2 motivation questionnaire data collected from the experimental group students. The results revealed significant differences for Ideal L2 Self, positive attitudes to the course this semester, L2 learning experience factors in the post-treatment L2 motivation scores. The scores in the post-treatment data were higher than the pre-treatment scores, indicating that students' L2 motivation increased as a result of the motivational strategy use treatment in terms of these three constructs. This finding supports Magid and Chan (2012). However, for the Ought-to L2 self scores, results revealed a very slight drop in the post-treatment questionnaire. These results indicate that the motivational teaching treatment had almost no effect on students' ought-to L2 self but had a very positive impact on the other three latent variables of L2 learning motivation.

The findings of the current study demonstrated the Ideal L2 Self as a stronger predictor of L2 learning motivation while showing the Ought-to L2 Self as a less effective factor on student

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[11] RQ3: "Does the L2 motivation of Turkish-speaking learners studying English increase when taught by instructors using motivation-enhancing strategies over the course of a semester?"

motivation, which lends support to previous research (e.g., Csizér & Dörnyei, 2005b; Dörnyei, 2009; Yashima, 2009).The result about the slightly decreased ought-to L2 self construct entails a deeper understanding of the relationship between ideal and ought-to L2 selves. First of all, both constructs are very dynamic in nature and the immediate learning environment and instructors' pedagogical practices have an important impact on L2 motivation. During the treatment stage, the focus was on enhancing ideal L2 self of students, encouraging them to construct vivid and detailed mental images of their possible future ideal L2 self with high proficiency in English. These along with other strategies and positive, friendly, and encouraging instructor behaviors facilitated the internalization of external motives – identified/integrated regulation (Deci & Ryan, 1985). These two regulations refer to the most internalized external motives because individuals highly value them and identify themselves with them (for a full discussion of the gradual internalization of external motives on a continuum of four regulations: external, introjected, identified, and integrated regulation, see Deci & Ryan, 1985).

Ought-to L2 self refers to L2-related attributes that one believes to possess based on society's expectations and responsibilities. Additionally, ought-to L2 self has a prevention focus versus promotion focus of ideal L2 self which makes it a stronger construct. Students who are motivated via their ought-to L2 self rather than ideal L2 self try to learn the L2 in order to prevent any possible negative consequences such as others' criticism if they cannot achieve their L2-reated goals. Given the positive, stress-free, and non-judgmental environment of the experimental group classes, in the absence of negative consequences to avoid, ought-to L2 self-related external motives that push students to learn English might have converted into the promotion-focused, internal ideal L2 self motives. Consequently, this might explain the slight drop of ought-to L2 self in the post-treatment scores.

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Research also indicates that learners who do not see the professional future relevance of L2 and who are mainly motivated by their Ought-to L2 Self display the least motivated learner profile (e.g., Csizér & Dörnyei, 2005b; Dörnyei, 2009). Similarly, in the interviews it was observed that student interviewees with low motivation profile were more interested in receiving praises of their family, relatives and friends if they had high proficiency in English. This finding related to the Ought-to L2 self that is mainly guided by the external motives to learn an L2 such as societal expectations (Dörnyei, 2009). The interviewees with low motivation also expressed their concern about possible negative consequences they would face if they could not develop high competence in English even though they were students at an English-medium university. They were afraid of "losing their friends' respect" and become the subject of "criticism and gossips" about their lack of intelligence. This belief relates to Markus and Nurius's (1986) "feared self" concept. The feared selves in this case refer to the selves that students are afraid of becoming such as the 'incompetent self' in L2 learning. Even though research indicates that the feared self can instigate more motivated behaviors so that students can achieve their Ideal L2 Self rather than becoming the one they feared, motives grounded in external reasons do not provide as strong incentive to put the extra effort to achieve L2-related goals as one's internalized motives (Dörnyei, 2009). Student interviewees with low motivation very often exemplified this situation.

Students' L2 motivation was operationalized in two ways for the current study: via their self-report responses to the L2MQ and their actual motivated learning behaviors measured via classroom observation scheme, MOLT. This provided not only data triangulation but also more insights into how students' behaviors changed over time due to the treatment. Both the survey data and classroom observation data were analyzed to help answer RQ3. To determine whether

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students in the experimental and control groups demonstrated different motivated learning behaviors in their academic English classes before and after the treatment, a two-way repeated measures ANOVA was performed on the pre- and post-treatment classroom observation data. The results of the repeated measures ANOVA revealed a statistically significant main effect of treatment and indicated that instructors' motivational teaching practice increased students' motivated learning behaviors in class. Experimental group students demonstrated more motivated learning behaviors in class than the control group students. Findings indicated that motivational teaching workshop enhanced instructor's motivational teaching practice, which ultimately increased learners' L2 motivation, which is in line with previous research (e.g., Dörnyei & Ushioda, 2011).

Additionally, the results demonstrated language learning experiences as an important determiner of language learning effort and high motivation which almost had equal importance in motivating students as the ideal L2 self. This finding also confirms Csizér and Kormos's (2009) findings and suggests that language classroom environment and its motivational forces have substantial impact on students' persistence and effort in L2 learning. Highlighting the importance of language learning experience in the L2 class, this finding indicated the significance of instructors' motivational teaching practice (Dörnyei, 2001; Dörnyei & Ushioda, 2011).

Student interviews were in line with the quantitative results concerning students' increased motivated learning behaviors. For instance, post-treatment MOLT results demonstrated classes in which instructors performed more enriched motivational teaching practice with many various and frequent use of motivational strategies. Similarly, student interview data indicated that the current semester's ENG 102 class was the most motivating, active, and entertaining class

interviewees took. Additionally, when students were asked to rate their comfort level in English

classes, all the students rated their comfort level higher than their previous English classes. They

observed their instructors' encouraging, caring, supportive, and motivated behaviors and they

were more motivated. Likewise, researchers qualitative field notes are also parallel to

quantitative and student interview results in that students were more active and engaged in

classes after the treatment. Research also indicates that teacher motivation, preparedness and care

are 'contagious' and affect students' motivation positively (Dörnyei & Kubanyiova, 2014;

Dörnyei & Ushioda, 2011; Kubanyiova, 2006). Dörnyei and Kubanyiova's (2014) description of

this transformational experience in the L2 classroom starting with the teacher accounts for what

these students were experiencing:

> "Teachers can become transformational leaders, and the engine of this
> transformational drive is the teacher's vision for change and improvement.
> The good news about this vision is that it is highly contagious: it has the potential to
> infect the students and generate an attractive vision for language learning in them.
> ... these two [L2 teachers and students] are inextricably linked because the former is
> needed for the latter to blossom" (p.3).

RQ4 examined whether there was any significant difference in instructors' motivational

strategy use after an intensive 6.5-hour motivational teaching workshop with multiple follow-up

meetings over the course of a semester. For this analysis, both quantitative and qualitative data

analyses were used. As part of data triangulation, phase 1 TUMSS data informed the subsequent

data collection and analyses processes. The overall strategy use inventory at the department via

TUMSS instructor data (during phase 1) demonstrated four strategies to be least frequently/never

used (Strategies 21, 19, 7 & 8). The pre-treatment classroom observations also revealed the same

profile of motivational teaching practice as the TUMSS results, meaning instructors' strategy use

was limited and was not updated according to the recent L2 motivation research. Based on the

exploratory data, these strategies were given special attention during the treatment process. At the workshops, the underlying theoretical underpinnings behind these strategies were explained based on the recent L2 motivation theories and findings and sample tasks were recommended to enhance ideal L2 self and to increase learners' awareness for intercultural communication and possible future careers for which students need to have high L2 proficiency.

After the treatment workshop, experimental group instructors' MOLT observation results showed more varied and enriched motivational teaching practice even with the novel strategies such as ideal L2 self, intercultural awareness, exposure to L2 culture and L2 communities. The consequence of instructors' enriched motivational strategy use had a very positive impact on students' motivated classroom behaviors in the post-treatment MOLT results. This was confirmed by the repeated measures ANOVA results which was performed on the pre- and post-treatment classroom observation data collected from both groups to examine whether there was any significant difference in instructors' motivational strategy use after the motivational teaching training. The RM ANOVA results revealed a main effect of treatment on instructors' motivational teaching practice: the motivational teaching treatment had a statistically significant impact on instructors' motivational strategy use in class. Experimental group instructors outperformed the control group instructors in terms of their motivational strategy use. The findings indicated that the motivational teaching workshops enhanced instructor's motivational teaching practice.

Additionally, the follow-up *t*-tests demonstrated significant differences between the pre- and post-treatment classroom observation results of the experimental group but not for the control groups, indicating that motivational training workshop enhanced instructors' motivational teaching (RQ4) and that instructors' enhanced motivational teaching increased

student motivation by the end of the study (RQ3). This finding also supports the previous research. For instance, Deniz (2010) argued that teachers are "important role models for students" and therefore, with their motivation to teach and the amount of effort they are willing to make while teaching, L2 teachers enhance language motivation. The qualitative findings offer a number of examples that support this finding. For example, Debbie and Maggie stated during their interviews how much their instructor's efforts and preparedness for classes increased their motivated learning behavior, regardless of their initial motivational state – Debbie had high motivation while Maggie showed low motivation.

Besides the primary data sources such as L2MQ, TUMSS, MOLT, instructors' reflective journals and interviews, there were secondary data sources to help explain the other data with more insights. These were strategy logs, field notes and post-observation notes. These data sources altogether allowed data triangulation as they enabled exploration of instructors' motivational strategy use and students' L2 motivation and how they affected each other from different perspectives. The positive impact of training on instructors' motivational teaching practice was also reported in the reflective journals, researcher's field and post observation notes. Compared to the pre-treatment and control group classroom observation notes, post-treatment experimental group observation notes indicate a more motivational learning environment due to enhanced and varied consistent motivational strategy use of experimental instructors. Similarly, student interview results are in line with these data, too. For instance, Kendra and Joe explained how their instructor increased their linguistic confidence and L2 motivation by giving them more autonomy and responsibilities via collaborative group tasks and by exposing them to authentic learning materials and engaging content. This also is parallel to Ushioda's (2003) finding that increased learner autonomy in class facilitates L2 motivation.

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Students were reported in these post-treatment reports as more active, engaged, motivated, enthusiastic, happy, and positive in class putting more effort to increase their English proficiency. For instance, the field notes were able to capture the positive change in classes after the treatment as instructors started small talk/chat at the beginning of each class for a few minutes. In one note, the researcher said: "…it is incredible how much a five-minute social chat at the beginning of a class can change the rest of the class ambiance." Student interview results also support this researcher's field note. For instance, Joe stated how much his instructor's personal relationship with each of the students in class motivated him.

Strategy logs were intended to help experimental group instructors keep track of their motivational strategy use during the six-week implementation process. Both the log and instructors' interview data revealed that instructors found completing the strategy logs after each class very useful in terms of varying their strategy use. In the interviews, instructors described completing the strategy logs like a "self-reflection process" because they said they looked at the log before each class to remind themselves of all the different types of strategies on which they worked during the workshops. Instructor interview data also indicated that completing the logs after each class helped them see their strategy use improving each day like a diagnosis instrument.

Phase 2 allowed data triangulation because instructors' motivational strategy use was measured by four different instruments (strategy logs, MOLT, reflective journals, researcher's field and post-observation notes) and learners' L2 motivation was measured by three instruments (L2MQ, MOLT, researcher's field and post-observation notes). Instructors' enriched and more varied motivational strategy use after the workshops was also demonstrated in instructors' strategy logs with their steady level of high frequency of consistent strategy use with a rising

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tendency in the descriptive statistics towards the end of the implementation period. Reflective journal data analysis also revealed that instructors' motivational teaching practice improved as instructors started using more variety of strategies more consistently. The qualitative reflective journal data analyses revealed a very positive impact of the workshop training on instructors' motivational teaching practice not only in the quantity of strategies they used but also in their understanding of their role in motivating students as EFL instructors. This finding lends support to Dörnyei and Ushioda (2011) who asserted that L2 instructors' awareness of their role in enhancing learner motivation is crucial. These findings, answering RQ5 'How did the workshop influence instructors as L2 teachers?', indicate that instructors developed both a better understanding of the L2 motivation phenomenon and enriched motivational teaching practice. Instructors also stated that they developed these as a result of not only attending the workshops but also participating in the study. The finding of the positive impact of the motivational training on instructors' motivational strategy use aligns with Magid and Chan's (2012) positive results. Instructors' enhanced motivational teaching practice had a significant impact on students' motivated classroom behaviors, which also aligns with Guilloteaux and Dörnyei's (2008) and Papi and Abdollahzadeh's (2012) results of the same investigation.

Besides the above-mentioned quantitative results (L2MQ and MOLT), qualitative results also indicate enhanced motivated learning behaviors in the experimental group after the treatment and answer RQ6. For their increased L2 motivation, students indicated teachers as the most influential motivating factor in the L2 classroom which also aligns with L2 motivation research (Çelik, 2004; Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011; Guilloteaux & Dörnyei, 2008; Kubanyiova, 2006).

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All the quantitative and qualitative data demonstrated that at the onset of the study, instructors' motivational strategy use was limited to traditional effective teaching strategies and were not adequate to motivate L2 learners with recent orientations in L2 learning such as international posture, cross-cultural communication, and global identity (Csizér & Kormos, 2009; Yashima, 2009). However, after the treatment, instructors started using more variety of motivational strategies rooted in the recent L2 motivation research and this increased students' motivation as indicated with the L2 motivation questionnaire and classroom observation data. For instance, Edward explained that it increased his motivation to see how much effort his instructor put into preparing materials, exposing them to authentic language context, integrating Web. 2.0 tools, such as Kahoot it and other online vocabulary games, exposing them to L2 culture and community via authentic videos for reflection and take-home research projects.

What was most encouraging is that follow-up communications with the instructors revealed that they have maintained their varied and enhanced motivational teaching practice in the semesters since the study was conducted. Furthermore, they continue using the strategy logs to remind themselves of varieties of useful strategies to increase learner motivation.

These findings suggest that the motivational teaching practice of college EFL instructors should be enriched with the recent research findings and pedagogical implications in order to meet the emerging intercultural needs of EFL students (Yashima, 2009). For instance, the student interview results demonstrated that the most common motivational orientations in learning English were based on students' desire of international posture and knowledge orientation – motivational orientations resulted from global identity needs of the world in which we live (Csizér & Kormos, 2009). For instance, almost all the student interviewees stated that it was easier for them this semester to relate the course content to other areas of students' lives outside

the L2 class thanks to instructors' awareness raising strategies such as highlighting how knowing an L2 can be potentially useful for students, encouraging intercultural community, and enhancing students' visualization of ideal L2 self. Grounded in the late L2 motivation research, visualization of ideal L2 self image video-recording activities were found to be very motivating because they facilitated students' imagination of their future self as a proficient L2 speaker, which eventually enhanced their L2 motivation. Ellen and Debbie, for instance, explained that the future self image visualization video activity motivated them and increased their self-confidence because imagining themselves as a proficient L2 speaker who communicates in English with native speakers on a daily basis helped them realize that it was not impossible.

Finally, these newly emerging motivational orientations to learn an L2 and the findings and examples stated above require L2 instructors to adapt their motivational teaching practice to the changing needs of their students. The instructor interview data demonstrated that in-service EFL instructors benefit from motivational teaching training no matter how long they have been teaching. Therefore, it could be beneficial to incorporate a motivational teaching training in pre-service L2 teacher education programs. This study contributes to L2 teaching and L2 teacher education by offering a model for motivational teaching practice training workshop for either in-service or pre-service L2 teachers. With the empirical data collected through triangulated data, this study demonstrates that a) L2 instructors' motivational teaching practice can be enhanced and b) L2 instructors' enriched motivational teaching practice increases learner motivation.

Methodological Implications

This study demonstrates that combining quantitative and qualitative research paradigms to explore complex phenomena such as language learning motivation provides a great deal of

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data enriched with data triangulation providing more insights from many different perspectives which otherwise would be impossible to achieve. Rigorous data collection and analysis processes increase the reliability/credibility of the findings and this study sets a good model for future L2 motivation studies.

Another important point is researcher's motivation and enthusiasm in her study and topic and how much this affects the entire research process. One of the challenges of researchers is to be able to find participants and this was expected to be a challenge for this study, too. So many contingency plans were generated to take action if enough participant number was not achieved for the experimental group. Contrary to all the challenges anticipated during the proposal stage, more instructors volunteered to participate in the experimental group than expected and two additional instructors attended the workshop sessions although they were not involved in the study. Interview data revealed that researcher's enthusiasm to share knowledge and experiences with the trainees had a very positive impact on them. During the interviews, all the instructors provided unsolicited feedback on these benefits. For instance, Emily and Fiona said the researcher's passion was "contagious" encouraging them to work harder. Dörnyei (2001) describes L2 teachers' passion and excessive dedication to their jobs as a "commitment towards the subject matter [which] then becomes 'infectious', instilling in students a similar willingness to pursue knowledge. Likewise, a researcher's passion and dedication to her research interest became infectious instilling in instructors a similar passion to do their best in order to enhance their motivational teaching practice to increase their students' L2 motivation and facilitate their language learning process in class.

Implications for the L2 Classroom and Turkish EFL Context

L2 motivation is still one of the biggest challenges that Turkish EFL instructors, especially college level EAP instructors, encounter every day. In line with previous research, findings of the current study indicate the Ideal L2 Self as the strongest predictor of L2 learning motivation while demonstrating the Ought-to L2 Self as a less effective factor on student motivation (e.g., Csizér & Dörnyei, 2005b; Dörnyei, 2009; Yashima, 2009). Likewise, findings suggest that L2 learning experience was also influential on learner motivation, which also supports the previous research (Csizér & Kormos, 2009; Kormos & Csizér, 2008; Ryan, 2009; Taguchi et al., 2009).

Another important finding of the study that might offer pedagogical implications for the L2 classroom is that L2 teacher is the most important factor on learner motivation (Dörnyei, 2001; Dörnyei & Ushioda, 2011; Dörnyei &Kubanyiova, 2014). Therefore, it is critical that L2 instructors develop motivational teaching practice and they try to use various motivational strategies consistently and systematically in their classes. The current study involved two educational leaders at the department (Helen, research and development coordinator and Emily, professional development coordinator) and this enhanced accessibility of the study findings and motivational teaching practice training, which increases contribution of the study. One participant was not a leader so contributed to the process with her 'only teacher' voice.

Most L2 teacher education programs lack motivational teaching training. Mostly, L2 motivation is a part of one chapter that is generally covered in several pages in either an L2 language teaching pedagogy or SLA book. The current study offers empirical evidence that even short and intensive motivational teaching training for in-service L2 teachers can generate fundamental changes in one's teaching. This study offers two helpful instruments that were

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specifically designed for the current study – the strategy log and the Teacher's Use of Motivational Strategies Scale (TUMSS). These two instruments, along with training workshops like the one organized for this study, could be used in training pre-service or in-service language teachers to develop their own motivational teaching practice that they feel comfortable to use in class. With the design, content and materials of the workshop, the researcher hopes to contribute to L2 teacher education in terms of developing motivational teaching.

One thing to note is the fact that all the experimental group instructors were experienced L2 teachers with approximately 10-year-in-service teaching experience. The motivational teaching practice training workshop in this study was designed for these experienced teachers. Best practices of motivation-enhancing strategies might differ for novice teachers due to their inexperience with handling multifaceted collaborative tasks and motivational tasks that require skillful management of varieties of different strategies in one task. In such a case, an adaptation of the Motivational Strategy Use Inventory (Adapted from Dörnyei, 2001) that was used in the workshop (see Appendix O) can be used to examine novice L2 teachers' perspective on and familiarity with motivational strategies. A training workshop can be organized based on this exploration and their needs. The length of the training, however, should be arranged based on instructors' previous language teaching experience and the expectations of the institution. For instance, training workshop for novice instructors might need to be longer and the content of the workshop might need to be tailored to their background knowledge in L2 motivation and motivational teaching practice. Additionally, the number and nature of strategies for this study might need to be adapted for novice teachers. There were 39 strategies offered in the strategy logs and some of them needed intensive classroom management strategies, which might not be appropriate for novice teachers. Following a collaborative discussion with the experienced and

novice teachers at an educational institution on the effectiveness and appropriateness of

strategies for their particular L2 teaching context, strategies offered in this study can be modified

to develop the best motivational teaching practice guideline for any specific context. The most

important thing to consider while organizing a motivational teaching practice training workshop

is to be able to increase instructors' awareness of the importance of teacher enthusiasm and

motivation in increasing learner motivation. In addition to this, developing a motivational

teaching practice with which instructors feel comfortable and confident to implement in their

classes is crucial to obtain better outcomes.

With the Ideal L2 Self activity (see Appendix M), which students found one of the most

helpful activities of the semester that increased their motivation and awareness of importance of

learning an L2, the researcher hopes to offer creative ideas that could be used in class to

strengthen students' vision of their Ideal L2 Self. This also is in line with Dörnyei and

Kubanyiova's (2014) recommendations to build vision in the L2 classroom. It is hoped that the

implications of these findings will help L2 teachers when they are ready to transform their vision

into action.

Interviews as Eye-opening Experience for L2 Learners

One common theme that emerged from student interview data about the entire interview

process is noteworthy and can shed more light onto literature on qualitative interviewing.

Students expressed their appreciation for being given the opportunity to participate in the

interview because it was an "eye-opening" experience for them. For instance, Frank was

studying civil engineering and displayed a low-motivated student profile. He sometimes

experienced challenges when he could not relate the EAP course content to his life. During the

interview, while elaborating on class activities that he found motivating, he struggled to connect the content 'argumentative essay writing' to his life because he could not see how he could possibly be using argumentative essay structure while working as a civil engineer. Due to the flexibility of conversational approach to qualitative semi-structured interviews, the interviewer digressed from the interview protocol and shared a brief scenario with him where he could be using his argumentative skill while applying for a very competitive job. Frank immediately expressed how excited he got upon realizing the connection with what he previously learned. Realizing how the class content could be transferred into everyday situations, he was more motivated to identify other connections, which eventually increased his awareness and motivation as was noticed in students' subsequent visits to researcher's office to ask for advice regarding how to improve his L2 proficiency. In contrast to IRB regulations that assume interviews or engaging with participants as a potential risk and disadvantage, semi-structured interviews when conducted in a relaxed and comforting setting, can be a beneficial experience for the interviewees (Opsal, Wolgemuth, Cross, Kaanta, Dickmann, Colomer, & Erdil-Moody, 2015).

Significance of the Findings and Pedagogical Implementations

The current study enhances L2 motivation literature in several ways. One of the contributions is its multifaceted research design: qualitative research approach blended with quantitative approach in an advanced mixed-methods research design with a treatment component. This is especially important considering that individual differences, including L2 motivation, have been predominantly studied via quantitative research methods. For instance, after the L2MSS theory was coined, Dörnyei and Ushioda (2009) edited a book on L2 motivation

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including seven quantitative studies. In the entire book, there were only two qualitative studies, which Thompson and Vásquez (2015) describes as "represent[ing] the beginning of a shift in motivation research".

In the current study, semi-guided interviews, reflective journals, field notes, and post-classroom observation notes were utilized to gain more insights into the relationship between instructor's motivation to teach and students' motivation to learn English. Even though all the other quantitative and qualitative analyses which were utilized in the study contributed a great deal of data, capturing main aspects of language learning motivation and having interviews with both participant groups facilitated a deeper understanding of the dynamic nature of motivation. They elucidated how much L2 teachers and the learning environment they create in the L2 classroom influence students' motivation.

Following Patton's (2002) suggestion, semi-guided interview approach was combined with the conversational strategy during the interviews and this offered flexibility in exploration of certain subjects in greater depth or in the flow of the interview. This way, interviews started with short narratives of both groups' previous L2 teaching/learning experiences and provided insights into their personal stories which otherwise would remain inaccessible.

Another significance of the current study is that at the time of writing this dissertation, there were no other published studies using a motivational strategy scale like TUMSS, which was designed for the current study (adapted from Dörnyei, 2001; 2005; 2009), to measure college L2 instructors' motivational teaching practice, let alone in the context of Turkey. Additionally, at the time of this study, there were no other studies that compared instructors' and students' perceptions of EFL instructors' motivational teaching practice and this increases the significance of this phase of the study. A comparison between students' and their instructors'

perceptions of motivational strategy use might provide insights for instructors in terms of how accurately their pedagogical planning or actions are actually perceived by their students. Using these results as a diagnostic assessment of their motivational strategy use at the beginning of a semester, instructors can measure the strength of their strategy use or the quality of their activity planning or even examine how much they are able to tailor their lessons to the needs and goals of their students by means of their adapted motivational teaching practice. For instance, students in the experimental group in this study who demonstrated very high motivation showed high awareness of their instructors' motivational strategy use because they were able to list almost all the activities, strategies, and in-class and outside of class assignments. This can be an indicator of instructors' well-planned and well-delivered motivational teaching practice as well as the students' increased awareness and motivation due to the treatment.

Another contribution of this phase to the literature was the exploratory factor analysis performed on the TUMSS questionnaire. A motivational strategy use scale based on Dörnyei's (2001; 2005; 2009) L2MSS theory has not been used in any other studies yet and therefore, an exploratory factor analysis has not been performed on it. The results of the factor analysis are confirmed by the results of the classroom observation, strategy log and reflective journal data. Strategies 7, 8, 10, 11, 17, 18, 19, 21, and 22 that loaded negatively in the EFA were based on the L2MSS theory (Dörnyei, 2005; 2009). This indicates that these strategies were not used by the EFL instructors in classes. For instance, strategy 21 '*Teaching self-motivating strategies by strengthening students' visual image of themselves with high language proficiency in English*' aims to strengthen the Ideal L2 Self of students which is one of the core components of the L2MSS theory. Likewise, other strategies that relate to the L2MSS theory (Dörnyei, 2005, 2009) that negatively loaded on Factor 3 were as follows: item 10 '*Promoting exposure to L2 cultural*

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products to familiarize students with the L2 culture', item 7 '*Sharing positive views of influential public figures about language learning*', or item 11 '*Highlighting how knowing English can be potentially useful for students*'.

Similar to the L2MSS theory (Dörnyei, 2005, 2009), the underlying intention in all these strategies is to facilitate both L2 learners' image of themselves as proficient L2 speakers and their internal reasons to continue increasing their proficiency in the L2. The fact that these strategies were not yet a part of English instructors' motivational teaching practice shed light on the preparation of the motivational strategy training for the experimental group instructors in phase 2. During the workshop, therefore, a detailed L2MSS training was provided for the instructors so that they could better comprehend the underlying theory behind these strategies. Additionally, specific in/outside class learning tasks implementing these strategies were sometimes collaboratively prepared.

Another significance of the study is that there was only one published study (Thompson & Erdil-Moody, 2014) that performed an EFA on the L2 motivation questionnaire including the Ideal and ought-to L2 Self constructs in the EFL context of Turkey. Hence, it is hoped that the EFA findings will contribute to the L2 motivation research providing verification on how the L2 motivation manifests itself in different EFL contexts.

The extent of the data triangulation in the current study also contributed to the significance of the study. The negative loadings of F3 on the EFA were verified with the TUMSS, classroom observations, instructors' reflective journals and strategy logs that instructors' motivational teaching practice did not address motivational elements according to the recent L2 motivation research. These included visualization of an ideal L2-related image of students, increasing students' awareness of potential global uses of having high proficiency in an

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L2, or establishing relevance of course content to other areas of students' lives such as their departmental courses, future careers, professional, social and personal lives. Integration of these strategies into instructors' motivational teaching practice enhances students' L2 learning motivation and persistence in improving their proficiency in the L2.

Limitations of the Study

The small number of experimental group instructor sample size (five teachers) might be found inadequate for generalizability concerns so further research is suggested with larger sample size. However, multi-step data collection via seven different instruments, recurring observations of each class (100 hours in total) and 21 in-depth interviews and their transcription and analyses required more time and work for the researcher compared to traditional L2 motivation studies that collect massive data only via questionnaires. That is why five instructors and their 10 classes were seen as reasonable for the current study. For further research, it is also recommended to keep the training for teachers longer for more permanent conceptual and behavioral change in their teaching practice.

"In teacher education, we cannot make adequate sense of teachers' experiences of learning to teach without examining the unobservable mental dimension – mental lives of teachers – of this learning process" (Borg, 2006, p. 163). Therefore, to be able to understand teachers' impact on student motivation, we first need to analyze teachers' mental processes to be able to make more sense of their behaviors, beliefs, attitudes towards teaching and their teaching practice. The intertwined relationship of these factors shapes their teaching practice, which ultimately directly influences student motivation (Borg, 2006). Hence, a more elaborate understanding of teachers' thought processes, beliefs, and values regarding motivational teaching

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practice was aimed in this study through in-depth interviews and reflective journals. However, if the data collection process could be longer allowing multiple interviews and maybe focus group interviews with the teachers and students separately, more elaborate data could be collected. Thus, it is recommended for future research, to allot more time for data collection if possible. As it was noted earlier, it was not possible for the current study.

Recommendations for Future Research

This study incorporated two theoretical frameworks to spontaneously transform behaviors of two inextricable participant groups: L2 teachers and L2 learners. To guide and analyze L2 teacher's use of motivational strategies, Motivational Teaching Practice in the L2 Classroom framework (Dörnyei, 2001) and to analyze students' L2 motivation, L2MSS (Dörnyei, 2005; 2009) theories were followed.

However, the situated conceptualization of L2 motivation followed by the process models of L2 motivation have paved the way to the realization of the dynamic nature of L2 motivation causing a shift in research towards exploration of L2 motivation within the dynamic systems theory. Therefore, further research is recommended to examine motivational teaching practice and how it influences learner motivation from a dynamic systems theory (Dörnyei, 2014; Dörnyei, MacIntyre, & Henry, 2014). As well as further exploring the dynamic concept of L2 motivation and motivational teaching practice, further research should include an investigation of how motivating strategies differ for different language teaching and how motivating teaching strategies differ according to context.

Conclusion

This longitudinal, pre and post-treatment design, mixed methods explanatory sequential design within the intervention advanced design study aims to suggest pedagogical implications for both L2 classroom practices and L2 teacher education. The findings of the current study indicate that L2 teachers have potential to raise learners' motivation and help them maintain their motivation throughout their L2 learning process by using motivational strategies consistently and systematically in their classes and developing a motivational teaching practice. A synthesis of diverse data analyses demonstrates that experimental group instructors developed a very solid and well-grounded motivational teaching practice and eagerly implemented this in their classes every chance they got. This was also confirmed by students' stories and reflections during their interviews. They shared examples of how their instructors' motivation, enthusiasm, encouraging, supportive, and positive behaviors increased students' motivation in class. This finding also corresponded with instructor's reflections, quantitative and qualitative classroom observation data, researcher's field notes and reflections and finally the instructor interviews. The rich data triangulation helped explore these two L2 motivation-related phenomena from different angles bringing great insights into the whole research process.

Although further research is required to gain a more complete understanding of the L2 learning motivation and teachers' motivational practices to enhance learners' motivation, it is hoped that the findings of this study will contribute to the understanding of the motivation construct in a relatively understudied EFL context, Turkey. It is important to conduct more empirical studies on L2 motivation and motivational strategies at various EFL settings to gain a broader perspective of how to enhance L2 motivation in the language classrooms via the instructional and motivational strategies that language teachers can employ. Other researchers

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can replicate this study, adapting strategies, instruments, and the MTP training workshop to tailor to their specific L2 context.

The study presents data that demonstrate the importance of teachers' motivational strategy use in the Turkish EFL context and how their practice can be enhanced to increase learner motivation. L2 teachers are considered to be one of the most influential factors that can initiate a change in L2 learners' self guides (ideal or ought to) so that learners have more long-term goals and are inspired to achieve their L2-related goals (Dörnyei & Ushioda, 2011). It is also hoped that this and many other SLA studies in various understudied EFL contexts will shed more light on language teacher education and training for optimal learning outcomes.

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APPENDICES

Appendix A – Teachers' Use of Motivational Strategy Scale (TUMSS) - Ins.

(Adapted from the Motivational Teaching Practice & L2MSS Frameworks (Dörnyei, 2001; 2005)

The following questionnaire is a list of motivational strategies that L2 teachers use grounded in their motivational teaching practice. Please put a tick in the box which most accurately describes how frequently you use each strategy (please do not feel that you are expected to use all of them). 1(almost *never*) neredeyse hiç bir zaman; 2 (occasionally) arada bir; 3 (sometimes) bazen; 4 (generally) genellikle; 5 (often) sık sık; 6 (almost *always*) nerdeyse her zaman

	How often do you use these strategies?	almost never	occasionally	sometimes	generally	often	almost always
1	I use ice-breakers at the beginning of each class						
2	I clearly state lesson objectives at the beginning of each class						
3	I create a friendly stress-free learning environment						
4	I encourage risk-taking in my classes.						
5	I give a genuine meaningful purpose to students to work on activities						
6	I establish connections between my course content and outside world						
7	I share positive views of influential public figures about language learning						
8	I emphasize in class my own personal interest in learning English						
9	I promote interaction and cooperation in my classes						
10	I promote exposure to L2 cultural products to familiarize students with L2 culture.						
11	I highlight how knowing English can be potentially useful for my students						
12	I arouse curiosity or attention before activities						
13	I prepare tasks that are manageable yet challenging						
14	I encourage self correction						
15	I offer praise and constructive feedback for effort and/or achievement						
16	I have my students cooperate in small groups						
17	I encourage learners to explain their failures by the lack of effort rather tan by their insufficient ability						
18	I show students that I value English learning as a meaningful experience because it brings satisfaction and/or enriches my life.						
19	I invite senior students to talk to my class about their positive experiences.						
20	I have mistakes accepted as a natural part of learning.						
21	I teach self-motivating strategies						
22	I emphasize the importance of intercultural community in my teaching						
23	I encourage peer correction						
24	I bring in and encourage humor						
25	I show my students that I care about their progress						

Appendix B – Teachers' use of Motivational Strategy Scale (TUMSS)- Sts

(Adapted from the Motivational Teaching Practice & L2MSS Frameworks (Dörnyei, 2001; 2005)

"Türk öğrencilerin İngilizce öğrenimi motivasyonlarini etkileyen faktörler konulu araştırma projesine katılmayı kabul ettiğiniz için teşekkür ederiz. Yanıtlarınız yabancı dil öğrenimi ve öğretilmesi sürecinin aşamalarını daha ayrıntılı anlamamıza yardımcı olacaktır. Bu anketi tamamlamanız yaklaşık olarak **bir iki dakikanızı** alacaktır. Bu anketi tamamlamak zorunlu değildir ve yanıtlarınız gizli tutulacaktır. Konu hakkında daha fazla bilgi edinmek ve sorularınız için zerdil@mail.usf.edu adresinden Zeynep Erdil-Moody ile iletişime geçebilirsiniz.

Aşağıda yabancı dil öğretiminde kullanilan bazı stratejiler verilmistir. Lütfen yabanci dil sinifi ogretmeninizin bu stratejileri ne sıklıkla kullandıgını uygun kutuları isaretleyerek belirtiniz. Örneğin verilen, öğretmeninizin hic kullanmadigi bir strateji ise "almost never", her zaman kullandigi bir strateji ise "always" kutusunu isaretleyebilirsiniz.

The following questionnaire is a list of motivational strategies that L2 teachers use grounded in their motivational teaching practice. Please put a tick in the box which most accurately describes your instructor's use of each strategy (please do not feel that you are expected tick all the boxes). 6 (almost *always*) nerdeyse her zaman; 5 (often) sık sık; 4 (generally) genellikle; 3 (sometimes) bazen; 2 (occasionally) arada bir; and 1(almost *never*) neredeyse hiç bir zaman.

	How often does your ENG instructor use these strategies?	almost never	occasionally	sometimes	generally	often	almost always
	Question: This semester, my foreign language instructor/ Bu dönem yabancı dil öğretmenim						
1	**uses ice-breakers at the beginning of each class** *derse, bizi rahatlatıcı kisisel sohbetlerle ya da interaktif, teyatral veya iletişimsel etkinlikler ile baslar*						
2	**clearly states lesson objectives at the beginning of each class** *her dersin basında ders amaçlarını açık bir sekilde bizimle paylasır*						
3	**creates a friendly stress-free learning environment** *bizim icin gergin olmayan stresten uzak bir sınıf ortamı saglar*						
4	**Encourages risk-taking in our classes** *derslerimizde risk almayı teşvik eder*						
5	**gives us a genuine meaningful purpose to work on activities** *sınıf aktivitelerine katılmamız icin bizi motive edecek gerçekçi sebepler verir*						
6	**establishes connections between her/his course content and outside world** *kendi ders içeriğini sınıf dısında ki hayatımıza bağlantılar kurarak isler*						
7	**shares positive views of influential public figures about language learning** *halk arasında etkili ve sevilen kisilerin dil öğrenimi hakkında ki olumlu yorumlarını bizimle paylasır*						
8	**emphasizes in class her/his own personal interest in learning a foreign language** *Yabanci dil öğrenimine olan kisisel ilgisini bizimle paylasır*						
9	**promotes interaction and cooperation in classes** *öğrenciler arasında ortak çalısmayı ve karsılıklı iliskileri guçlendirmeye çalısır*						
10	**promotes exposure to L2 cultural products to familiarize us with the L2 culture** *ögrendiğimiz yabancı dilin kulturunu bize tanıtan, o kulturu yansıtan urunler ve materyallerle dile ve kulturune olan yakınlığımızı artırır*						
11	**highlights how knowing English can be potentially useful for us** *Ingilizce bilmenin bizim icin ne gibi faydaları olabilecegini bize anlatır*						
12	**arouses curiosity or attention before activities** *Aktivitelere baslamadan once bizim merakımızı ve ilgimizi artırır*						
13	**prepares tasks that are manageable yet challenging** *Hafif zorlayıcı fakat basarabileceğimiz zorlukta aktiviteler hazırlar*						
14	**encourages self correction** *hatalarımızı duzeltmemiz icin bizi cesaretlendirir*						

		almost never	occasionally	sometimes	generally	often	almost always
15	**offers praise and constructive feedback for effort and/or achievement** *çabamiz ve/ya da basarımız icin bizi over ve yapıcı geribildirim verir*						
16	**has us cooperate in small groups** *kucuk gruplar halinde beraber çalismamızı ister*						
17	**encourages us to explain our failures by the lack of effort rather than by our insufficient ability** *Bir seyi basaramadığımızda, bunu yeteneğimizin az olmasi ile degil, yeterince çaba harcamamıs olmamızla anlatmamızı tesvik eder*						
18	**Shows us that s/he values learning a foreign language as a meaningful experience because it brings satisfaction and/or enriches one's life** *Yabanci dil öğrenimine ne kadar önem verdigini ve bunun hayatını zenginlestiren ve onu mutlu eden önemli bir deneyim olduğunu söyler*						
19	**invites senior students to talk to us about their positive experiences** *Olumlu Ingilizce öğrenme deneyimlerini bizimle paylaşmaları için son sınıf öğrencileri sınıfımıza davet eder*						
20	**has mistakes accepted as a natural part of learning** *Bize hataların öğrenmenin doğal bir parçası olduğunu öğretir*						
21	**teaches self-motivating strategies by strengthening our visual image of ourselves with high foreign language proficiency** *Kendimizin yuksek yabancı dil becerisine sahip imajımızı beynimizde guçlendirerek, kendi kendimizi motive etmemize yardımcı olur*						
22	**emphasizes the importance of intercultural community in class** *derslerimizde kulturlerarası iletisimin ve toplumun önemini vurgular*						
23	**encourages peer correction** *derste arkadaslarımızın hatalarını duzeltmemizi destekler*						
24	**brings in and encourages humor** *derslerde espiri yapar ve bizim de yapmamızı destekler*						
25	**shows us that s/he cares about our progress** *bizim kendimizi gelistirmemizle yakından ilgilenir*						

Appendix C – The Turkish Version of the L2 Motivation Questionnaire- L2MQ

(Adapted from Taguchi et al., 2009; Guilloteaux & Dörnyei, 2008)

Turk öğrencilerin İngilizce öğrenimi sürecinde İngilizce öğretmenlerinin sistemli ve sürekli kullandıkları motivasyon artırıcı stratejilerin öğrencilerin İngilizce öğrenme motivasyon ve başarılarını nasıl etkilediğini inceleyen bu projeye katılmayi kabul ettiğiniz için çok tesekkürler (Pro00016576**).**

Yanıtlarınız yabancı dil öğrenimi ve öğretilmesi sürecinin aşamalarını daha ayrıntılı anlamamıza yardımcı olacaktır. Bu anketi tamamlamanız yaklaşık olarak 10-15 dakikanizi alacaktır. Bu anketi tamamlamak zorunlu değildir ve yanıtlarınız gizli tutulacaktır. Konu hakkında daha fazla bilgi edinmek ve sorularınız için zerdil@mail.usf.edu adresinden Zeynep Erdil-Moody ile iletişime geçebilirsiniz. Bu çalışmanın amacı, İngilizce öğrenimimi oldukça etkileyen yabanci dil öğrenme motivasyonunu artıracak yöntemleri incelemek ve yeni önerilerde bulunmaktır.

Aşağıda yabanci dil öğrenme motivasyonunuz hakkında bazı sorular verilmiştir. Lütfen size en uygun gelen yanıtı seçerek işaretleyiniz. Örneğin verilen ifadeye kesinlikle katılmıyorsanız "Hiç katılmıyorum" seçeneğini, kesinlikle katılıyorsanız "Kesinlikle katılıyorum" seçeneğini işaretleyiniz.

Part One

The following are a list of questions about your foreign language learning motivation. Please check the circle which most accurately describes your answer for the question below. If you don't agree with the statement, you would mark the circle all the way on the left under "not at all." If you agree, you would mark the circle all the way on the right under "tremendously." Hiç katılmıyorum (not at all) / Pek katılmıyorum (not very much) / Az katılmıyorum (slightly not) / Az katılıyorum (slightly) / Çok katılıyorum (very much) / Kesinlikle katılıyorum (tremendously

Question: Do you agree/disagree with the following?	not at all Hiç düşünmüyorum	not very much Pek düşünmüyorum	slightly not Az düşünmüyorum	slightly Az düşünüyorum	very much Çok düşünüyorum	tremendously Kesinlikle düşünüyorum
1 I am happy that I am taking this course this semester Bu dönem bu Ingilizce dersini aldigim icin mutlu hissediyorum						
2 I imagine myself as someone who is able to speak English. Genellikle kendimi Ingilizce konusabilen biri olarak hayal ediyorum.						
3 I consider learning English important because the people I respect think that I should do it. Ingilizce öğrenmeyi önemli göruyorum cunku saygi duydugum insanlar Ingilizce öğrenmem gerektigini dusunuyorlar						
4 I can imagine myself speaking English with international colleagues. Kendimi yabanci is arkadaslarimla Ingilizce konusurken hayal edebiliyorum.						
5 I look forward to my English class this semester. Bu donem Ingilizce dersimi dort gozle bekliyorum						
6 I can imagine myself speaking English as if I were a native speaker of English. Kendimi ana dilim gibi Ingilice konusan biri olarak hayal edebiliyorum						
7 I have to study English, because if I do not study it, I think my parents will be disappointed with me. Eger Ingilizce'yi öğrenmezsem, ailem hayal kirikligina ugrayacak						
8 I imagine myself reading and writing in English easily. Kendimi rahatlikla Ingilizce yazar ve okurken hayal ediyorum						

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Question: Do you agree/disagree with the following?	not at all Hiç düşünmüyorum	not very much Pek düşünmüyorum	slightly not Az düşünmüyorum	slightly Az düşünüyorum	very much Çok düşünüyorum	tremendously Kesinlikle düşünüyorum
9 English is one of my favourite subjects at school this semester. Bu donem Ingilizce en favori derslerimden biri.						
10 I study English because close friends of mine think it is important. Ingilizce öğreniyorum cunku yakin arkadaslarim bunun önemli oldugunu dusunuyorlar.						
11 I enjoy my English lessons this semester because what we do is neither too hard nor too easy. Bu donem Ingilizce derslerimi seviyorum cunku dersin icerigi benim icin ne cok zor ne de cok kolay.						
12 Studying English is important to me in order to gain the approval of my peers/teachers/family/ boss. Ailemin, arkadaslarimin, öğretmenlerimin, ve patronumun onayini alabilmek icin Ingilizce öğrenmek benim icin onemli						
13 If I fail to learn English, I will be letting other people down. Eger Ingilizce öğrenmeyi basaramazsam, baskalarini hayal kirikligina ugratacagim						
14 In English lessons this semester, I usually understand what to do and how to do it. Bu dönem, Ingilizce derslerinde ne yaptigimizi ve nasil yapmamiz gerektigini genellike anliyorum.						
15 I imagine myself writing English e-mails fluently. Kendimi Ingilizce e-postalari akici bir sekilde yazarken hayal ediyorum						
16 Learning English is necessary because people surrounding me expect me to do so. Inglizce öğrenmem gerekli cunku cevremde ki insanlarin benden beklentisi boyle.						

Question: Do you agree/disagree with the following?	not at all / Hiç düşünmüyorum	not very much / Pek düşünmüyorum	slightly not / Az düşünmüyorum	slightly / Az düşünüyorum	very much / Çok düşünüyorum	tremendously / Kesinlikle düşünüyorum
17	My parents believe that I must study English to be an educated person and get a good job. Ailem, egitimli bir birey olabilmek ve iyi bir is bulabilmek icin Ingilizce bilmenin bir sart oldugunu dusunuyor.						
18	I immediately ask the teacher for help, if I have a problem understanding something in English class Ingilizce derslerinde, anlamadigim bir sey olursa hemen öğretmenime soruyorum.						
19	I like the atmosphere of my English lesson this semester. Bu donem Ingilizce dersi ortamini seviyorum.						
20	I can imagine myself living abroad and having a discussion in English. Kendimi yurt disinda yasarken ve Ingilizce konusurak tartisabildigimi hayal edebiliyorum.						
21	I find the assignments for this class useful this semester. Bu dönem, Ingilizce derslerim icin verilen odevleri faydali buluyorum.						
22	I can imagine myself living abroad and using English effectively for communicating with the locals Kendimi yurt disinda yasarken ve Ingilizce'yi etkili bir sekilde kullanirken hayal edebiliyorum.						
23	I try to use what I have learned in my English class outside of the class as well. Ingilizde derslerinde öğrendiklerimi ders disinda da kullanmaya calisiyorum.						
24	I am sure that one day I will be able to speak English very well. Bir gun cok guzel Inglizce konusabilecegimden eminim.						

Question: Do you agree/disagree with the following?	not at all Hiç düşünmüyorum	not very much Pek düşünmüyorum	slightly not Az düşünmüyorum	slightly Az düşünüyorum	very much Çok düşünüyorum	tremendously Kesinlikle düşünüyorum
25	I am happy to be a student at a university where all my courses are taught in English. Tum derslerin Ingilizce islendigi bir universitede ogrenci oldugum icin hayal ediyorum						
26	I feel confident doing speaking presentations in my English class. Ingilizce dersimde, sunum yaparken kendime guvenim tam						
27	I can imagine a situation where I am speaking English with foreigners. Yabancilarla Ingilizce konustugum ortamlari hayal edebiliyorum.						
28	The things I want to do in the future require me to use English. Gelecekte yapmak istediklerim Inglizce konusmami gerektiriyor.						
29	Studying English is important to me because an educated person is supposed to be able to speak English Ingilizce öğrenmek benim icin önemli cunku egitimli bir insan Ingilizce konusabilmeli.						
30	Studying English is important to me because other people will respect me more if I have knowledge of English. Ingilizce öğrenmek benim icin önemli cunku eger Ingilizce bilirsem, digger insanlar bana daha cok saygi duyarlar.						
31	When I am in English class, I volunteer answers as much as possible. Ingilizce dersindeyken, elimden gelsigi kadar derse katiliyorum.						
32	I feel I am making progress in English this semester. Bu dönem Ingilizce dersimde ilerleme kaydettigimi hissediyorum.						

Question: Do you agree/disagree with the following?	not at all / Hiç düşünmüyorum	not very much / Pek düşünmüyorum	slightly not / Az düşünmüyorum	slightly / Az düşünüyorum	very much / Çok düşünüyorum	tremendously / Kesinlikle düşünüyorum
33	I feel good about learning English Ingilizce ogreniyor oldugum icin kendimi iyi hissediyorum.					
34	In English lessons this semester, I think we learn things that will be useful in the future. Genel olarak Ingilizce derslerinde ogrendigimiz konularin ilerde faydali olacagini dusunuyorum					
35	I often experience a feeling of success in my English lessons this semester. Bu donem Ingilizce dersimde sik sik basarili oldugum hissini deneyimliyorum.					
36	Whenever I think of my future career, I imagine myself using English. Ne zaman gelecek kariyerimi dusunsem, kendimi Ingilizce kullanirken hayal ediyorum.					
37	This semester, I think I am good at learning English Bu donem, Ingilizce ogrenmede basarili oldugumu dusunuyorum.					
38	I believe I will receive good grades in English this semester Bu donem Ingilizce dersimde yuksek bir not alacagimi dusunuyorum.					
39	I feel comfortable in my English class this semester. Bu donem Ingilizce dersimde cok rahat hissediyorum.					

Appendix D – The English Version of the L2 Motivational Questionnaire- L2MQ (in categories)

Ideal L2 Self Section of the Questionnaire

1. I can imagine myself writing English e-mails/letters fluently
2. I imagine myself as someone who is able to speak English
3. I imagine myself reading and writing in English easily
4. I can imagine myself speaking English with international colleagues
5. I can imagine myself living abroad and having a discussion in English
6. I can imagine myself living abroad and using English effectively for communicating with the locals.
7. Whenever I think of my future career, I imagine myself using English
8. I am happy to be a student at a university where all my courses are taught in English.
9. The things I want to do in the future require me to use English
10. I can imagine speaking English as if I were a native speaker of English
11. Studying English is important to me because an educated person is supposed to be able to speak English
12. I can imagine a situation where I am speaking English with foreigners.

Ought-to Self Section of the Questionnaire
1. Learning English is necessary because people surrounding me expect me to do so
2. I consider learning English important because the people I respect think that I should do
3. If I fail to learn English, I'll be letting other people down
4. Studying English is important to me in order to gain the approval of my peers/teachers/ family/boss.
5. I study English because close friends of mine think it is important
6. My parents believe that I must study English to be an educated person
7. Studying English is important to me because other people will respect me more if I have knowledge of English
8. I have to study English, because if I do not study it, I think my parents will be disappointed with me

Immediate L2 Learning Experience
1. I feel good about learning English
2. I am happy that I am taking this course this semester.
3. I like the atmosphere of my English lesson this semester.
4. English is one of my favorite subjects at school this semester.
5. I look forward to English classes this semester.
6. I enjoy my English lessons this semester because what we do is neither too hard nor too easy.
7. When I am in English class, I volunteer answers as much as possible.

8. I immediately ask the teacher for help, if I have a problem understanding something in English class.
9. In English lessons this semester, we are learning things that will be useful in the future.
10. I find the assignments for this class useful this semester.
11. I try to use what I have learned in my English class outside of the class as well.
12. I feel comfortable in English classes.

Linguistic Self-Confidence Scale
1. I feel I am making progress in English this semester.
2. I feel confident doing speaking presentations in English lessons.
3. I often experience a feeling of success in my English lessons this semester.
4. I am sure that one day I will be able to speak English very well.
5. In English lessons this semester, I usually understand what to do and how to do it.
6. This semester, I think I am good at learning English.
7. I believe I will receive good grades in English this semester.

Appendix E – Adapted: The Motivational Orientation of Language Teaching Classroom

Observation Scheme (MOLT)

(Adapted from Guilloteaux & Dörnyei, 2008)

Learners' motivated behavior			Alertness (<50 %)					
			Active Engagement (<50 %)					
Teachers' motivational practice	Generating, maintaining, and protecting situation specific task motivation	Teacher Discourse	Social chat					
			Lesson Objectives					
			Pleasant & supportive atmosphere					
			Establishing relevance					
			Promoting positive attitudes for L2, L2 learning & L2 culture					
			Breaking the monotony of classroom events					
			Promoting instrumental values					
		Activity Design	Motivating pedagogical tasks					
			Giving a genuine purpose for activities					
		Participatio	Individual Work					
			Pair Work					
			Group Work					
	Encouraging positive retrospective self-		Elicitation of self or peer correction					
			Positive Reinforcement					
5- Minute Intervals				5	5	5	5	5

Appendix F – Strategy Log

(Adapted from Dörnyei, 2001)

Strategy Log NAME: DATE: WEEK (1-6): SECTION	Check the box next to the strategies you used in today's class.
Social chat (at the beginning of the class interact with the class for a 2-3 minutes) / ice-breaker	
Clearly state **lesson objectives** (by the end of the class, we will have achieved/learned……)	
Diminish language anxiety by removing or reducing the anxiety provoking elements in the learning environment. (the next 4 would help)	
Create a *pleasant & supportive atmosphere* (smiley face, understanding tone of voice, positive attitude and the next 3 below)	
Encouraging *risk-taking*	
Having mistakes accepted as a natural part of learning (you can make mistakes yourself and laugh at yourself and help them understand that *MAKING MISTAKES IS OKAY*!)	
Encouraging humor / bringing in humorous authentic materials like a 1-minute video…	
Giving a *genuine purpose* for activities	
Relating class content to *outside world/real-life situations*	
Promoting positive attitudes for English, English learning & L2 culture	
Sharing *positive views* about language learning by **influential public figures**	
Sharing positive language learning experiences of **previous successful students**	
Promoting *exposure to L2* cultural products like *authentic materials* (e.g., videos)	
Demonstrate and talk about your own **enthusiasm** for the course material, and how it affects you personally.	
Highlighting the **role that the L2 plays** in the world	
Highlighting how knowing the *L2 can be potentially useful* for the students themselves as well as their family/country	
Enhancing students' *visualization, Ideal L2 selves*	
Positive Reinforcement / Enhancing *self esteem* in L2 learning	
Arousing *curiosity* or attention; during the presentation of an activity, raising the students' expectations that the upcoming activity is going to be interesting and/or important	
Show students that you **care about their progress.**	
Elicitation of **self or peer correction**	
Breaking the monotony of classroom events by use of technology, outside materials, humor, videos, music, *collaborative tasks*, etc.	
Group work / pair work: promoting **cooperation** among the learners increases motivation	
Individual Work followed by peer check (like 'turn & talk' activity, first with the one on your right and then for another activity with the one on the left).	
Encourage learners to *personalize* the content and the learning process in class sharing personal experiences, reflections, and opinions.	

Include *information-gap* and *problem-solving* activities for which students pair up to *cooperatively complete* a meaningful and challenging task.	
Increase student *autonomy* by giving them the choice to give pedagogical decisions or choose what to do research on, read or study… (like choosing a video to discuss in class)	
Invite **senior students** to talk to your class about their positive experiences.	
Help Sts. create **realistic learner beliefs** by raising their general awareness about different ways languages are learnt and the number of factors that can contribute to success.	
Make learning stimulating and enjoyable for the learners by enlisting to them as active task participants such as creating specific roles and personalized assignments and group works.	
Explain the **purpose and utility of the task**	
Encourage learners to select specific short terms goals and deadlines for completion for themselves and offer *ongoing feedback*	
Build your learners' *confidence* by providing regular encouragement and emphasizing their strengths and abilities.	
Make sure that grades and your praise also reflect *effort* and *improvement* and not just objective levels of achievements.	
Notice and react to any **positive contributions** from your students.	
Provide **regular feedback** about the progress your students are making and about the areas which they should particularly concentrate on.	
Encourage learners to explain their *failures by the lack of effort and appropriate strategies* applied *rather than by their insufficient abilities.*	
Raise your students' **awareness of the importance** of self motivation	
Increase the students' motivation by actively promoting learner autonomy by handing over as much as you can of the various leadership/teaching roles and functions to the learners and being the facilitator of the learning process.	

REFLECTION: You can write your reflection regarding your motivational teaching practice either below or you can end me a voice message on What's app, or if you want to discuss your reflection at/after lunch over a cup of hot tea, whichever way is more convenient to you. (I would also really appreciate your feedback on the strategy log, should I add more/delete any, and the reflective questions below)

1- Based on your teaching this week, which strategy do you think really worked well in your classes or which ones did not work well?
 2- How do you think the workshops have influenced your teaching or, at least, your beliefs about your own teaching or attitudes?
3- Have you tried any different strategies? How did they go?
4- Is there anything else you would like to comment on?

Appendix G – Semi-structured Interview Protocol

Possible Interview Questions To Be Used In Teacher-Interviews:
1. How do you think the workshop influenced your instruction?
2. How do you think the workshop impacted your students' motivated learning behavior?
3. Can you name any behavioral change that you noticed?
4. What strategies do you think were most helpful to increase your students' motivated learning behaviors?
5. What strategies do you think were least helpful to increase your students' behaviors?
6. Have you experienced anything different about your attitude toward your role in promoting L2 motivation this semester?
7. What would you do differently if you were to organize a motivational teaching practice workshop?
8. Do you have any suggestions or feedback on the workshop including content, organization, materials, or the delivery method?

Possible Interview Questions To Be Used In Student-Interviews:
1. How do you feel about your English classes in general? If you were to score how you feel on a spectrum from one to five, how would you score your comfort in English classes?
2. How have you been feeling in your English class this semester?
3. Have you experienced anything different about your attitude toward learning English?
4. Is this how you used to feel before, too?

If the answer is yes:
5. What do you think has caused this change?

If the answer is no:
   5-What do you think about English?
6. What do you think about learning English?
7. What was influential in your decision to study in an English medium university?
8. How do you think knowledge/proficiency of English will help you in the long run?
9. Do you think you are a motivated learner?
10. What motivates you in your English classes?
11. What demotivates you in your English classes?
12. Have you observed any new/different techniques that your instructor has used this semester?
13. What strategies/techniques would you like your English teacher to use in classes so that you can be more motivated?

Appendix H – The Components of Motivational Teaching Practice in the L2 Classroom

(from Dörnyei, 2001a, p. 29)

Creating the basic motivational conditions

- Appropriate teacher behaviours
- A pleasant and supportive atmosphere in the classroom
- A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation

- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Motivational teaching practice

Generating initial motivation

- 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
- Creating realistic learner beliefs

Maintaining and protecting motivation

- Making learning stimulating and enjoyable
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Creating learner autonomy
- Promoting self-motivating strategies
- Promoting cooperation among the learners

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Appendix I – The original scheme: The Motivational Orientation of Language Teaching Classroom Observation Scheme (MOLT)

(Guilloteaux & Dörnyei, 2008)

Extract from the MOLT Classroom Observation Scheme

Learners' motivated behavior		Eager volunteering (>1/3 of the class)						
		Engagement (>2/3 of the class)						
		Attention (>2/3 of the class)						
Teacher's motivational practice	Encouraging positive retrospective self-evaluation	Class applause						
		Effective praise						
		Elicitation of self/peer correction session						
		Process feedback session						
		Neutral feedback session						
Generating, maintaining, and protecting situation-specific task motivation	Activity design	+ team competition						
		+ individual competition						
		+ tangible task product						
		+ intellectual challenge						
		+ creative/interesting/fantasy element						
		+ personalization						
		+ tangible reward						
	P.S.[a]	Group work						
		Pair work						
	Teacher discourse	Referential Questions						
		Promoting autonomy						
		Promoting cooperation						
		Scaffolding						
		Arousing curiosity or attention						
		Promoting instrumental values						
		Promoting integrative values						
		Establishing relevance						
		Stating communicative purpose/utility of activity						
		Signposting						
		Social chat (unrelated to the lesson)						
		minutes	1	2	3	4	5	

Note. [a]P.S. = Participation structure

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Appendix J – Recruitment Email sent to the potential instructor participants

Dear potential participants:

I am writing to invite you to participate in a research project on foreign/second language learning motivation – entitled "The Impact of Instructors' Consistent Motivational-Strategy Use on Language Learning Motivation: Explanatory Mixed-methods Study in Turkish EFL Context" (Pro00016576**)**. You can participate in this study in two different ways: you can only take an online survey, which would take only 5-10 minutes to complete, on your motivational strategy use or you can participate with your academic English class/es and invite your students to take the survey, too. To complete the survey, please click on the following link and follow the instructions given: on http://www.surveymonkey.com.

If you want to participate in the experiment with your students and/or continue being a participant in the experimental or control group throughout the semester, please email the principal investigator (PI) at zerdil@mail.usf.edu and the PI will contact you to set up an appointment to talk about some details and scheduling.

If you take part in the experimental group, you will be asked to:

- Complete a questionnaire about motivational teaching practice, a series of classroom observations will be conducted in your classes for overall classroom dynamics, and you will be asked to participate in a voluntary interview after the study for around 30 minutes – an hour. You can complete the questionnaire at your own convenience – the link is above. After the first observations, you will have a few meetings with the PI and /or the other instructors in the experimental group on how to improve motivational teaching practice – six hours in total that will be scheduled at your own convenience. Afterwards, you will be asked to regularly implement the strategies while teaching that you will co-construct with the PI and other participant instructors during the meetings. During these six weeks of implementation, you will be asked to keep a strategy log after each class (you will only put a check next to the strategies you use on a strategy log that will be provided by the PI). Your class/es will be observed again after the treatment to examine if there is any change in motivated student behaviors in class. Finally, you will be interviewed by the PI for approximately around 30 minutes or an hour.

If you take part in the control group, you will be asked to:

- Complete a questionnaire about your use of motivational strategies while teaching and your classroom will be observed for four hours at the beginning and end of the semester.

Please read the following study summary for more details.

You are under no obligation to agree to take part in this project if you do not wish to do so. If you would like more information or if you have further questions about the project, please contact Zeynep Erdil-Moody at zerdil@mail.usf.edu.

Study Summary:

The instructor participants will be asked to fill out the Teachers' Use of Motivational Strategy Scale questionnaire (adapted from Dörnyei, 2001) and their students who volunteer to participate will be asked to complete an L2 motivational questionnaire (Adapted from Tagucci et al., 2009; Guilloteaux & Dörnyei, 2008), which should take them between 10-15 minutes. Initial classroom observations will be carried out by the PI to observe motivational strategy use and students' motivated behaviors. Next, participant instructors will be provided with a 6-hour workshop on consistent motivational strategy training to improve their use of motivation-enhancing strategies. Those teachers will be asked to employ these strategies more frequently and systematically in their classes and keep strategy-logs twice a week for six weeks and write a reflective journal at the end of each week. Towards the end of the semester, classrooms that were observed before the treatment will be observed a second time to investigate if instructors' consistent use of motivational strategies has enhanced learners' motivated classroom behaviors. For more in-depth understanding, semi-guided interviews will be conducted with the instructors and volunteer students from each class to be able to suggest pedagogical implementations.

Your participation is highly valued.
Thank you,
Zeynep Erdil-Moody

Appendix K – Consent Form For Instructor Participants

Informed Consent to Participate in Research
Information to Consider Before Taking Part in this Research Study
Pro00016576

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher to discuss this consent form with you, please ask him/her to explain any words or information you do not clearly understand. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below.

We are asking you to take part in a research study called:
"The Impact of Teachers' Systematic and Consistent Use of Motivational Strategies on EFL Learners' Motivation at College Level"

The person who is in charge of this research study is Zeynep Erdil-Moody. Zeynep Erdil-Moody is a Ph.D candidate in the Second Language Acquisition and Instructional Technology program at University of South Florida and she is currently teaching an online pre-service teacher training class at the Department of Secondary Education at USF. This person is called the Principal Investigator. She is being guided in this research by Dr. Amy Thompson.

The research will be conducted at the Department of Modern Languages, METU

Purpose of the study

The purpose of this study is to:
- Explore if English instructors' consistent and systematic use of motivation-enhancing strategies have an impact on college level EFL learners' motivation and their actual motivated behaviors in classroom.

You can take part in this study in two ways by being a part of either the experimental group or control group. Please circle the one in which you would like to participate. If you volunteer to participate in the experimental group, you will be asked to:
- Complete a questionnaire about your use of motivational strategies while teaching, a series of observations will be conducted in your classroom, and you will be asked to participate in a voluntary interview after the study for around 30 minutes – an hour. The questionnaire will be delivered to you by the PI once you decide to participate in the study. You will be asked to complete the questionnaire at your own convenience and submit to the PI. After the first series of observations, you will be asked to attend a 6-hour workshop session on motivational strategy use. Afterwards, you will be asked to consistently and frequently implement the strategies (while teaching) that you will co-construct with the PI and other participant instructors during the workshop. During these six weeks of implementation, you will be asked to keep a strategy log after each class, (you will only put a check next to the strategies you use on a strategy log you will be

provided by the PI. Your class will again be observed after the treatment to observe any change in students' motivated learning behaviors in class.

- Would you also allow the observed classes to be either videotaped or audiotaped so that the researcher can refer to the actual lessons when the observation notes need supplement. _____

Total Number of Participants

About 400-450 individuals will take part in this study at METU.

Alternatives

You do not have to participate in this research study.

Benefits

The potential benefits of participating in this research study is that the participants will have the chance to reflect upon and better understand their language teaching processes and their motivational strategy use.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study.

Privacy and Confidentiality

We will keep your study records private and confidential. The identity of all the participants will be kept confidential and their identity will remain unknown in the study manuscript. Certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are the research team, including the Principal Investigator, study co-coordinator, certain government and university people who need to know more about the study, Florida Department of Health and Human Services (DHHS) and the Office for Human Research Protection (OHRP).

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Decision to participate or not to participate will not affect your student status or course grade.

You can get the answers to your questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, or experience an adverse event or unanticipated problem, call Zeynep Erdil at 0362 5426788 or email at

zerdil@mail.usf.edu

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638.

Consent to Take Part in this Research Study
It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

_____   _____
Signature of Person Taking Part in Study   Date

_____
Printed Name of Person Taking Part in Study
Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I hereby certify that when this person signs this form, to the best of my knowledge, he/ she understands:
- What the study is about;
- What procedures will be used;
- What the potential benefits might be; and
- What the known risks might be.

I can confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in the appropriate language. Additionally, this subject reads well enough to understand this document or, if not, this person is able to hear and understand when the form is read to him or her. This subject does not have a medical/psychological problem that would compromise comprehension and therefore makes it hard to understand what is being explained and can, therefore, give legally effective informed consent. This subject is not under any type of anesthesia or analgesic that may cloud their judgment or make it hard to understand what is being explained and, therefore, can be considered competent to give informed consent.

_____   _____
Signature of Person Obtaining Informed Consent   Date

_____
Printed Name of Person Obtaining Informed Consent

Appendix L – Consent Form For Student Participants

Informed Consent to Participate in Research
Information to Consider Before Taking Part in this Research Study
Pro00016576

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher to discuss this consent form with you, please ask him/her to explain any words or information you do not clearly understand. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below.
We are asking you to take part in a research study called:
"The Impact of Teachers' Systematic and Consistent Use of Motivational Strategies on EFL Learners' Motivation at College Level"

The person who is in charge of this research study is Zeynep Erdil-Moody. Zeynep Erdil-Moody is a Ph.D candidate in the Second Language Acquisition and Instructional Technology program at University of South Florida and she is currently teaching an online pre-service teacher training class at the Department of Secondary Education at USF. This person is called the Principal Investigator. She is being guided in this research by Dr. Amy Thompson.

The research will be conducted at The Department of Modern Languages, METU
Purpose of the study

The purpose of this study is to:
- Explore if English instructors' consistent and systematic use of motivation-enhancing strategies have an impact on college level EFL learners' motivation and their actual motivated behaviors in classroom.

If you take part in this study, you will be asked to:
- Complete a questionnaire about 1) your instructor's motivational strategy use in class, 2) your second language learning motivation. You will also be asked to participate in a voluntary interview for around 30 minutes. The questionnaire will be delivered in class by the PI. You will be asked to complete the questionnaire at your own convenience and submit to your instructor in the next class.

Total Number of Participants

About 400-450 individuals will take part in this study at METU.

Alternatives
You do not have to participate in this research study.
Benefits

The potential benefits of participating in this research study is that the participants will have the chance to reflect upon and better understand their language learning processes.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study.

Privacy and Confidentiality

We will keep your study records private and confidential. The identity of all the participants will be kept confidential and their identity will remain unknown in the study manuscript. Certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are the research team, including the Principal Investigator, study co-coordinator, certain government and university people who need to know more about the study, Florida Department of Health and Human Services (DHHS) and the Office for Human Research Protection (OHRP).
We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Decision to participate or not to participate will not affect your student status or course grade.

You can get the answers to your questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, or experience an adverse event or unanticipated problem, call Zeynep Erdil-Moody at 0362 5426788 or email at zerdil@mail.usf.edu

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

_____   _____

Signature of Person Taking Part in Study   Date

_____

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I hereby certify that when this person signs this form, to the best of my knowledge, he/ she understands:
- What the study is about;
- What procedures will be used;
- What the potential benefits might be; and
- What the known risks might be.

I can confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in the appropriate language. Additionally, this subject reads well enough to understand this document or, if not, this person is able to hear and understand when the form is read to him or her. This subject does not have a medical/psychological problem that would compromise comprehension and therefore makes it hard to understand what is being explained and can, therefore, give legally effective informed consent. This subject is not under any type of anesthesia or analgesic that may cloud their judgment or make it hard to understand what is being explained and, therefore, can be considered competent to give informed consent.

_____
_____

Signature of Person Obtaining Informed Consent   Date

_____

Printed Name of Person Obtaining Informed Consent

Appendix M – A Speaking Task to Enhance the Ideal L2 Self of Learners to Increase their

L2 Motivation

Zeynep Erdil-Moody – Dissertation Material

Graded Speaking Task 1 (x points)

For this interactive project to be completed outside the class time, you are asked to watch the video/s and talk to your cell phone/computer/camera for less than a minute or so and podcast it on ……… Website to share it with your classmates and me. (We will have a password for our class members to secure our share and disable access to our videos the outsiders). In this short recording, I would like you to send a message to yourself at this age (an undergraduate student at METU learning English) from your future self.

Imagine you are a professional now in your field, a successful person (an engineer working for an international company; a sociologue collaborating in international projects; an Instructional technology designer)

What would you say to yourself at the age of an undergraduate student while you were learning English? What would you say to yourself at that age about why you should be learning English and how could high proficiency of English help you in the future? Words that would inspire college level Turkish students to have higher motivation to improve their English or in another foreign language.

Have fun!

Appendix N – Nine Conditions Required for L2 Selves to Exert Their Full Motivational Capacity

(Dörnyei & Ushioda, 2011)

1- the L2 learner should have a desired future self-image: People differ in how easily they can generate a successful possible self and, therefore, now everyone is expected to possess a developed ideal or ought self guide.

2- the future self should be sufficiently different from the current self: if there is no observable gap between current and future selves, no increased effort is felt necessary.

3- a vivid and elaborate future self-image should be available: People display significant individual differences in the vividness of their mental imagery, and a possible self with insufficient specificity and detail may not be able to evoke the necessary motivational response.

4- the future self-guides should be plausible: possible selves are only effective insomuch as he individual does indeed perceive them as possible, that is realistic within the person's individual circumstances. A sense of controllability – that is, the belief that one's action can make a difference – is an essential prerequisite, because 'a highly unlikely possible self probably will have little relation to motivation'.

5- the future self-image is not perceived as comfortably certain within one's grasp: the learner must believe that the possible self will not happen automatically as past of a seamless flow from present to future unless there is a marked increase in exerted effort. Learners will not exert effort if the attainment of the future self is too unlikely or too likely.

6- there is harmony between the ideal and ought selves: the future self image should be in harmony with the expectations of the learners' family, peers, and other elements of the social environment: perceived social norms, group norms, that are incongruent with the self image are obviously counterproductive and so are ideal and ought self images that are in conflict with each other.

7- the future self-guides are activated in the learners' working self-concept: possible selves become relevant for behavior only when they are primed, for example, by various reminders and self-relevant stimuli.

8- the future self image is accompanied by relevant and effective procedural strategies that act as a roadmap towards the goal: effective future self-guides need to come as part of a package, consisting of an imagery component and a repertoire of corresponding plans, scripts and self-regulatory strategies.

9- the desired self is offset by the feared self: maximum motivational effectiveness is achieved if the learner also has a vivid image about the negative consequences of failing to achieve the desired end-state! (Doryei & Ushioda 2011, pp. 83-84)

Appendix O – Motivational Strategy Use Inventory (Used in the workshop)

(Adapted from Dörnyei, 2001)

Motivational strategies: Creating the basic motivational conditions	Tried it out	Part of my teaching	Willing to try	Unwilling to try
1- Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.				
Share your own personal interest in the L2 with your students				
Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.				
2- Take the students' learning very seriously.				
Show students that you care about their progress.				
Indicate your mental and physical availability for all things academic.				
Have sufficiently high expectations for what your students can achieve.				
3- Develop a personal relationship with your students.				
Show students that you accept and care about them				
Pay attention and listen to each of them.				
Indicate your mental and physical availability.				
4-Create a pleasant and supportive atmosphere in the classroom.				
Establish a norm of tolerance.				
Encourage risk-taking and have mistakes accepted as a natural part of learning.				
Bring in and encourage humor.				
Encourage learners to personalize the content and the learning process in class sharing personal experiences, reflections, and opinions.				
5- Promote the development of group cohesiveness.				
Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.				
Use ice-breakers at the beginning of a course.				
Regularly use small group tasks where students can mix.				
Try and prevent the emergence of rigid seating patterns.				
Include problem-solving activities that lead to the successful completion of whole-group tasks or involve small-group tasks.				
Include information-gap activities for which students pair up to cooperatively complete a meaningful and challenging task.				
Encourage pairs or groups report their findings/solution/task to the whole class to check comprehension and accuracy.				
6- Formulate group and class norms explicitly, and have them discussed and accepted by the learners.				
Include a specific 'group rules' activity at the beginning of the semester to establish rules explicitly.				
Explain the importance of the norms and how they enhance learning, and ask for students' agreement.				

Motivational strategies: Creating the basic motivational conditions	Tried it out	Part of my teaching	Willing to try	Unwilling to try
7- Promote the learners'' language-related values by presenting peer role models.				
Invite senior students to talk to your class about their positive experiences.				
Group/pair up learners with peers who are enthusiastic about the subject.				
8- Raise the learners' intrinsic interest in the L2 learning process.				
Highlight and demonstrate aspects of L2 learning that your students are likely to enjoy.				
Make the first encounters with the L2 in your class a positive experience.				
9- Promote integrative values by encouraging a positive and open-minded disposition towards the L2, its speakers and L2 learning process.				
Quote positive views about language learning by influential public figures.				
Encourage learners to conduct their own exploration of the L2 speakers and their communities/cultures via the Internet.				
Promote contact with L2 speakers and L2 cultural products like movies, music, books, Websites.				
10- Promote the learners' awareness of the instrumental values associated with the knowledge of an L2.				
Regularly remind learners that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.				
Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.				
Encourage the learners to apply their L2 proficiency in real-life situations.				
11- Increase the learners' expectancy of success in particular tasks and in learning in general.				
Make sure that they receive sufficient preparation and assistance.				
Make sure that they know exactly that success in the task involves.				
Make sure that there are no serious obstacles to success.				
12- Increase learners' goal-orientedness by formulating explicit class/lesson goals accepted by them.				
Have learners negotiate their individual goals and outline a common purpose for learning academic English and share in small groups.				
Draw attention from time to time to the class goals and how particular activities help to attain them.				
Keep the class goals achievable by renegotiating if necessary.				
13- Make the curriculum and the teaching materials relevant to the students.				
Use needs analysis techniques to find out about your students' needs, goals, and interests, and then build these into your curriculum as much as possible.				
Relate the subject matter to the everyday experiences and backgrounds of the learners.				

Motivational strategies: Creating the basic motivational conditions	Tried it out	Part of my teaching	Willing to try	Unwilling to try
14- Help to create realistic learner beliefs.				
Positively confront the possible false beliefs, expectations, and assumptions that learners may have.				
Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.				
15- Make learning more stimulating and enjoyable by breaking the monotony of classroom events.				
Vary the learning tasks and other aspects of your teaching as much as you can.				
Focus on the motivational flow and not just the information flow in your class.				
Occasionally, do the unexpected.				
16- Make the learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.				
Make tasks challenging.				
Make task contents attractive by adapting it to the students' natural interest or by including novel, intriguing, authentic, humorous, competitive.				
Personalize learning tasks.				
Select tasks that yield tangible finished products.				
17- Make learning stimulating and enjoyable for the learners by enlisting to them as active task participants.				
Select tasks which require mental and/or bodily involvement from each participant.				
Create specific roles and personalized assignments for everyone.				
18- Presents and administer tasks in a motivating way.				
Explain the purpose and utility of the task				
Whet the students appetites about the content of the task.				
Provides appropriate strategies to carry out the task.				
19- Use goal-setting methods in your classroom.				
Encourage learners to select specific short terms goals for themselves.				
Emphasize goal completion deadlines and offer ongoing feedback.				
20- Build your learners' confidence by providing regular encouragement.				
Draw your learners' attention to their strengths and abilities.				
Indicate to your students that you believe in their effort to learn and their capability to complete the task.				
21- Diminish language anxiety by removing or reducing the anxiety provoking elements in the learning environment.				
Avoid social comparison even in subtle forms.				
Promote cooperation instead of competition.				
Help learners accept the fact that they will make mistakes as part of the learning process.				
22- Build your learners' confidence in their learning abilities by teaching them various learner strategies.				

Motivational strategies: Creating the basic motivational conditions	Tried it out	Part of my teaching	Willing to try	Unwilling to try
Teach students learning strategies to facilitate the intake of new materials.				
Teach students communication strategies to help them overcome communication difficulties.				
23- Allow learners to maintain a positive social image while engaged in the learning tasks.				
Avoid face-threatening acts such as humiliating, criticism, or putting students in the spotlight unexpectedly.				
24- Increase learners' motivation by promoting cooperation among the learners.				
Set up tasks in which teams of learners are asked to work together towards the same goal.				
Take into account team products and not just individual products in your assessments.				
Provide students with some social training to learn how best to work in a team.				
25- Increase the students' motivation by actively promoting learner autonomy.				
Allow learners real choices about as many aspects of the learning process as possible.				
Hand over as much as you can of the various leadership/teaching roles and functions to the learners.				
Adopt the role of a facilitator.				
26- Increase learners' self-motivating capacity.				
Raise your students' awareness of the importance of self motivation.				
Share with each other strategies that you have found useful in the past.				
Encourage learners to adopt develop and apply self-motivating strategies.				
Encouraging positive self –evaluation				
27- Promote effort attributions in your students.				
Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient abilities.				
Refuse to accept ability attributions and emphasize that the curriculum is within the learners' ability range.				
28- Provide students with positive information feedback.				
Notice and react to any positive contributions from your students.				
Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.				
29- Increase learners' satisfaction.				
Monitor student accomplishments and progress and take time to give positive feedback and celebrate any victory.				
30- Offer rewards in a motivational manner.				
Make sure that students do not get too preoccupied with the rewards.				

Motivational strategies: Creating the basic motivational conditions	Tried it out	Part of my teaching	Willing to try	Unwilling to try
Make sure that even nonmaterial rewards have some kind of lasting visual representation.				
Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success.				
31- Use grades in a motivating manner reducing as much as possible their demotivating impact.				
Make the assessment system completely transparent and incorporate mechanisms by which the learners and their peers can also express their views.				
Make sure that grades also reflect effort and improvement and not just objective levels of achievements.				
Apply continuous assessment that also relies on measurement tools other than pencil and paper tests.				
Encourage accurate student self assessments by providing various self evaluation tools.				

Appendix P – A Sample Task to Strengthen Ideal L2 Self

Modified by an Experimental Group Instructor from the One Prepared by the Researcher

Graded Speaking Task 1 (2,5 pts.)

For this interactive project to be completed outside the class time, you are asked to:
1. watch the videos that I will e-mail / post on Facebook
2. talk to your cell phone/computer/camera for about 1-2 minutes by assuming the scenario explained below.
3. podcast it on Facebook (the closed group) to share it with your classmates and me, only.
4. Please don't memorize your talk. I appreciate your spontaneous talk even when it includes some fluency or grammar mistakes. You can plan the points you will highlight and do some practice but please don't send me something memorized and unnatural. Thank you..

Content :

Imagine that the year is 2020 and you graduated from METU and at the moment you are working as a successful person (an engineer working for an international company or an architect designing buildings, an academician doing research abroad etc...)

And I am (XXX) still working at MLD department and teaching the courses of 101 and 102. I find you from Facebook ☺ and ask you to do a favor for me since I have very demotivated students this year. My students do not do the homework I give and do not believe in the power of knowing a second language. So you will prepare a video about yourself and you will try to motivate my current students. To this end, **answer the questions below in your video:**

1. Who are you?
2. What was your department at METU?
3. What is your job at the moment?
4. Did your high proficiency of English help you to get this job?
5. Did you have to take a written exam or attend an interview in English etc... so as to get this job?
6. Is English a must for your job now?
7. How do you use English in your job, in your life now?
8. If you had the chance of going back to your university years, what would you do to improve your
   • reading skills?
   • writing skills?
   • speaking skills?
   • listening skills?
   • vocabulary?
9. Can you recommend something that my students at METU can do **outside the class** to improve their English?
10. Would you like to add something else?

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Appendix Q – Videos: Why should we learn English?

1- An animated video stating why we should learn English (2 minutes)

2- A video by two Polish girls stating 10 reasons why one should learn English. fun. (2minutes)
https://www.youtube.com/watch?v=XA0uN0gw6bs

3- A video pointing out why learning English is important with percentages of NSofEnglish and ESOL learners. (1 minute)
https://www.youtube.com/watch?v=TeahvBKzMLw

4- A TED talk about what English is the language of the world. (4 minutes)
https://www.youtube.com/watch?v=c3TJe4jnqFo

5- A Tv program with a British journalist/author (Robert McCrum, the author of 'Globish') and a linguist- Professor Emeritus, Copenhagen Business School, Denmark (Robert Phillipson): We look at the pros and cons of the spread of English as a global language and its impact on cultures and diversity answering the question: is the worldwide English promoting global understanding or is it simply linguistic imperialism? (22 minutes)
https://www.youtube.com/watch?v=c3TJe4jnqFo

6- David Crystal - Will English Always Be the Global Language? (13 minutes):
https://www.youtube.com/watch?v=5Kvs8SxN8mc

7- The Ideal Self: (Fun one maybe not for academic purpose)
https://www.youtube.com/watch?v=O7fsRipQe78

Appendix R – A Sample Email

Sent to the Experimental Group Instructors at the End of the Third Week to Promote Material

Share and Provide Progress Report

Merhaba arkadaslar,

Umarim hersey yolundadir. 3. Haftamizi da yariladik. Nasil gidiyor sizce dersler? Benden istediginiz, size yardimci olabilecegim bir sey var mi?
Ilk 2 haftanin strateji log larini reflection notlariniz ile beraber yolladiginiz icin cok tesekkur ediyorum.

(I hope all is going well. We are almost done with the third week. How do you think the motivational teaching practice (MTP) is working for you? Is there anything I could do to help you develop your own MTP? Thank you for sending me the first two weeks' strategy logs and reflective journals)

Arkadaslar, asagida, loglarda reflection larinizin ortak bir ozetini iletiyorum, gormek istersiniz diye dusundum ☺

(I am attaching below a list that I synthesized from the reflective journals that you all have submitted so far. I thought you would like to see a collective reflection to see where you personally are in terms of MTP)

Aldigim loglara bakildiginda, ilk bakista sizlerin memnun oldugunuz ve ders duzeninde ki farklililar:

(your reflections on how your classes have changed so far)

- More enriched lessons with more collaborative tasks which encourage students to become more active participants of the lessons during which they teach each other and work together to fulfill task requirements
- More positive teacher attitudes trying to get to know the students better via short social chats and/or name chain games at the onset of a lesson.
- More positive teacher attitudes providing positive encouragement /reinforcement and share of personal information/experiences to create a "sense of learning community" where students feel belong and safe.
- More responsibilities have been given to the students as they were asked to contribute to complete a task –sometimes via a competition; sometimes, via a choice of video to be watched or a material to read.
- More "turn and talk" activity which increases the cooperation among students and lets them produce the language enhancing their oral proficiency.
- More peer-evaluation

- More creativity before and during lessons ☺
- Less teacher-talk and more student-talk!
- Teacher more as a facilitator or an orchestra conductor and students active participants rather than passive receptors.

Below is a list of useful tasks that have been designed by our Motivational Teaching Practice workshop group members including myself. Please feel free to use, adapt, and edit them. It would be great if you share your experiences or reflections on any that you found useful or not.

1- A competitive game called The Old Maid by Helen K. in week 1:

The materials (a PowerPoint with questions and vocabulary cards) are attached below. Helen prepared this competitive group game to wrap-up in-text, end-text, summary, and paraphrase content. She first grouped students by letting them choose a play card and asked those with the same number to form a group. She gave them a pile of word cards and showed questions on the PPT. The groups put the word card on the teacher's table if they altogether decided that it was the answer of the question. The group who got rid of all their cards (by putting them on the table which means by answering the questions correctly) won the game. The game was interactive, collaborative (as groups first discussed to answer the questions and choose the right card), challenging (as not everyone had the exact cards to respond to every question and they had to take their card back if their response was not correct), fun and engaging. I know you have already covered these topics but I believe you can modify this game for any topic you want. It is a great way to engage students in a positively competitive way which is challenging yet manageable! If I am missing something, Helen, please go ahead and correct/add. Great idea! Thank you.

2- An information-gap activity to wrap-up in-text and end-text citation rules by Emily in week 1:

The materials (two different handouts for the first phase of the activity for in-text and end-text citation and another set of handouts for the second phase) are not attached yet because I only have the hard copies.
Part 1: In this active, engaging, and collaborative lesson, Emily put students into pairs and gave each one handout. It was an information-gap activity as each pair had either a wrap-up in-text or end-text citation handout which they were asked to first individually complete by referring back to the corresponding pages in the book.
To fully engage the early finishers, she asked students to get together with other early finishers who completed the same handout and compare and contrast their handouts. Some students discussed and corrected each other's handouts and sometimes asked for help from her, which went great!
Part 2: Then once everyone was finished, the actual pairs were given a new handout which was like a summary handout covering all the in-text or end-text citation rules covered in the book. Each student in the pairs took turns to teach each other their own part. Because there was information gap in between, their pair listened to them attentively while explaining the rules for citations and they completed their handout (so this way every student had a completed handout for in-text or end-text citation rules by the end of the activity). Everyone in the class was active,

engaged, and most importantly motivated to speak in English. I even noticed one student explaining some details as to the rules to the partner taking notes on the chair after the activity was completed ☺ Great idea! Thank you.

3-Some videos about sub-writing and reading skills by Filiz Barasan in week 1
Mart 19 haftasi kullandığı ve kullanacagi videolar:

Fiona decided to do less lecturing but use more authentic materials to deliver the input. She believes this activated and engaged her students more and also encouraged whole class discussion as students shared their insights and understandings. Great idea! Thank you.

paraphrasing: https://www.youtube.com/watch?v=SGoIePml2w4 (paraphrasing. I will use it until 4.38)

(ıce breaker- warm up for paraphrasing)
Sesame Street: https://www.youtube.com/watch?v=CLuqf8oO6Yg

Summarizing video:
https://www.youtube.com/watch?v=VwEl-MiZH0E

paraphrasing : https://www.youtube.com/watch?v=U4jPZe-cZgc

The Power Of English & The Rise Of The Global Citizen - EnglishAnyone.com

https://www.youtube.com/watch?v=yGbAXVbuFX0

Some videos about paraphrase and content link for synthesis (linguistic imperialism) by Zeynep Erdil-Moody in week 1

A TED talk about what English is the language of the world. (4 minutes)
https://www.youtube.com/watch?v=c3TJe4jnqFo

A Tv program with a British journalist/author (Robert McCrum, the author of 'Globish') and a linguist- Professor Emeritus, Copenhagen Business School, Denmark (Robert Phillipson): We look at the pros and cons of the spread of English as a global language and its impact on cultures and diversity answering the question: is the worldwide English promoting global understanding or is it simply linguistic imperialism? (22 minutes)
https://www.youtube.com/watch?v=c3TJe4jnqFo

David Crystal - Will English Always Be the Global Language? (13 minutes):
https://www.youtube.com/watch?v=5Kvs8SxN8mc

4- Emily's and Helen's introduction activities to 'synthesis':

A Venn diagram ice-breaker activity: Emily asked students to form groups of 3 and distributed a sheet of paper on which there was a 3 circle venn-diagram. She asked students to take turns to fill in one circle first with their favorite activity in the English class. Once each student wrote their favs in one circle with their initials on, they started discussing, comparing and contrasting their favorites as a group and filled in the shared areas in the diagram. Then she asked the spokesperson in each group to report their finding to the class after she modeled like: "Even though Ali and Veli like competition, I live individual work more. Unlike me, they both like reading but we all like….." Then she did a smooth transition from this to the act of 'synthesis' resembling this whole process to the life outside the class and daily routines. It was a good transition. Great idea! Thank you.

Likewise, Helen used an engaging introduction to synthesis as well. She brought ginger cookies to the class and used a novel activity. She told them that she will give them a quiz. They took out papers and she dictated: Taste the cookie. Write down the 7 ingredients. Then she gave each student a ginger cookie. She told them they do not have to eat it. They can smell and look at it if they like. But most of them ate the cookie. They were all engaged as they nibbled their cookies and wrote. I think it was fun. I linked the cookie thing to synthesizing… how all the ingredients blend smoothly, nothing sticks out… A great creative idea! Who would not like the idea of free cookie ☺ Great and a yummy idea! Thank you ☺

Vocab game: Emily designed a vocab game. Using playing cards, she helped them get into groups where they had the chance to work with different people. The purpose was to get to know about other friends and to recycle the vocabulary they have learned so far. Each member took a slip of paper on which she had written one vocab item and they had to explain the word to their group somehow.. And one member from each group was also given the responsibility that the game runs smoothly and in English ☺

A competition through the web tool Kahoot (https://getkahoot.com/)– a fun activity which worked well. Emily prepared a wrap-up activity through the Web 0.2 tool Kahoot it. She entered her questions into the system and got a pin # for the students prior to the class. After explaining the activity and having groups of 4, she asked students to enter the pin and tick the correct answers for the multiple-choice questions on the screen using their cell phones. The activity served many purposes: positive competition, cooperation, engaging students, cognitively challenging, enhancing fluency and accuracy, comprehension check, boosting self-confidence, etc. Students were over the clouds!

Appendix S – A Motivational Letter for the Students

Written by an Experimental Group Instructor (Fiona)

Hi. I am writing this letter to you because you are my student and I feel responsible for your progress in English…

 I know that it is the middle of the term and you are getting a little tired these days.

But I imagine you are having a job interview after you graduate and you feel yourself very confident ...(since you can speak really well after so many speaking activities we do in class:))

 I imagine you are having a test in English, TOEFL for instance. And you can understand the reading texts really well... (after the reading texts you covered and will cover...:))

I imagine that you are with a group of people speaking English in a seminar abroad and you have no difficulty in following the seminar (since you are doing many "watching the video" activities and answering many questions in reflection sheets...:))

Go on doing your best... "Hadi kim tutar seni...":)))

By the way, how do you imagine yourself 5 years after graduation???

Think about this last question please and write to me if you like.

See you…

Appendix T – Recruitment Handout For Prospective Instructor Subjects

Table 5 Data Collection Methods from the Experimental + Control Group Instructors

Dates	Instrument	Participants
Feb 25 March 13	Pre-treatment Observations	2 experimental + 2 control groups Each class - for a week L2 motivation questionnaires from students
March 16 March 27	TREATMENT Motivational strategy workshop	2 experimental group teachers 3 two-hour sessions (May vary based on teacher's availability)
Mar 30 Apr 24	Implementation of workshop strategies.	2 experimental group teachers implement the strategies in their classes for 4 weeks Tick the strategies on the logs and share reflections (via What's app / email /informally, any way convenient)
April 27 May 8	Post-Treatment Observations L2MSQ	2 experimental +2 control group classes Each class - for a week L2 Motivation survey from Sts.
May 11 May 29	Semi-structured interviews 30 minutes to 1-2 hours	1-with teachers (2 experimental group) 2- with students (4 students from the 2 experimental group)

Write-up of the experimental procedures in the table above:

The data will be collected via motivation questionnaire, classroom observations, strategy logs, reflective journals and follow-up interviews.

1-The participants will take a motivational strategy survey.

2-Next, the four participating instructors' classes will be observed during regular 50-minute English classes using the classroom observation scheme. During the observation, instructors' use of motivational strategies and students' motivated learning behaviors will be observed and a tally mark will be used for each observed behavior stated in the observation scheme/instrument. The classes will be audio/video recorded if the participants allow. The tally marks will be summed up by the end of the class.

3- 2 volunteer teachers will be given three 2-hour training sessions on how to improve their use of motivation-enhancing strategies.

4-Upon the completion of the training, instructors will incorporate motivational strategies for four weeks in their teaching practice in their regular classes. To be able to monitor consistent use of these strategies, teachers will be asked to mark a strategy log after each class and share their reflections with researcher. Towards the end of the semester, the 4 experimental and control group classes will be observed again (post-treatment observation) to investigate if instructors' consistent use of motivational strategies has enhanced learners' motivated learning behaviors.

5-For more in-depth understanding, interviews will be conducted with the instructors and volunteer students from each class to gain deeper understanding for pedagogical implementations.

Appendix U – Observational Variables Measuring Teacher's Motivational Practice And

Learners' Motivated Behaviors

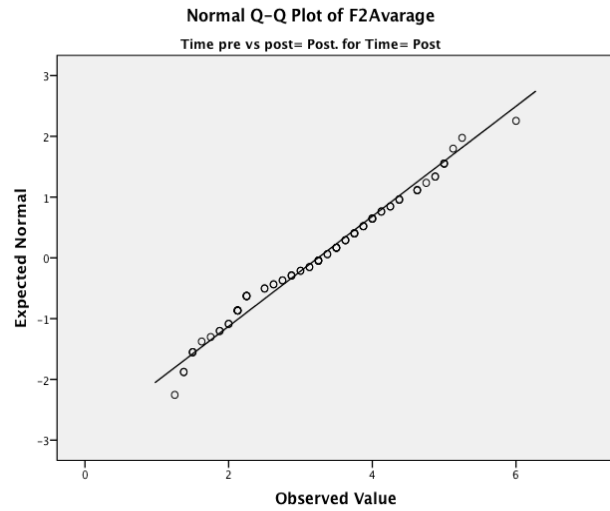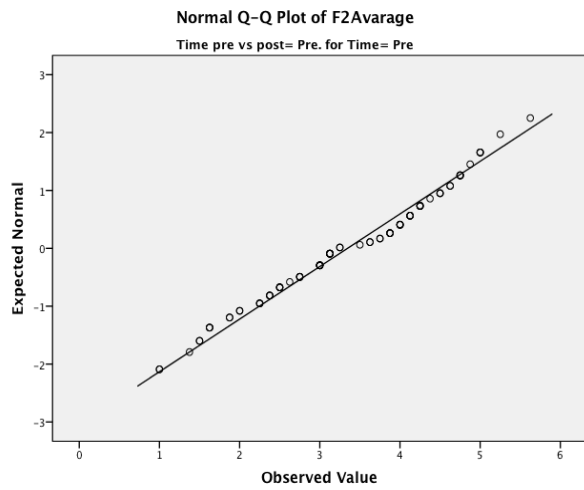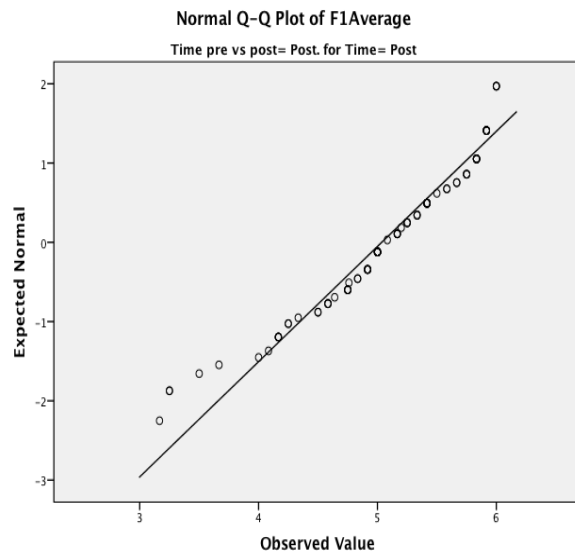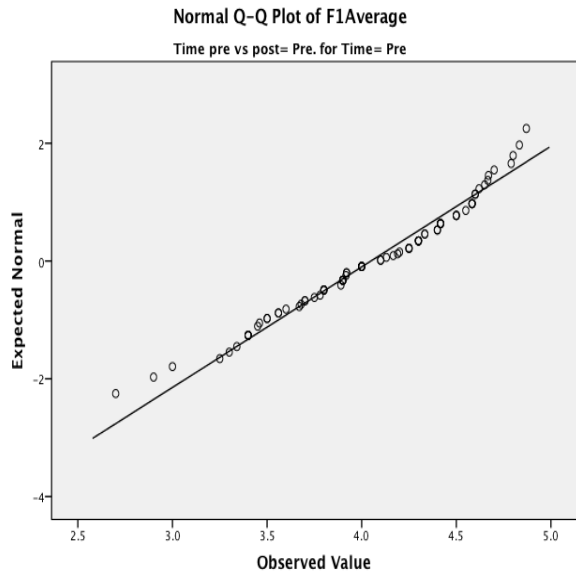**Table 4.** Observational variables measuring teacher's motivational practice

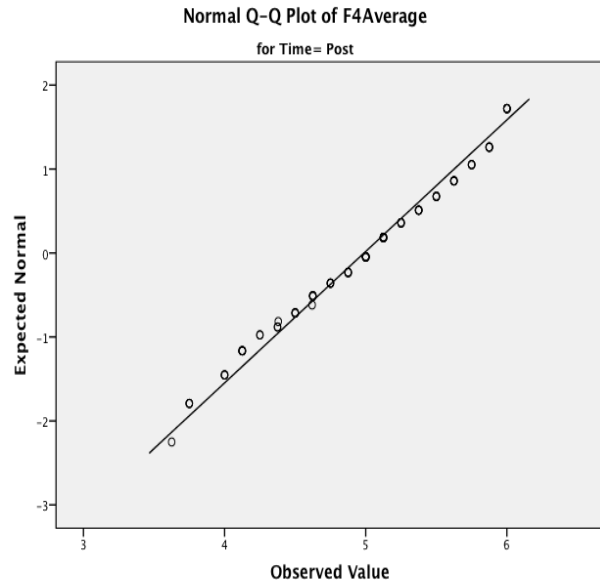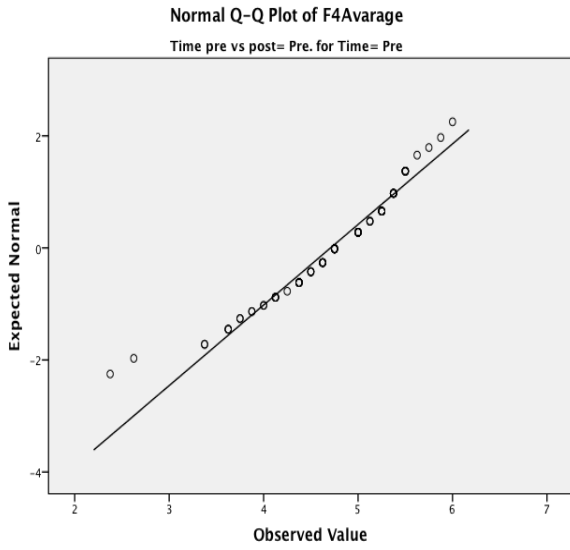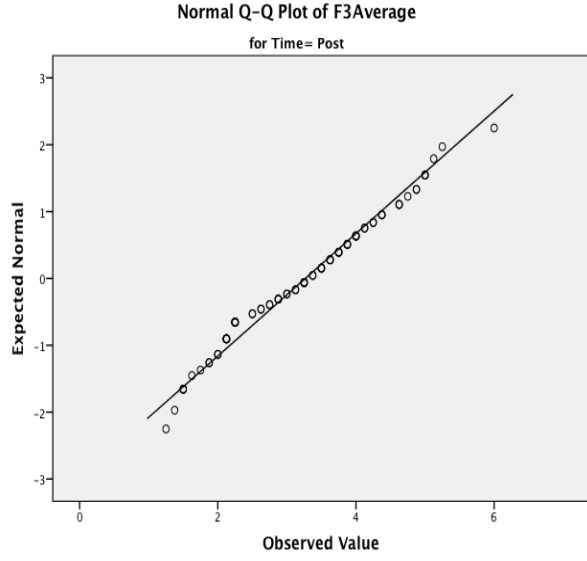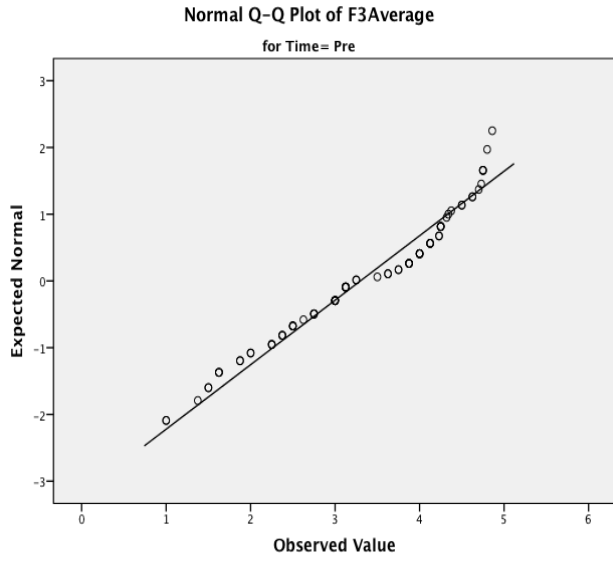| Motivational Strategy	Description
Social chat	Having an informal (often humorous) chat with the students on matters unrelated to the lesson generally at the beginning of a class to relieve any potential stress/ice breakers
Lesson Objectives	Clear statement of lesson objectives
Pleasant & supportive atmosphere	Establishing a norm of tolerance; encouraging risk-taking and having mistakes accepted as a natural part of learning; encouraging humor.
Establishing relevance	Connecting what has to be learned in this class to the students' majors, future professions, and/or everyday lives.
Promoting positive attitudes for L2, L2 learning & L2 culture	Sharing positive views about language learning by influential public figures; sharing personal interest in learning English; sharing positive language learning experiences of previous successful students; promoting exposure to L2 cultural products; emphasizing sociocultural awareness and importance of intercultural community.
Enhancing students' visualization of Ideal L2 selves	Teacher designs tasks: addressing students' visualization of their Ideal L2 Selves; imagining future situations when students successfully use English.
Promoting instrumental values	Highlighting the role that the L2 plays in the world and how knowing the L2 can be potentially useful for the students themselves as well as their community; inviting senior students to share how L2 knowledge helps them in their profession.
Breaking the monotony of classroom events	Arousing curiosity or attention; during the presentation of an activity, raising the students' expectations that the upcoming activity is going to be interesting and/or important (e.g., by asking them to guess what they are going to do next, or by pointing out fun, challenging, or important aspects of the activity or contents to be learned); varying the learning tasks and other aspects of teaching; focusing on motivational flow as well as the information flow.
Motivating pedagogical tasks	The tasks contain controversial, contradictory, humorous, competitive, or creative material/input; connects with students' interests, values, creativity, fantasy, or arouses their curiosity; challenging but manageable tasks; the tasks present an intellectual challenge (e.g., it involves a memory challenge, problem or puzzle solving, discovering something, overcoming obstacles, avoiding traps, or finding hidden information).
Giving a genuine purpose for activities	While presenting an activity, mentioning its communicative purpose, its usefulness outside the classroom, its cross-curricular utility, or the way it fits into the sequence of activities planned for the lesson; activity objectives are clearly stated.
Group work/ pair work	The students are mingling, working in pairs, or working in groups (simultaneously or presenting to the whole class).
Individual Work	The students are working individually (simultaneously or presenting to the whole class) and process the input themselves first before sharing with others – that would lower stress.
Elicitation of self or peer correction	Encouraging students to correct their own mistakes, revise their own work, or review/correct their peers' work.
Positive Reinforcement/ Enhancing self esteem in L2 learning	Offering praise and constructive supportive feedback for effort or achievement that is sincere, specific (i.e., more than merely saying "Good job!"), and commensurate with the student's achievement. More than instrumental rewards like extra points, teacher's feedback addresses students' self-esteem, success, extra effort to achieve, etc.; explains

Table 3. Observational variables measuring learners' motivated behaviors

Variables	Description
Alertness	Students are: looking at the teacher and following his or her movements; listening to the teacher or their classmates attentively; not displaying any inattentive or disruptive behavior (e.g., not playing with their cell phones); looking at visual stimuli; turning to watch another student who is contributing to the task; following the text being read; or making appropriate nonverbal responses (e.g., nodding heads or smiling).
Active Engagement	Students are: actively taking part in classroom interaction; demonstrating oral participation; demonstrating concentrated effort working on individual assignments; working with their peers to complete a given task; volunteering without being coaxed by the teacher; asking questions; providing peer feedback

Appendix V – Q-Q Plots Of L2 Motivation Factors In Pre And Post-Treatment L2MQ Data

Normal Q-Q Plot of F1Average — Time pre vs post= Pre. for Time= Pre

Normal Q-Q Plot of F1Average — Time pre vs post= Post. for Time= Post

Normal Q-Q Plot of F2Avarage — Time pre vs post= Pre. for Time= Pre

Normal Q-Q Plot of F2Avarage — Time pre vs post= Post. for Time= Post

Normal Q-Q Plot of F3Average for Time= Pre

Normal Q-Q Plot of F3Average for Time= Post

Normal Q-Q Plot of F4Avarage Time pre vs post= Pre. for Time= Pre

Normal Q-Q Plot of F4Average for Time= Post

Appendix W – Permission from Zoltan Dörnyei

Zoltan Dornyei <Zoltan.Dornyei@nottingham.ac.uk>
To: Zeynep Erdil <zerdil@mail.usf.edu>
RE: A request from Amy Thompson's advisee at University of South Florida

Yesterday at 11:16 AM

Dear Zeynep,

Thank you for your e-mail. I am happy to grant your permission to cite the figure of the Motivational Teaching Practice in L2 Classrooms model in your dissertation.

I would like to wish you all the best for the final stages for your PhD studies,

Zoltan

Zoltán Dörnyei
Professor of Psycholinguistics
School of English, University of Nottingham
Nottingham NG7 2RD, United Kingdom
http://www.zoltandornyei.co.uk/
http://www.nottingham.ac.uk/english/people/zoltan.dornyei

APPENDIX X – Workshop PowerPoint Presentation Handouts

Workshop 1

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Slide 1:

L2 Motivation

Dynamic | L2 Motivation | multifaceted

primary impetus to initiate L2 learning

determinants of L2 learning achievement

The most studied individual difference construct

driving force to sustain the long and often tedious learning process

Highly motivated individuals attain higher language competence in a shorter amount of time when compared to those who are not motivated to learn an L2 (e.g. Dörnyei, 2005; Gass & Selinker, 2008).

Motivational traits override aptitude provided that the immediate situation requires L2 learning (Gardner, 1972)

Slide 2:

LITERATURE REVIEW (cont'd)

- Motivating students is one of the most difficult challenges for L2 teachers.

- L2 teachers' reasonable expectations, consistent and systematic use of motivational strategies and their own motivated behaviors increase L2 motivation (e.g. Dörnyei & Csizér, 1998; Chambers, 1999; Dörnyei, 2001; Dörnyei, 2005; Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012)

- Teachers' motivational strategy use enhances the Ideal L2 Self (Magid & Chan, 2012).

- "*Motivational strategies* are motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" on L2 learners' "goal-related behavior" (Dörnyei, 2001, p. 28).

Slide 3:

WHY L2 SELF?

- "L2 motivation researchers have always believed that a foreign language is more than a mere communication code that can be learnt similarly to other academic subjects, and have, therefore, typically adopted paradigms that linked the L2 to the individual's 'personal core' forming an important part of one's identity"
(Doryei & Ushioda 2011, p. 79)

TREATMENT: MOTIVATIONAL STRATEGY WORKSHOP

Goal: We will aim to develop strategies to enhance our students'
1) positive attitudes toward L2 learning,
2) visualization of their Ideal L2 Self,
3) self-regulating L2 learning motivational behaviors,
4) self awareness of their language learning skills

Nature: Friendly, casual and collaborative, reflective discussions; Turkish + English allowing code switching

W-1: Tuesday, March 10   10:00 – 13:00
W-2: Tuesday, March 17   10:00 – 13:00

TREATMENT: MOTIVATIONAL STRATEGY WORKSHOP (cont'd)

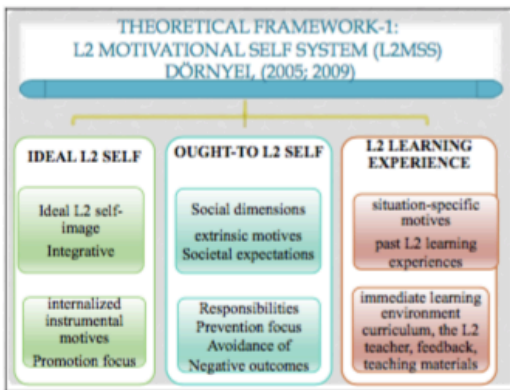| Session 1	Concise literature background on L2 motivation, L2MSS Magid and Chan (2012): "Motivating English learners by helping them visualize their Ideal L2 Self: Lessons from two motivational programmes". Detailed analysis of their training strategies How to transfer those strategies to the current research setting? Would they enhance student motivation in your own classes?
Session 2	Motivational teaching practice guideline Motivational strategies e.g. "Establishing relevance: Visualization techniques to connect their L2 proficiency that they acquire through these EPA courses to the students' majors, future professions, or everyday lives. Action Plan

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CONTRIBUTION TO THE FIELD
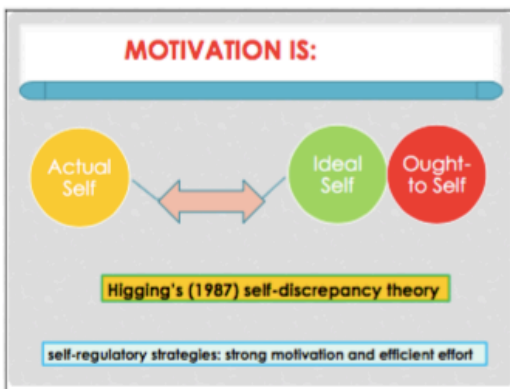
The findings of this proposed study will provide insights:

✓ Exploration of the motivation construct at a relatively understudied EFL context, Turkey.
✓ Varieties concerning teachers' motivational strategy use in a different EFL setting.
✓ How motivational teaching practice can be enhanced
✓ empirical data for two separate L2 motivation-related frameworks
✓ investigation the teachability of motivational strategies
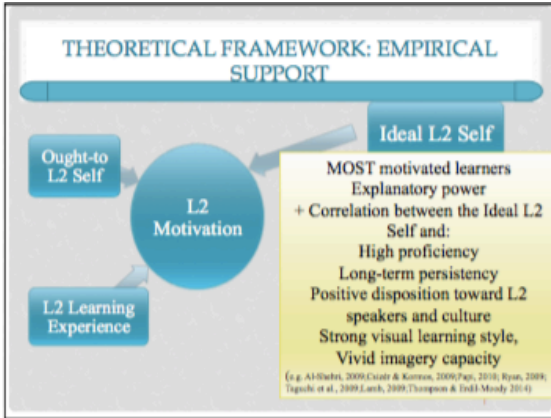✓ offer pedagogical recommendations for motivational strategy use training

Two major fields this study aims to contribute:
✓ L2 motivation research
✓ L2 teacher education

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DÖRNYEI'S (2005) L2 MOTIVATIONAL SELF-SYSTEM

| IDEAL L2 SELF | OUGHT-TO SELF | LEARNING EXPERIENCE |

intrinsic

Rooted in psychology

THEORETICAL FRAMEWORK-1:
L2 MOTIVATIONAL SELF SYSTEM (L2MSS)
DÖRNYEI (2005; 2009)

IDEAL L2 SELF	OUGHT-TO L2 SELF	L2 LEARNING EXPERIENCE
Ideal L2 self-image Integrative	Social dimensions extrinsic motives Societal expectations	situation-specific motives past L2 learning experiences
internalized instrumental motives Promotion focus	Responsibilities Prevention focus Avoidance of Negative outcomes	immediate learning environment curriculum, the L2 teacher, feedback, teaching materials

MOTIVATION IS:

Actual Self — Ideal Self — Ought-to Self

Higging's (1987) self-discrepancy theory

self-regulatory strategies: strong motivation and efficient effort

THEORETICAL FRAMEWORK: EMPIRICAL SUPPORT

Ideal L2 Self

Ought-to L2 Self

L2 Motivation

L2 Learning Experience

MOST motivated learners
Explanatory power
+ Correlation between the Ideal L2 Self and:
High proficiency
Long-term persistency
Positive disposition toward L2 speakers and culture
Strong visual learning style,
Vivid imagery capacity

(e.g. Al-Shehri, 2009;Csizér & Kormos, 2009;Papi, 2010; Ryan, 2009;
Taguchi et al., 2009;Lamb, 2009;Thompson & Erdil-Moody 2014)

---

9 CONDITIONS REQUIRED FOR L2 SELVES TO EXERT THEIR FULL MOTIVATIONAL CAPACITY:

1- the L2 learner should have a desired future self-image
2- the future self should be sufficiently different from the current self
3- a vivid and elaborate future self-image should be available
4- the future self-guides should be plausible
5- the future self-image is not perceived as comfortably certain
6- there is harmony between the ideal and ought selves
7- the future self-guides are activated
8- procedural strategies are in place
9- the desired self is offset by the feared self.

MAGID & CHAN, 2012

- Use of **IMAGERY** has been used in many fields to influence behaviors such as music, sports, education...

- **Imagery is**: "an internal representation of a perception of the external world in the absence of that external experience" (Hall, Hall, & Leech, 1990).
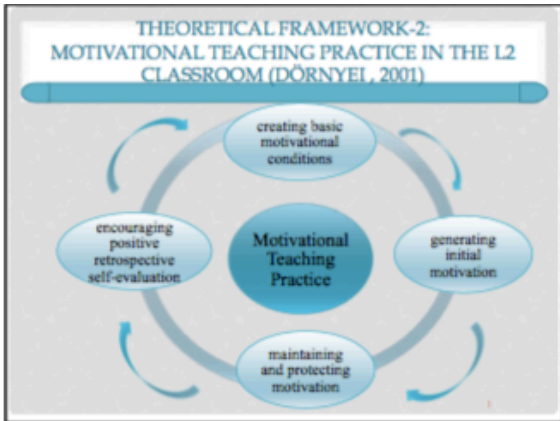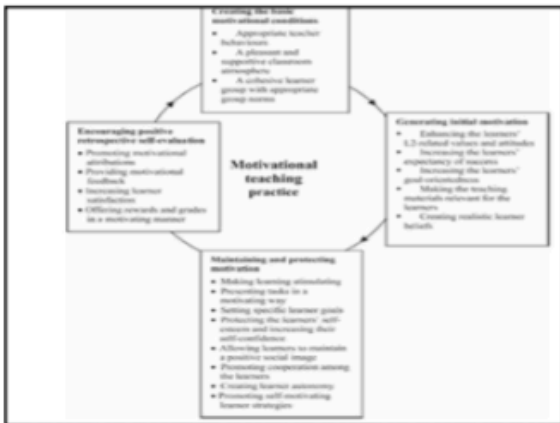
EMPIRICAL SUPPORT

- 70 % of the same brain areas are activated by **both visual mental imagery and actual visual stimulus**
  - (Kosslyn et al., 2002 as cited in Dörnyei, 2009).

- Strong positive correlation between **visual learning styles, mental imagery capacity, motivation and ideal L2 self**
  - (Al-Shehri, 2009; Dörnyei & Ushioda, 2009; Erdil, in press).

NEUROIMAGING SUPPORT

- the **more vivid and specific the L2 selves are**, the stronger incentives they become for the motivated behavior to learn
  - (Al-Shehri , 2009; Dörnyei & Ushioda, 2009).

Instrumental Motivation Future goals · anxiety · language ideologies · perceived L2 competence · parental effect · teacher effect · Teacher motivation · course-specific elements · Individual learner differences · OUGHT-TO SELF · Self-confidence · L2 learning experiences · IDEAL L2 SELF · LEARNING EXPERIENCE

L2 Learning Motivation

THEORETICAL FRAMEWORK-2: MOTIVATIONAL TEACHING PRACTICE IN THE L2 CLASSROOM (DÖRNYEI, 2001)

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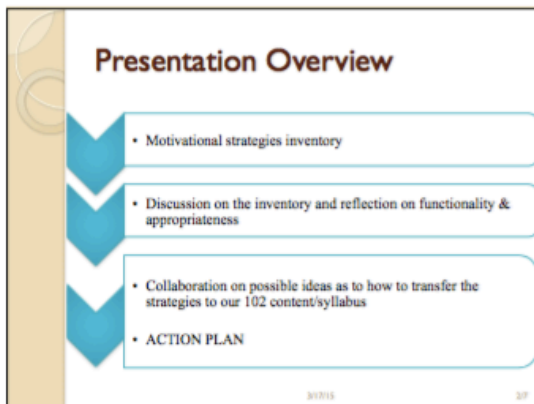
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Workshop 2

- **'Ought-to L2 Self' :** The attributes that one believes one ought to possess to *avoid* possible negative outcomes, and which therefore may bear little resemblance to the person's own desires or wishes.
- **'L2 Learning Experience' :** concerns executive motives related to the immediate learning environment and experience.

- **'Ideal L2 Self' :** The L2-specific facet of one's 'ideal self'
- It is the representation of all the attributes that a person would like to possess (e.g. hopes, aspirations, desires) as to the L2.
- – if the person we would like to become speaks an L2, the 'ideal L2 self' is a powerful motivator to learn the L2 because we would like to reduce the discrepancy between our actual and ideal selves.

RESEARCH SHOWS:

- Teachers' own behavior & motivation as the most motivational tool!!!
- Who is the most influential teacher?
  - Enthusiastic ones
  - Those showing dedication & passion for their subject
  - Those knowing their content area well and making it possible to process/learn for sts.

  - Because they instill in students a similar willingness to pursue knowledge…

MOTIVATIONAL STRATEGIES TO ENHANCE L2 MOTIVATION

So, our motivational strategies should focus on:

1. Internal structure of language class such as strategies to present new material, give feedback, set up communicative collaborative tasks, or assign homework.
2. Doing trouble-shooting for problematic facets of the classroom's motivational life and offer suggestions to handle them such as how to deal with student lethargy, lack of voluntary participation, or anti-learning influences.
3. Key motivational concepts such as intrinsic interest, self-confidence, autonomy.
4. Main types of teacher behavior that have motivating effects such as showing a good example, modeling student behavior, communication and rapport with students, consciousness raising.

NOT EVERY STRATEGY WORKS IN EVERY CONTEXT!!!

3/17/15   7/7

Appendix Y - IRB Letter

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 ● Tampa, FL 33612-4799
(813) 974-5638 ● FAX (813) 974-7091

April 24, 2014

Zeynep Erdil
Secondary Education
Tampa, FL 33612

RE: **Expedited Approval for Initial Review**
IRB#: Pro00016576
Title: Effect of Instructors' Consistent Motivational-Strategy Use on Language Learning Motivation: Explanatory Mixed-Method Study in Turkey.

Study Approval Period: 4/24/2014 to 4/24/2015

Dear Ms. Erdil:

On 4/24/2014, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application and all documents outlined below.

Approved Item(s):
Protocol Document(s):
Protocol- Languaeg Learning Motivation.pdf

Consent/Assent Document(s)*:
Informed consent form for Instructor participants.docx.pdf
Informed consent form for student participants.docx.pdf

*Please use only the official IRB stamped informed consent/assent document(s) found under the "Attachments" tab. Please note, these consent/assent document(s) are only valid during the approval period indicated at the top of the form(s).

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110 and 21 CFR 56.110. The research proposed in this study is categorized under the following expedited review

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category:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval by an amendment.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

John Schinka, Ph.D., Chairperson
USF Institutional Review Board