TO MY BELOVED FAMILY

THE RELATIONSHIP BETWEEN ZONGULDAK KARAELMAS UNIVERSITY ALAPLI VOCATIONAL COLLEGE STUDENTS' MOTIVATIONAL BELIEFS AND THEIR USE OF MOTIVATIONAL SELF-REGULATION STRATEGIES

The Institute of Economics and Social Sciences
Of
Bilkent University

by

NURAY OKUMUŞ

In Particular Fulfilment of the Requirements for the Degree of
MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

in

THE DEPARTMENT OF
TEACHING ENGLISH AS A FOREIGN LANGUGAE
BILKENT UNIVERSITY
ANKARA

July 2003

BİLKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES MA THESIS
EXAMINATION RESULT FORM
JULY 7, 2003

The examining committee appointed by for the Institute of Economics and Social Sciences for the thesis examination of the MA TEFL student

Nuray Okumuş

has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Title: The relationship Between Zonguldak Karaelmas University Alaplı Vocational College Students' Motivational Beliefs and Their Use of Motivational Self-Regulation

Thesis Supervisor: Dr. Fredricka L. Stoller
Bilkent University, MA TEFL Program

Committee Members: Julie Mathews Aydınlı
Bilkent University, MA TEFL Program

Dr. Necmi Aksit
Bilkent University, Graduate School of Education

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

(Dr. Fredricka L. Stoller)
Supervisor

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

(Julie Mathews Aydınlı)
Examining Committee Member

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

(Dr. Necmi Akşit)
Examining Committee Member

Approval of the Institute of Economics and Social Sciences

(Prof. Dr. Kürşat Aydoğan)
Director

ABSTRACT

THE RELATIONSHIP BETWEEN ZONGULDAK KARAELMAS UNIVERSITY ALAPLI VOCATIONAL COLLEGE STUDENTS' MOTIVATIONAL BELIEFS AND THEIR USE OF MOTIVATIONAL SELF-REGULATION STRATEGIES

Okumuş, Nuray

M.A., Department of Teaching English as a Foreign Language

Supervisor: Dr. Fredricka L. Stoller

Co-Supervisor: Julie Mathews Aydınlı

July 2003

Research on motivation in language learning has identified classroom motivation, student motivation, and teacher motivation as influential components of learning in English as Foreign Language classroom settings. The focus of this study is student motivation, in particular, roles of students' motivational beliefs and motivational self-regulation strategies. The value students attach to English tasks, students' perceived self-efficacy, and the goals students set for learning constitute students' motivational beliefs. Learners employ cognitive, meta-cognitive, and motivational strategies to regulate their learning processes, thereby taking responsibility for their learning; to take control over one's learning is called self-regulation. The level of student motivation does not remain stable; demotivating factors cause decreases in students' levels of motivation.

The strategies students use to counter demotivating factors are labeled as motivational self-regulation strategies. These strategies help learners regulate their motivation, avoid states of demotivation; thereby, helping them persist in academic tasks. This study investigated the relation between students' motivational beliefs and their use of motivational self-regulation strategies. Data were gathered through a questionnaire, with 36 items related to motivational beliefs and motivational self-regulation strategies. The questionnaire was administered to 414 students of Zonguldak Karaelmas University Alaplı Vocational College. The data were analyzed through frequency tests, Pearson product-moment correlation analyses, and a series of multivariate regressions. The findings suggest that there is positive correlation between students' motivational beliefs and their use of motivational self-regulation strategies. Moreover, students' motivational beliefs can be used to explain their use of motivational self-regulation strategies.

Key words: student demotivation, motivational beliefs, motivational self-regulation strategies

ÖZET

ZONGULDAK KARAELMAS ÜNİVERSİTESİ ALAPLI MESLEK YÜKSEKOKULU ÖĞRENCİLERİNİN MOTİVASYON DÜŞÜNCELERİ VE MOTİVASYON DÜZENLEME STRATEJİLERİ ARASINDAKİ İLİŞKİ

Okumuş, Nuray

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Dr. Fredricka L. Stoller

Ortak Tez Yöneticisi: Julie Matthews Aydınlı

Temmuz 2003

Dil öğreniminde motivasyon konusundaki araştırmalar sınıf motivasyonu, öğrenci motivasyonu ve öğretmen motivasyonunu EFL (Yabancı Dil Olarak İngilizce) dersi sınıflarında öğrenimin etkili elemanları olarak belirlemiştir. Bu çalışmanın odak noktası öğrenci motivasyonu, özellikle öğrencilerin motivasyon düşünceleri ve motivasyon düzenleme stratejileridir. Öğrencilerin İngilizce çalışmalara verdiği değer, kendilerine duydukları güven ve öğrenme için belirledikleri amaçlar öğrencilerin motivasyon düşüncelerini oluşturmaktadır. Öğrenciler öğrenim süreçlerini düzenlemek, böylelikle öğrenimlerini denetim altında tutmak için, bilişsel, üst-bilişsel, ve motivasyon stratejileri uygulamaktadır. Bu strateji uygulaması öz-düzenleme diye adlandırılmaktadır. Öğrencilerin motivasyon seviyeleri sabit kalmamakta, motivasyonu azaltan faktörler öğrencilerin motivasyon seviyesinde düşüşlere sebep olmaktadır. Öğrencilerin

motivasyonunu azaltan faktörlerin etkisini azaltmak için kullandıkları stratejiler motivasyon düzenleme stratejileridir. Bu stratejiler motivasyonlarını düzenlemelerine ve motivasyonu azaltan durumları engellemelerine yardım ederken, akademik görevlerini başarıyla yürütmelerini sağlar. Bu çalışma öğrencilerin motivasyon düşünceleriyle motivasyon düzenleme stratejisi kullanımları arasındaki ilişkiyi araştırdı. Çalışmada kullanılan veri, 36 motivasyon düşüncesi ve motivasyon düzenleme stratejisi maddeleri içeren bir anket yoluyla elde edilmiştir. Anket, Zonguldak Karaelmas Üniversitesi Alaplı Meslek Yüksekokulunun 414 öğrencisine uygulanmıştır. Veri analizi için frekans testleri, Pearson korelasyon testleri ve bir dizi çoklu regrasyon testleri kullanılmıştır. Bulgular öğrencilerin motivasyon düşünceleriyle motivasyon düzenleme stratejisi kullanımları arasında olumlu bir korelasyon olduğunu göstermektedir. Dahası, bulgular öğrencilerin motivasyon düşüncelerinin motivasyon düzenleme stratejisi kullanımını açıklamak için kullanılabileceğine de işaret etmektedir.

Anahtar kelimeler: öğrencide motivasyon yokluğu, motivasyon düşünceleri, motivasyon düzenleme stratejileri

ACKNOWLEDGEMENTS

First of all, I would like to thank my thesis advisor, Dr. Fredricka L. Stoller for her invaluable guidance and support throughout my study. I would also thank my instructors, Julie Mathews Aydınlı, Dr. Bill Snyder, and Dr. Martin Endley, for their continuous help and support throughout the year. I would also like to thank Necmi Akşit for his guidance and help as a member of my defense committee.

I would also thank my family, without their love, support and patience, this thesis could not have been written.

I owe much to my colleagues at Zonguldak Karaelmas University Alaplı Vocational College who supported me with their help and invaluable friendship.

I also would like to thank to all my classmates in the MA TEFL 2003 Program for their support and friendship. I would like to express my sincere thanks to Duygu Uslu, Eylem Koral, Feyza Konyalı, and Şebnem Oğuz for their invaluable friendship, love, and support throughout the year at the dormitory.

Finally, I am grateful to all who participated in this study.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I: INTRODUCTION

Introduction

Motivation is a highly complex and multifaceted issue in learning. The issue becomes even more complex when the target of learning is the mastery of a second language (Dörnyei, 2001b). The value learners place on tasks, their perceptions of self-efficacy, and the goals they set during their learning processes may contribute to the level of their motivation. Learners employ strategies to regulate their learning processes, thereby taking responsibility for their learning. They also employ strategies to counter demotivating factors and to regulate their motivation. Because the level of students' motivation and their beliefs about motivation vary, students differ in the strategies that they employ to counter demotivating factors. Motivation, engagement in tasks, and academic success form a cycle that is important for a good classroom atmosphere and academic success. Motivation may promote engagement in learning tasks; in turn, engagement in learning tasks may enhance academic success and academic success may result in greater motivation. This study intends to investigate if there is a relationship between students' motivational beliefs and their use of motivational self-regulation strategies.

Background of the Study

The research on motivation in second or foreign language learning, spanning decades, started with Gardner (1959). He, together with his colleagues, did research on the motivation of Canadian students learning French. He states that learners are motivated when they desire to communicate with second language native speakers. Because this interaction requires socialization, they have to make adjustments of a social nature (Gardner, 1985). After Gardner, many scholars investigated motivation in second and foreign language learning. Brophy (1999) and Wigfield and Eccles

(1994) emphasize the value of the actual process of learning in their research: the more learners value the task, the more motivated they are. Deci and his colleagues (1991) state that if the learner chooses the tasks himself, this choice will provide fully self-determined behavior. The task will be important and valuable to the learner since he chose it himself. Williams and Burden (1997) state that decisions that determine action, the amount of effort to be spent, and the degree of perseverance are the key factors in motivation. Ames (1992) and Pintrich (1999) distinguish between goals for learning for the sake of learning and goals for getting normative evaluation such as good grades. Dörnyei (2001a) defines a motivation framework composed of three levels: the language level, the learner level, and the learning-situation level. The language level involves learning goals and language choice. The learner level involves learner traits such as self-confidence and need for achievement. The learning-situation level involves intrinsic and extrinsic motives and motivational conditions related to factors such as the course, the teacher, or the learning group.

Motivation in second or foreign language learning courses differs from motivation in other courses. Second languages, as curricular topics, are like any other school subject but second language courses are not merely courses taught through discrete elements like a mathematics course would be (Dörnyei, 2001b). Gardner (1985) states that second language learning must be viewed as a central social psychological phenomenon. Thus, second language learning courses differ from other school subjects in the way in which they incorporate complex elements of second language culture. Dörnyei (1994) explains this complexity by emphasizing that "second language learning is an integral part of an individual's identity" (p. 274).

Language learners employ a variety of strategies during their progress through second language learning. Many scholars have investigated and defined the strategies

that learners employ in their second language learning process (Dörnyei, 2001a; Ellis, 1994; O'Malley, & Chamot, 1990; Oxford, 1990; Wenden, 1991; Wolters, 2001). For example, Oxford (1990) defines the strategies as direct and indirect strategies for the general management of learning. She divides strategies that are directly involved in learning tasks into three groups: memory strategies, cognitive strategies, and compensation strategies. Similarly, she divides indirect strategies into three groups: metacognitive strategies, affective strategies, and social strategies. Oxford (1990) states that the appropriate uses of "language learning strategies result in improved proficiency and greater self-confidence" (p. 1). Wenden (1991) explains the significance of language learning strategies in another way, by describing the features of successful learners. According to her, successful language learners have insights into their own language learning styles and preferences with an active, outgoing approach and willingness to take risks, and tolerance. In general, successful learners adapt and adopt strategies accurately and efficiently to promote comprehension and achieve learning tasks.

Learners face a variety of demotivational influences when learning a second language and their initial motivation often gradually decreases. Dörnyei (2001b) identifies nine main demotivating factors that are related to teachers (e.g., personality, competence, and attitudes), inadequate school facilities, learners (e.g., reduced self-confidence, or negative attitudes towards the second language, and second language community), attitudes of a class as a whole, and the course-book. When language learners face motivational problems, their motivation levels decrease. In such instances, some employ strategies to regulate their levels of motivation. Dörnyei (2001b) suggests that self-motivating strategies are made up of five main types:

commitment control strategies, metacognitive control strategies, satiation control strategies, emotion control strategies, and environmental control strategies.

Wolters (2000b) identifies a set of five motivational self-regulation strategies intended to increase learner effort for academic tasks:

- self-consequating (establishing and providing extrinsic consequences for engagement in learning)
- environmental control (concentrating attention by reducing distractions in the environment)
- performance talk (emphasizing the performance to want to complete the task)
- mastery self-talk (emphasizing mastery to want to complete the task)
- interest enhancement (working to increase effort or time on task by making it interesting)

Wolters (2000b) found that "students' general beliefs about the value of what they are learning, or their orientation toward learning or performance goals may fuel their tendency to use some form of volitional or motivational regulation" (p. 14). Research on motivational beliefs indicates the relation among motivational beliefs (perceived self-efficacy, task value, mastery goal orientation, and performance goal orientation), engagement in the learning process, and academic success (Pintrich, 1999; Wolters et al., 1996; Wolters, 2000a). Wolters (2000b), in his study of 114 eighth grade students in the United States, found that there is a relation between students' motivational beliefs and their use of motivational self-regulation strategies. The study reported here investigated Turkish vocational state college students' motivational beliefs, their use of motivational self-regulation strategies, and the relation between students' motivational beliefs and their use of motivational self-regulation strategies.

Statement of the Problem

Second language learners, as observed by many researchers, employ a variety of strategies during their second language learning process (Dörnyei, 2001a; Ellis, 1994; O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 1991; Wolters, 2001). These language learning strategies involve (a) direct or cognitive strategies that are directly related to learning tasks and (b) indirect strategies or metacognitive strategies that are indirectly related to learning tasks. Employing these strategies and taking responsibility for the learning process are defined as self-regulation. Learners who employ language learning strategies are labeled as *self-regulated learners* (Kuhl, 2000; Pintrich, 1999; Zimmerman, 1998). Language learning strategies also include motivational self-regulation strategies that help learners to increase or maintain their level of motivation. As Gardner (1985) states, motivation is a significant issue in second language learning since motivation enhances learner engagement and promotes learner's academic success. The beliefs learners hold about themselves, the learning tasks, and their goals for learning determine their motivation. Students' levels of motivation are never stable: students often face demotivation problems that cause decreases in their motivation. Just as motivation promotes engagement in academic tasks and academic success, demotivation may cause disengagement and failure.

Teachers of EFL courses at vocational colleges in state universities in Turkey often face demotivation problems in their classrooms. These motivational problems may stem from the demotivating factors described by Dörnyei (2001b). Both the teachers and students should share the responsibility for classroom demotivation. Depending on their motivational beliefs, students might employ motivational self-regulation strategies to deal with these problems. Students' high or low motivational

beliefs may influence their motivational self-regulation strategy use, in terms of frequency and efficiency. Vocational college teachers want their students to take responsibility for and have control over their learning because self-regulation and self-control of learning can influence learners' academic success.

Research has suggested a relation between students' motivational beliefs and their use of motivational self-regulation strategies. This study intends to investigate if there is a relationship between the motivational beliefs of the students of Zonguldak Karaelmas University Alaplı Vocational College and the motivational self-regulation strategies that they employ to increase their efforts in completing classroom tasks.

Research Questions

This study will address the following questions:

1. What are Zonguldak Karaelmas University Alaplı Vocational College students' motivational beliefs toward their English classes?
2. What is Zonguldak Karaelmas University Alaplı Vocational College students' reported use of motivational self-regulation strategies?
3. What is Zonguldak Karaelmas University Alaplı Vocational College students' reported use of motivational self-regulation strategies?

Significance of the Problem

Motivation in second language contexts has a significant impact on learner engagement and academic success. Recent studies on motivation in second language learning mainly focus on demotivation, self-management, and self-regulation strategies of second language learners. Since demotivation may cause disengagement in academic tasks and subsequent failure, students' employment of motivational self-regulation strategies as part of self-regulation of second language learning may solve students' demotivation problems. This study identifies motivational beliefs of

vocational state college students at Zonguldak Karaelmas University Alaplı Vocational College in Turkey. The study may provide the EFL teachers in Zonguldak Karaelmas University Alaplı Vocational College with insights into the relationship between students' motivational beliefs and their self-regulation strategies. A representation of students' perceptions of demotivational factors and motivational self-regulation strategies may contribute to teachers' understanding of student demotivation. Moreover, this knowledge may help the EFL teachers in vocational state colleges to reconsider, and possibly revise, the instructional strategies that they use to promote student motivation.

Students may be aware of motivational self-regulation strategies but they may fail to use them appropriately and efficiently or they may not be aware of these strategies at all. This study may result in the need for training students to use motivational self-regulation strategies effectively. To help students to improve their efficiency in motivational self-regulation strategies may be useful both for their goal achievement and success, and for having a more motivating classroom atmosphere with more motivated students.

Key Terms

The terms defined below are all key to the study reported here:

1. *Student motivation:* Students' emotional state of willingness and readiness to engage in learning tasks and perform desired actions.
2. *Motivational beliefs:* The value attached to learning tasks, learner's self-efficacy beliefs, and the goals that learners set for themselves before or during their learning process. In general, these factors together determine the level and strength of motivation.

3. *Demotivation:* The state of unwillingness to engage in learning tasks or perform desired actions.

4. *Self-regulation:* Control of and responsibility for one's own learning process by employing strategies that are beneficial and essential to regulate the learning process.

5. *Motivational self-regulation:* Control of one's own motivation to regulate the level of motivation in order to prevent a decrease in motivation.

6. *Motivational self-regulation strategies*: Strategies employed to regulate one's level of motivation to engage in learning tasks and prevent states of demotivation.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

Motivation represents an important issue in learning. Motivation in learning a second language differs from more general motivation due to the fact that second language learning requires the acquisition of the four skills (i.e., reading, writing, speaking, and listening), involves cultural background, and necessitates new adaptations. The value that students attach to classroom tasks, students' perceived self-efficacy, and the goals that students set for learning constitute students' motivational beliefs. Students' motivational beliefs determine the level of student motivation in learning a second or foreign language. The level of a student's motivation does not remain stable; demotivating factors cause decreases in the level of motivation. Self-regulated learners take control of their language learning process and employ strategies that lead to academic success. Students employ motivational self-regulation strategies to regulate the level of their motivation. Research on motivational beliefs shows that there is a relation between students' motivational beliefs and their use of motivational self-regulation strategies. In this review of the literature, the following major issues will be reviewed: theories of motivation, motivational beliefs, demotivation, self-regulation, language learning strategies, and the relation between motivational beliefs and the use of motivational self-regulation strategies.

Theories of Motivation

Motivation may be defined as "the influence of needs and desires on the intensity and direction of behaviors" (Slavin, 2000, p. 327). As Slavin (2000) points out, motivation, as a complex depiction of our needs and desires, leads our behaviors. Motivation may be defined in a more detailed and formal manner as "a state of

cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/ or physical effort in order to attain a previously set goal" (Williams & Burden, 1997, p. 120). Because of the importance of motivation, many scholars have tried to understand it. In the process of exploring motivation, many have generated theories to depict its complexity. Some commonly cited theories include Gardner (1985) and his theory of motivation; Brophy (1999) and his expectancy-value theory; Williams and Burden (1997) and their attribution theory; Deci, Vallerand, Pelletier and Ryan (1991) and their self-determination theory; Bandura (1997) and his self-efficacy theory; Ames (1992) and their goal-orientation theory; and Dörnyei (2001b) and his theory of motivation. Each theory is described in the following sections.

Gardner's Theory of Motivation

Gardner (1985) classifies motivation to learn a second language as integrative motivation and instrumental motivation. Integrative motivation stems from having positive feelings about the second language speaking community and a willingness to have social interactions with members of that community. Students who have positive feelings towards the second language speaking community are more successful in learning a second language. Instrumental motivation reflects interests in the pragmatic gains associated with learning a second language, like being hired for a better job or earning a higher salary.

Expectancy X Value Theory

Brophy (1999) defines motivation in terms of the value placed on learning for its own sake and engagement in tasks for the mastery of those tasks. When people value classroom tasks and choose to engage in tasks for their own reasons, the quality of learning will be better. However, as Brophy points out, the vast majority of

classroom settings are characterized by compulsory activities and evaluation rather than free choices. Nonetheless, students can learn to value learning for its own sake and teachers should be aware of this fact. Brophy states that the amount and quality of effort that students put into an activity determine what they gain from it. This explanation forms the expectancy part of the theory. Brophy (1997) explains that, "the effort people expend on a task is a product of the degree to which they expect to be able to perform the task successfully if they apply themselves" (p. 41).

Attribution Theory

Attribution theory was first developed by Heider in the 1940s and 50s. Weiner, in the 1980s, constructed his own version of attribution theory. Weiner (1990) suggests that people attribute their likelihood of future successes and failures to past experiences. Weiner (1990) suggests that there are four main sets of attributions are ability, task difficulty, effort, and luck. There are three attribution dimensions: locus of causality (which refers to whether people see themselves or others as the cause of the events), stability (which refers to whether the four factors are stable or unstable), and controllability (which refers to taking control over one's life through events). He states that people who feel responsible for their behaviors are internalisers, and those who believe that events are out of their control are externalisers.

According to Williams and Burden (1997), motivation includes decisions to do something, expend effort on it, and persist in engagement with it. Decisions to act are influenced by internal and external factors. Intrinsic interests and the perceived value of the activity have internal effects on decisions. Self-efficacy and awareness of personal strengths and weaknesses in skills required are other internal factors which have effects on decisions. Attitudes toward language learning,

in general, and toward the target language and the target language community and culture, more specifically, also influence internal decisions. Parents, teachers, and peers, on the other hand, may externally influence decisions. Learning experiences, feedback, rewards, and punishments, and the learning environment itself (i.e., its resources, time of the day, week, or year) are other external factors that influence decisions.

Self-Determination Theory

According to Deci, Vallerand, Pelletier and Ryan (1991), there are three types of human needs which lead to motivation. They are competence (attaining various external and internal outcomes), relatedness (developing secure and satisfying connections in social environments), and autonomy (regulating one's own actions). Satisfaction of any of these three needs enhances motivation. When people satisfy their needs, they are self-determined. Deci et al. (1991) classify motivation into two parts, as intrinsic and extrinsic motivation. Intrinsically motivated behaviors are engaged in for the sake of pleasure and satisfaction, without the necessity of material rewards or constraints. Extrinsically motivated learners internalize within themselves the regulation of uninteresting tasks which are useful for social interactions. They engage in tasks to obey rules or to avoid punishment (defined as external contingency). They value tasks and identify themselves with the learning process.

Self-Efficacy Theory

Bandura (1997) describes motivation through a self-efficacy perspective. He states that students who believe in their abilities and their capabilities have high expectations and are ready for challenges. These students motivate themselves by setting goals and planning to accomplish these goals. They get support from themselves and others. They are not stressed compared to others who are anxious

about difficult tasks and unable to prevent anxiety. Students with high self-efficacy perceive failure as a result of ignorance or a lack of skills; however, the students with low efficacy blame themselves for their failures and lose faith in themselves. Students with high self-efficacy arrange activities to avoid failure. They rely on their emotional and physical states, reduce stress and anxiety, and improve internal strength.

Goal Orientation Theory

Ames (1992) states that the goals that learners set for themselves during their learning process determine their motivation. The theory makes a distinction between learning goals, also called mastery goals, and performance goals. Students with learning goals aim to gain competence in the skills being taught. However, students with performance goals seek to gain positive judgments of their competence. Learning-oriented students tend to keep trying when they face problems and, as a consequence, their motivation increases. Such students are more likely to use metacognitive or self-regulated learning strategies to control their learning. However, performance-oriented students become discouraged when they face problems and their motivation decreases. Learning-oriented students define success as improvement and progress. They value effort and learning, and evaluate errors or mistakes as part of their learning. They focus their attention on process, work hard to learn something new, and are happy with progress. Performance-oriented learners, on the other hand, define success in terms of high grades; they value high grades and develop feelings of anxiety with errors and mistakes. They focus their attention on their own performance; they perform to do better than others for normative evaluation (i.e., high grades).

Dörnyei's Theory of Motivation

Dörnyei's (2001a) motivation framework has three levels: the language level, learner level, and learning situation level. At the language level, learners' focus is on orientations and motives related to the target culture, target community, and usefulness of proficiency in the target language. Motives determine basic learning goals and explain language choice. The language level has two motivational subsystems: the integrative motivational subsystem and the instrumental motivational subsystem. The integrative motivational subsystem responds to social, cultural, and ethnolinguistic components and an interest in foreignness and foreign language. The instrumental motivational subsystem consists of extrinsic motives centered on an individual learner's future career. The learner level involves a complex of affects and cognitions that form personal traits such as the need for achievement and self-confidence. Self-confidence develops in response to aspects of language anxiety, perceived L2 competence, attributions of past experiences, and self-efficacy.

The learning situation level includes intrinsic and extrinsic motives and motivational conditions determined by the course, teacher, and the learning group. Course-specific motivational components include interest, relevance, expectancy, and satisfaction toward the syllabus, teaching materials, methods, and learning tasks. Teacher-specific motivational components involve student desire to please the teacher, acceptance of the teacher as the authority, obedience to classroom rules, motivation to be socialized, as well as teacher modeling, task presentation, and feedback. Group-specific motivational components involve goal-orientedness, a norm or reward system that every member agrees with and that becomes the standard value system of the group, group cohesion, and classroom goal structure.

Motivational Beliefs

Language learning motivational beliefs is determined by the value that students assign to instructional tasks, students' perceived self-efficacy, and students' learning and performance goals. Each concept (i.e., task value, perceived self-efficacy, goal orientations) is derived from the motivation theory that emphasizes it. Research in these areas has shown that these three concepts determine the level of students' academic motivation (Wolters, 2000b). Each concept is explained below, in turn.

Task Value

The concept of task value, derived from the expectancy value theory (Brophy, 1999; Wigfield & Eccles, 1994), reflects students' beliefs about whether the tasks or skills that they are learning are useful, important, or appealing. "Students' achievement values, such as liking of tasks, importance attached to them, and their usefulness, are the strongest predictors of students' intentions to keep taking courses and actual decisions to do so and their subsequent grades in courses" (Wigfield & Eccles, 1994, p. 254). Considering a task or a skill as useful, meaningful, or interesting makes it valuable for the learner and enhances the learner's level of motivation. The more positive feelings and thoughts students have, the higher their motivation and the longer that they persist in working on the task. Brophy (1999) states that classroom learning is optimal when it features curricular content, when learning activities are already familiar to the learner, and when classroom learning is meaningful for the learners.

Wigfield and Eccles (1994) found that students who view what they are learning as useful, important, or appealing are likely to engage in the task. Such students extend greater effort to complete the task and persist for a longer time on the

task than other students. Wigfield & Eccles (1994) characterize the concept of task value by defining its three components. The first component, specifically attainment value, involves attaining success on the task to fulfill needs for achievement, power, and prestige. The second component, interest value, is characterized by the enjoyment that learners experience from engaging in tasks. The third component, utility value, involves engagement in the activity to advance learners' careers or help them to reach larger goals. The more value that the student attaches to the task, the more engaged the student becomes in the task. Increased engagement influences the likelihood of success, which, in turn enhances perceptions of competence and intrinsic pleasure in mastering the task. These interlinked factors, in the end, result in greater motivation and cause students to spend more time and effort on that task, the beginning of a cycle once again.

Perceived Self-Efficacy

Self-efficacy refers to learners' judgments about their own abilities and capabilities. If learners believe that they can achieve a task or a skill, then they are more likely to be able to do so. Their beliefs in themselves will enhance their self-confidence and the likelihood of success. Bandura (1997) states that people have incentives to do something only when they believe they can produce the desired effects. Moreover, the more people believe in themselves to attain and achieve their goals, the stronger and higher their motivation is.

Bandura (1997) states that self-efficacy regulates human functioning in some ways. Self-efficacious people have high aspirations, take long views, and think soundly. The level of self-efficacy beliefs determines the goals that people set for themselves, their effort, and their persistence. Self-efficacious people are known to have lower stress and anxiety, and have better control over disturbing thoughts.

Pajares (2001) suggests that students who value school and view learning as valuable accompany these beliefs with confidence and positive feelings. They are more likely to regard themselves positively as a result of their deserved accomplishments. Pajares (2001) states that academic motivation, success, and interest are greatly affected by students' beliefs in their efficacy to regulate their own learning activities.

Goal Orientations

Goals reflect the reasons that students set and adopt before they engage in academic tasks or when they are in the process of learning. The goals that students adopt can be used to understand students' learning and achievement in academic contexts (Ames, 1992; Wolters, Yu, & Pintrich, 1996). The research conducted on goal orientations suggests two general goal orientation types: a learning/mastery goal orientation and a performance goal orientation.

When students adopt a learning or mastery goal orientation, they are focused on learning and mastery of the material or the task. However, when students adopt a performance goal orientation, they are focused on demonstrating their abilities in relation to other students. Wolters, Yu, & Pintrich (1996) found that a learning goal orientation promotes student's self-efficacy, enhances task value, and provides deeper cognitive engagement and higher levels of self-regulation of academic learning. They also found that students who adopt a performance goal orientation experience more positive academic outcomes. Their study indicates that the adoption of either a learning or performance goal orientation has an important influence on students' learning behaviors. Moreover, the adoption of both types of goals influences their efforts to regulate their learning.

Bembenutty (2000) explains goal orientations with a delay of gratification concept. He found that task/ mastery/ learning goal oriented learners are willing to accept delayed gratification since they seek challenging tasks and have intrinsic motivation for task engagement. Performance goal oriented learners are also willing to accept delayed gratification, since they compete for good grades and academic tasks. Yet, performance goal oriented learners choose easy tasks to avoid failure and task engagement. Bembenutty also states that by choosing the delayed alternatives, students will achieve social goals and / or avoid social problems.

Demotivation

Learners of second or foreign languages often face problems during their learning processes. These problems often stem from demotivating factors that cause decreases in learners' levels of motivation. Dörnyei (2001b) identifies nine main demotivating factors (outlined in Table 2.1). Demotivating factors can influence classroom motivation because they obstruct high levels of motivation and persistence of motivation. Motivated and demotivated learners can easily be differentiated. "Academically motivated students infrequently need to be disciplined since they are interested in what is being said. When students are academically motivated, then teachers become professionally motivated. In short, the whole educational enterprise is strengthened" (Spaulding, 1992, p. 3-4).

Table 2.1 Demotivating Factors (from Dörnyei, 2001b)

Source of demotivation	**Causes of demotivation**
Teacher	• Teacher's intolerance or aggressive behaviors • Lack of commitment to his or her profession • Lack of competence in the language being taught • His or her teaching style and the teaching method
Inadequate school facilities	• Large classes • Multi-level groups • Frequent change of teachers and methods
Student's reduced self-confidence	• Student's failure in the past • Lack of success
Student's negative attitudes toward the second or foreign language	• Student's personal reasons for disliking the target language
Compulsory nature of second or foreign language study	• Compulsory language courses without any alternatives to choose from
Interference of another foreign language being studied	• Two foreign languages learned at the same time
Student's negative attitudes toward the second or foreign language community	• Student's negative attitudes toward the culture or the community of the target language
Attitudes of group members	• Negative attitudes of other students in the classroom
Course book	• Student's negative evaluation of the course book as useless, difficult, or uninteresting

Demotivated students, on the other hand, generally cause discipline problems since they are not willing to engage in and are not interested in classroom tasks. The higher the level of students' motivation, the better classroom atmosphere and more successful learners we have. Teaching and learning are interrelated and motivation promotes the quality and benefits of this interaction, in addition to the interrelationships between teachers and students.

Language Learning Strategies

The focus of much research in education is on defining how learners can take charge of their own learning and how teachers can help students to become more autonomous (Wenden & Rubin, 1987). Some students learn better even if they all have the same opportunities, the same learning environment, the same target language, and the same native language. Successful learners are those who learn better. Wenden (1991) states that "successful or intelligent learners acquire the learning and the attitudes that enable them to use their skills and knowledge confidently, flexibly and appropriately" (p. 15). Similarly, Oxford (1990) defines successful learners as the ones who have insight into their own learning, language learning styles, and preferences as well as the task. Successful learners take an active approach to learning tasks. They are willing to take risks, are good guessers of context, situation, explanation, error or translation and are prepared to attend to form as well as to content. They attempt to develop the target language into a separate reference system and try to think in the target language. They generally have a tolerant and outgoing approach to the target language. Since successful learners are conscious learners who take responsibility for their learning by having control over it, they are also called self-regulated learners.

Self-regulated language learners know how to engage themselves actively in their language learning process by using language learning strategies. Oxford and Ehrman (1990) define strategies as "behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable" (p. 1). If a learner wants to be successful, he or she takes the responsibility for his or her learning process and employs language learning strategies. Ellis (1994) depicts language learning strategies as both general approaches and specific actions or techniques used

to learn a second language. Strategies are problem oriented and learners are generally aware of them. They involve both linguistic and non-linguistic behaviors. They can be performed both in one's native language and second language. Some strategies are behavioral and directly observable, while others are mental and not directly observable. They contribute directly or indirectly to learning. Strategy use varies in response to task type and individual learner preferences.

Language learners employ strategies; however, they vary in their choice of strategies. Ellis (1994) defines some factors that affect the strategy choice of learners. Learners' beliefs about language learning affect strategy choice. Ellis (1994) states that learners who emphasize the importance of *learning* tend to use cognitive strategies (direct strategies), while the ones who emphasize the importance of *using* the language rely on communication strategies (indirect strategies). Learner factors such as age, aptitude, motivation, personal background, and gender also affect strategy choice. Ellis (1994) states that young children employ strategies in task-specific manners, while older children and adults make use of generalized strategies. Aptitude, related to learning styles, also affects strategy choice. Oxford and Ehrman (1991) suggest that introverts, intuitives, feelers, and perceivers have advantages in classroom contexts because they have more aptitude for language learning and use more strategies. Ellis (1994) suggests that highly motivated students use more strategies related to formal practice, functional practice, general study, conversation, and input elicitation than poorly motivated students. Learning experiences also affect strategy choice; students with at least five years of study use more functional-practice strategies than students with fewer years of experiences (Ellis, 1994). The nature and range of the instructional task affect strategy choice and use as well.

Learning languages that are totally different from learners' native language may result in greater use of strategies than learning similar ones (Ellis, 1994).

Oxford (1990) classifies language learning strategies into two types: direct and indirect language learning strategies, depending on the direct or indirect use of language. According to Oxford (1990), direct strategies include memory strategies, cognitive strategies, and comprehension strategies. Memory strategies involve creating mental linkages by grouping, associating, elaborating, and placing new words into a context. Memory strategies also apply imagery, semantic maps, keywords, and representations of sounds in memory. Furthermore, they involve reviewing, employing action as a physical response or sensation, and using mechanical techniques.

Cognitive strategies are different from memory strategies. They require practicing sounds formally through repeating them, recognizing, using formulas and patterns, recombining them, and practicing writing systems. They also involve getting the idea quickly, using resources for receiving and sending messages, reasoning deductively, analyzing expressions contrastively, translating, transferring, and creating structures for input and output such as taking notes, summarizing, and highlighting.

The last type of direct strategies, comprehension strategies, includes guessing intelligently by using linguistic and other clues. Comprehension strategies also include overcoming limitations in speaking and writing by switching to the mother tongue, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting the message, coining words, and using circumlocution or a synonym.

Indirect strategies include metacognitive, affective, and social strategies. Metacognitive strategies include linking the unknown with already known material, paying attention, and delaying speech production to focus on listening. They also involve organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities. Metacognitive strategies involve evaluating learning by self-monitoring and self-evaluating.

Affective strategies, unlike metacognitive strategies, include lowering anxiety by using relaxation, music, and laughter. Affective strategies also include encouraging oneself by making positive statements, taking risks wisely, and rewarding oneself. Furthermore, affective strategies include taking one's "emotional temperature" by listening to one's body to regulate emotion. They also involve using a checklist, writing a language learning diary, and discussing feelings with others.

The last type of indirect strategies is social strategies. Social strategies involve asking questions for clarification and correction, and cooperating with others. Social strategies also involve empathizing with others by developing cultural understanding and becoming aware of others' feelings and thoughts.

Self-Regulation

Self-regulation refers to taking control over one's learning processes, spending extra time and effort, and employing strategies to experience more academic success. Several researchers have generated different definitions of self-regulation and have explained self-regulation in their studies. These views are represented throughout this section of the chapter.

Motivated students are generally interested in classroom tasks and are willing to engage in them. They expend extra time on learning and employ strategies to

improve themselves and to learn better. The impact of appropriately and effectively used learning strategies on academic success and engagement has proven to be positive. Moreover, successful learners are defined as the learners who employ learning strategies to regulate their learning. Such students are called self-regulated learners since they regulate their cognitive and metacognitive skills for better academic success. Since students are frequently faced with mandatory tasks in classrooms that demotivate them, many students use strategies to regulate their motivation, specifically motivational self-regulation strategies, that include self-consequating, environment control, mastery-self talk, performance-self talk, and interest enhancement. The research on self-regulation shows that the use of motivational self-regulation strategies, such as these, has a positive impact on academic success.

Learners' use of strategies for their own learning makes them more responsible for their learning and makes them self-regulated learners. Self-regulated learners are the ones who control their learning processes, manage their abilities, and regulate their emotions and motivation by using various strategies. Self-regulated learners use both cognitive and metacognitive strategies. They also employ motivational self-regulation strategies to regulate the levels of motivation necessary for engagement in learning tasks and academic success.

According to Zimmerman (1998), self-regulated learners use volition or performance control to maintain intention and to avoid distracting alternatives. His model of self-regulation has three phases. The first phase is the *forethought phase* which refers to a selection of goals and strategic planning. This phase is influenced by self-efficacy beliefs, goal orientation, and intrinsic interest. The second phase is the *performance or volitional control phase* which involves engagement in attention,

self-instruction, and self-monitoring to secure expected outcomes, in the direction of the goals determined in the first phase. The third phase is the *self-selective phase,* referring to engagement in self-evaluation to examine progress, compare performance with goals, and identify errors.

Zimmerman (1998) states that self-regulated learners establish a hierarchy of goals, have learning-goal orientation, and are highly self-efficacious. The use of cognitive and self-regulatory strategies requires more time and effort than normal engagement. To spend more time and effort, and to use various strategies, they must be motivated. Students who value their work are willing to spend more effort and time on their school work. Students who set self-improvement and learning goals for themselves engage in various cognitive and metacognitive activities to improve their learning.

Pintrich (1999) defines self-regulated learning as "the strategies that students use to regulate their cognition as well as the use of resource management strategies to control their learning" (p. 2). According to Boekaerts (1997), self-regulatory skills are "vital, not only to guide one's own learning during formal schooling, but also to educate oneself and up-date one's knowledge after leaving school" (p. 161). Bembenutty (2000) states that self-regulated learners are learners who like schoolwork and learning new items, engage in tasks because they find them interesting, and are willing to delay gratification to achieve long-term academic goals. Bembenutty (2000) defines *delay of gratification* as the postponement of an immediately available option (e.g., going to a favorite concert the day before a test even though the student is not well prepared), and preference of a delayed alternative (e.g., staying at home to study to get a good grade). *Academic delay of gratification*

refers to students' postponement of immediately available opportunities to attain or achieve valuable, academic rewards, goals, and intentions.

Kuhl (2000) describes self-regulation in his *volitional action control theory*. According to him, volition is "an array of conflict-resolution mechanisms and strategies" (p. 2). Tempting alternatives or a lack of motivation are typical difficulties that arise when individuals attempt to carry out their intentions. The function of conflict-resolution mechanisms and strategies is to overcome these difficulties when individuals try to carry out their intentions. Kuhl (2000) distinguishes between two types of volition: *self-regulation* and *self control*. Self-regulation is a self-integrating type of action control in which an individual forms goals related to his or her needs, and uses strategies to solve action-related conflicts flexibly. Conflicts between mental subsystems may occur when competing action tendencies hinder goal achievement. To coordinate these subsystems, a self-regulatory mode flexibly employs a variety of self-regulatory strategies such as attention control, motivation control, emotion control, and decision control. On the other hand, self-control refers to the person's ability to maintain goals by suppressing any tempting alternatives. Self-control helps the person to pursue high priority goals that are not personal choices. Individuals, who prefer to act in the self-regulation mode, tend to choose self-set goals related to their needs, whereas individuals who prefer to act in the self-control mode tend to adopt goals imposed by others. Self-chosen goals are better remembered than assigned goals. Therefore, self-regulators remember intentions better than self-controllers. The self-regulation mode activates a reward system and positive emotions, whereas the self-control mode activates a punishment system and negative emotions.

According to Kuhl (2000), success in academic learning situations typically requires (a) noticing opportunities for learning, (b) realistic goal setting and identification with the goal (through successful self-compatibility checking), (c) persistent goal pursuit, (d) attentive monitoring of available cognitive, emotional, and situational resources, (e) effective self-management of emotional and motivational states, (f) planning and problem-solving, (g) energetic initiative and implementation of plans, and (h) effective use of performance feedback.

According to Kuhl (2000), without the ability to change or regulate negative affect, students cannot form realistic goals or concentrate on task-relevant material. Students cannot stop unwanted thoughts, or set priorities and wishes. They cannot translate their motives into explicit intentions. They remain focused on unrealistic thoughts and ideas without having the energy for implementation if they are not self-motivated. Self-system functions include self-motivation, self-relaxation, decision-making, identification, and creativity, all of which are important for effective learning in school (Kuhl, 2000).

Boekaerts (2000) states that *prior knowledge* is essential in self-regulated learning. According to Boekaerts, there are three types of prior knowledge: conceptual and procedural knowledge, cognitive knowledge, and metacognitive knowledge. Boekaerts (2000) states that "teachers should be aware of types of prior knowledge and encourage their students to activate their prior knowledge and make it instrumental to the new domain" (p. 167). When learners are not able to regulate their learning, teachers can compensate for self-regulatory skills by providing instructional support. Teachers also should provide opportunities for students to learn to select strategies, combine them, and coordinate them in connection to targeted knowledge.

Research on self-regulation shows that learners use strategies to regulate their cognition and metacognition; moreover, they differ in their choice of strategies. While Oxford (1990) classifies the strategies that language learners employ during the process of language learning into direct strategies and indirect strategies, as explained earlier, other researchers classify strategies in different terms, specifically as cognitive, metacognitive, and motivational self-regulation strategies. Some researchers use the terms cognitive and metacognitive broadly, while others tend to use them as a sub-category of direct strategies.

Cognitive Strategies

Pintrich (1999) explains cognitive strategies as a broad category. According to Pintrich (1999), cognitive learning strategies include rehearsal, elaboration, and organizational strategies. Rehearsal strategies involve having multiple exposures to items to be learned or saying words aloud as one reads the text. These strategies help students to select important information active in working memory. Elaboration strategies involve paraphrasing, summarizing the material to be learned, creating analogies, generative note-taking, explaining the ideas in the material to someone else for better comprehension, and asking and answering questions. Organizational strategies include behaviors such as finding the main idea in the text, outlining the text, and using various techniques for selecting and organizing the ideas in the material.

Boekaerts (2000) uses cognitive strategies as a broad term too. According to Boekaerts (2000), cognitive strategies include selective attention, decoding, rehearsal, elaboration, structuring, generating questions, activation of rules and application, re-applying a rule, and adapting a skill. Cognitive regulatory strategies include a mental representation of learning goals, the design of an action plan, the

monitoring of progress, and the evaluation of goal achievement. Boekarts suggests that students who lack cognitive self-regulation prior knowledge cannot self-regulate their learning, since they do not have the capacity to mentally represent a learning goal. Also, they cannot design, execute, and monitor an adequate action plan.

Metacognitive Strategies

Pintrich (1999) explains metacognitive strategies as a broad term. According to Pintrich (1999), metacognitive self-regulatory strategies include planning, monitoring, and regulation strategies. Planning activities include setting goals for studying, skimming a text before reading, and doing a task analysis of the problem. These activities help learners to organize material easily. Monitoring involves tracking of attention while reading a text, or listening to a lecture, self-testing through the use of questions about the text material to check for understanding, monitoring comprehension of a lecture, and using test-taking strategies in an exam situation. These strategies show the learner his or her deficiencies in comprehension or attention that would benefit from improvement, using regulation strategies.

Pintrich (1999) states that monitoring strategies are closely tied to each other. Learners' monitoring strategies suggest the need for regulation strategies, the third type of self regulation strategies proposed by Pintrich. Examples of self-regulation strategies include asking oneself questions after reading a text, re-reading for better comprehension, slowing the pace of reading when reading a difficult text, reviewing a part for better comprehension, skipping questions and returning to them when taking a test.

Motivational Self-Regulation Strategies

Wolters (2000b) defines motivational regulation strategies as "various actions or tactics that students use to maintain or increase their effort or persistence at a

particular task" (p. 283). These strategies include volitional or self-regulatory strategies that students use to control effort and time spent on academic tasks. Wolters (2000b) states that students' use of strategies, including motivational control, emotion regulation, attention control, environment control, and information processing, determines their levels of volition or ability to follow through in their intentions. He suggests that students, who frequently employ self-regulation strategies, exhibit greater persistence in academic tasks than students who are less volitionally skilled. According to Wolters (2000b), self-regulated learners are learners with adaptive motivational beliefs and attitudes. These students are metacognitively skilled at using a great number of cognitive strategies. Students' active regulation of their own motivation is a component of self-regulated learning. He suggests that students who regulate their motivation should remain engaged, and successfully complete academic tasks more consistently than students who do not regulate their level of achievement.

Boekaerts (2000) states that students who lack motivational self-regulation prior knowledge cannot self-regulate their learning since they cannot discriminate self-defined goals, intentions, wishes, and expectations from the imposed ones. Boekarts suggests that these students need emotional scaffolding to have a balanced emotional status. The teacher will be the model and the coach, and his guidance will fade away as soon as the students start self-scaffolding. She also suggests that when teachers do not allow for choice of tasks, choice of strategies, or time management, they limit students' opportunities to become self-regulated learners.

According to Boekaerts (2000), motivation strategies include creating a learning intention, coping with stressors, reducing negative emotion, managing effort, and using social resources. Students employ motivation regulatory strategies

to put motivation strategies into practice. Motivational regulatory strategies include representing behavioral intention mentally and linking it to an action plan, maintaining an action plan despite obstacles and competing action tendencies, and disengaging an action plan and behavioral intention when no longer needed.

Pintrich (1999) defines motivational self-regulation strategies as resource management strategies that include strategies that students use to manage and control their environment. Managing one's time, effort, and study environment, and seeking help from teachers and peers are examples of these types of strategies. These strategies help students to adapt to their environment and change the environment to fit their goals and needs.

Wolters (2000b) and Dörnyei (2001b) use different terms to describe a similar set of motivational self-regulation strategies. For example, Wolters (2000b) defines five types of motivational regulation strategies: self-consequating, environmental control, interest enhancement, mastery self-talk, and performance self-talk. Dörnyei (2001b) makes a similar classification of self-motivating strategies but uses these labels: commitment control strategies, metacognitive control strategies, satiation control strategies, emotion control strategies, and emotion control strategies.

Wolters (2000b) defines self-consequating as one motivational regulation strategy. He depicts it as increasing extrinsic reasons for completing the task, such as obtaining rewards or avoiding punishments. Dörnyei (2001b) refers to the same type of strategies as *commitment control strategies,* which refer to conscious techniques that learners use to enhance goal commitment. Learners enhance their goal commitment by reminding themselves of positive incentives, rewards, or favorable expectancies. They also focus on the possibility of failure to enhance their goal commitment.

According to Wolters (2000b), environmental control, a second type of motivational self-regulation strategies, involves arranging and controlling the study environment by getting rid of distracters to make work easier. According to Dörnyei (2001b), *environmental control strategies* involve controlling two kinds of distractions: environmental sources of interference like noise or friends, and environmental temptations like a packet of cigarettes when one wants to give up smoking.

Wolters (2000b) states that interest enhancement strategies, his third type of motivational self-regulation strategies, include regulating engagement and willingness to make tasks more interesting, enjoyable or challenging, and persisting through the manipulation of tasks. Dörnyei (2001b) uses the term *satiation control strategies* to represent a similar phenomenon, specifically one that involves adding extra attraction to tasks. Adding a twist to the task to make it more interesting, and/ or more challenging is one technique to add extra attraction to tasks. Using fantasy to liven up the task by considering the task as a game or creating an imaginary scenario is another technique for adding extra attraction to tasks.

According to Wolters (2000b), mastery self-talk, his fourth motivational self-regulation strategy, involves emphasizing mastery-related reasons for becoming more competent and completing the task. Dörnyei (2001b) uses the label *metacognitive control strategies* for a parallel strategy that involves conscious techniques used to monitor, control concentration, and stop procrastination. Examples of these kinds of techniques include giving oneself regular self-reminders to concentrate, considering consequences of a lack of concentration, and intentionally ignoring attractive alternatives. Observing one's own attitudes in order to identify the distractions that cause one to lose attention and develop defensive acts

is another technique. Using starter rituals like tidying up the desk or setting up items to get started are other techniques. Rather than obsessing about the complexity of the task, cutting short purposeless procrastination and focusing on getting started are other techniques.

Wolters (2000b) defines performance self-talk, unlike mastery self-talk, as emphasizing performance-related reasons to motivate oneself (i.e., getting the best grade and completing the task). Unlike mastery self-talk, learners remind themselves of normative evaluations and the consequences of performance that is better than the other students' performance to complete the task or to persist in tasks.

Dörnyei (2001b) identifies an additional motivational self-regulation strategy, *emotion control strategies,* specifically referring to the management of obtrusive states of fear, anxiety, or hopelessness and the generation of positive emotions. One technique for getting rid of the threat is generating useful diversions by thinking of a pleasant event when one is under pressure. Self-affirmation is another technique that involves emphasing a positive evaluation in a different area. Constructing positive narratives of events emphasizes positive aspects of a state of failure, such as avoiding a worse or greater failure. Self-encouragement, as another technique, is positive self-talk for good work. Finding humorous elements in boring situations is another technique. Using relaxation and meditation techniques are other techniques to relax the body and mind. Counting to ten is another technique to calm down and to control one's temperament. Sharing feelings with others and praying are other ways of emotion control.

The Relation between Motivational Beliefs and the Use of Motivational Self-Regulation Strategies

Research on motivational beliefs shows that the level of motivational beliefs of students has an impact on their academic success and engagement in tasks. Moreover, research on motivational beliefs and motivational self-regulation strategies shows that there is a relation between students' motivational beliefs and their use of motivational self-regulation strategies. Several studies show evidence for this relation (Pintrich, 1999; Wolters, 2000a, 2000b; Wolters, Yu, & Pintrich, 1996).

Pintrich (1996) distinguishes between three general goal orientations: mastery goal orientation, extrinsic goal orientation, and relative ability orientation in his study. The aim of the study was to find out the relationship between these three goal orientations and self-regulation strategies. Wolters, Yu, & Pintrich (1996) studied the relations between these same three goal orientations and motivational beliefs (i.e., task value, self-efficacy and test anxiety), self-regulated learning strategies (i.e., cognitive strategy use and regulatory strategy use), and academic performance (i.e., course grades). The results of these two studies are shown in Table 2.2.

Pintrich (1999) in his study about motivational beliefs (self-efficacy beliefs, task value beliefs, and goal orientations) and self-regulation strategies found that highly self-efficacious students were more likely to be cognitively involved in trying to learn the material. Self-efficacy was strongly related to self-regulation strategies. Self-efficacious students used self-regulatory strategies such as planning, monitoring, and regulating. Also, self-efficacy was strongly related to academic performance on tests, papers, and final grades.

Table 2.2 Goal Orientations (from Pintrich, 1996; Wolters, Yu, & Pintrich, 1996)

	Refers to …	**Positive Relations**	**Negative Relations**
Learning or mastery goal orientation	* learning or mastering the task for self-improvement * focusing on learning and understanding the material	* strongly related to the use of cognitive strategies, self-regulatory strategies, and actual performance in class * promotes adaptive motivational beliefs such as higher self-efficacy and task value * promotes levels of deeper cognitive engagement and higher levels of self-regulation	
Extrinsic goal orientation	* getting good grades or pleasing others * focusing on obtaining high grades, rewards, or approval from others		* negatively related to self-regulation and actual performance * negatively related to student motivation, self-regulation, and academic performance
Performance or relative ability goal orientation	* comparing one's ability to others' and trying to do better than others * focusing on doing better than others and demonstrating their abilities	* related to more use of cognitive and self-regulatory strategies than others, and perform better in the class * related to adaptive motivational beliefs and actual performance in classroom * may help to regulate motivation in classroom contexts where tasks are uninteresting. or challenging	

According to Pintrich (1999) task value beliefs have three components: perception of the importance of the task, interest in the task, and perception of the value of the task. He found that task value beliefs are related to cognitive strategy use: rehearsal, elaboration, and organizational strategy use. Students with higher levels of interest and task value use more strategies to monitor and regulate their cognition.

Wolters (2000a) studied (a) the motivational self-regulation strategies (self-consequating, environmental control, interest enhancement, mastery self-talk, and performance self-talk) that students frequently use and (b) the relation between students' use of motivational strategies, effort, and classroom performance. The results suggest that some students show a tendency to prefer performance goals related to completing tasks. These students reminded themselves about getting good grades to persist in school tasks. They used performance self-talk more than other students. Students used environmental control and self-consequating strategies less frequently. Mastery self-talk was the least used strategy. Students relied on performance goals and extrinsic motivation, since these were more effective in increasing their desire to complete the task than mastery goals and situational interest. Students who actively worked to maintain their engagement in academic tasks showed more adaptive cognitive and metacognitive strategy use than students who did not regulate their level of motivation. Students who used motivational regulation strategies persisted longer and provided greater effort.

Wolters (2000b) investigated the relation between students' motivational beliefs (task value, perceived self-efficacy, learning goal, and performance goal orientations) and their use of motivational self-regulation strategies (self-consequating, environmental control, interest enhancement, mastery self-talk, and

performance self-talk). Results suggest that learning goal-oriented students adopt these five motivational strategies and were more likely to overcome motivational problems. These students claimed using performance goals, as well as strategies to overcome motivational problems and to achieve their learning goals. A strong focus on getting good grades may lead these students to maintain and increase their effort to complete academic tasks when they face motivational problems. Students who perceived tasks or materials as useful and important were more likely to emphasize mastery-oriented reasons to complete the tasks and to increase their interest. Self-efficacy beliefs were not related to students' use of motivational self-regulation strategies.

Bembenutty (2000) states "learning over long periods under significant obstacles often involves avoiding alternative activities that are attractive" (p. 239). Students who want to demonstrate their competence and engage in a class task for the sake of mastering the task are also willing to delay gratification. Wanting to do better than others in the classroom leads to an acceptance of delayed gratification and helps students to pursue academic goals. Although long-term goals are distant, they are much more valued than immediate goals by students who want to do better than others. Self-regulation of behavior, motivation, and cognition through enhancement of self-efficacy is the most commonly used learning strategy by students who encounter difficulties during goal enactment. Students who use self-efficacy control are able to turn their self-efficacy beliefs into proficient motivational self-regulation strategies.

Boekaerts (2000) makes a distinction between *external regulation* and *scaffolding*. External regulation is "a form of support that leaves the learner little autonomy and hardly any responsibility for the learning process" (p. 171).

Scaffolding is "the idea of an adaptable and temporary support system that helps an individual during the initial period of gaining expertise" (Boekaerts, 2000, p. 172). Boekaerts introduces a model of scaffolding, in which, in the early stages of skill acquisition, the teacher is the model and controls the learning process. As students acquire more skills, they are allowed to have more autonomy and are expected to take over some control. The teacher, then, turns into a coach, gradually pulling away his support as students take more responsibility. If students are trained to self-scaffold their learning, then powerful learning environments can be established in the classroom.

Boekaerts (1997) set up an intervention program in four vocational schools to train teachers to become coaches. Because being a coach requires keeping direct teaching at a minimum level, teachers were told to spend an average of 10-15 minutes to introduce the new topic, model the new skills, and to introduce the scaffolds and resource materials to the students. Teachers were trained to design three types of assignments. The first assignment was a "procedural task which encourages students to activate declaratively encoded knowledge and proceduralize it" (Boekaerts, 2000, p. 82). Students worked in interactive learning groups of four students with different learning styles. Boekaerts assumed that after some practice, "most students would replace conscious and deliberate processing by more habitual and automatic processing" (p. 182). The second assignment involved cognitive self-regulatory tasks designed in such a manner that students have to mentally represent the learning goal, design a plan of action, and monitor their own progress. She assumed that students would differ in their self-scaffolding. Students have metacognitive knowledge and skills but they cannot make it instrumental for a new domain. Interactive group work may help students make their information available

for planning, monitoring, and evaluating the problem solving process. The third type of task was designed to develop motivational self-regulation to achieve long-term goals, and also to encourage students to mentally represent these goals and their behavioral intentions.

Conclusion

The complex nature of motivation is important in second language learning. Research on motivation in language learning regards classroom motivation, student motivation, and teacher motivation as influential components of learning in EFL classroom settings. Spaulding (1992) states that teacher and student motivation are important for 'motivated and motivating' classes because their presence enhances the quality of teaching and promotes students' academic success. Research on self-regulation states that classrooms are not always pleasure-oriented places. In classroom settings, students are often assigned mandatory tasks. Students are not always motivated to learn or engage in such learning. They are influenced by many factors and their motivation levels fluctuate. Teachers can easily differentiate between successful learners and others, since successful learners are the ones who know how to control their learning and their motivation to overcome problems.

The value that students attach to learning tasks, their perceived self-efficacy, and their goal orientations determine the level of student motivation. As motivation levels increase, tasks become more valuable; consequently, the learner becomes more engaged. As a result, learners' self-confidence is promoted, and a cycle starts (Wigfield & Eccles, 1994). Task value, learner engagement, and learner's self-confidence are interrelated concepts since improvement in one causes increases in others. Because task value, perceived self-efficacy, and goal orientations determine

the level of student motivation, an understanding of these three concepts may help teachers to understand student motivation.

Self-regulation, which involves the use of strategies to take the control of learning, is vital for academic success (Boekaerts, 1997). Motivational self-regulation strategies, which help learners to regulate the level of their motivation and to avoid states of demotivation, are essential for learners' academic success because they promote engagement in classroom tasks and the learning process. Research on motivational beliefs and motivational self-regulation strategies indicates that learners with higher levels of motivation employ learning strategies more frequently than others. The strength and the level of learners' motivational beliefs may determine students' use of motivational self-regulation strategies.

CHAPTER 3: METHODOLOGY

Introduction

This research investigates the relationship between students' motivational beliefs and their use of motivational self-regulation strategies. Motivational beliefs involve the value attached to language learning tasks, students' perceived self-efficacy, and the goals that students set for themselves during their language learning process. Motivational self-regulation strategies involve self-consequating, interest enhancement, environmental control, mastery self-talk, and performance self-talk.

This study addresses the following questions:

1. What are Zonguldak Karaelmas University Alaplı Vocational College students' motivational beliefs toward their English classes?
2. What is Zonguldak Karaelmas University Alaplı Vocational College students' reported use of motivational self-regulation strategies?
3. What is the relation between Zonguldak Karaelmas University Alaplı Vocational College students' motivational beliefs and their use of motivational self-regulation strategies?

In this chapter, the setting, the participants who took part in the study and the instrument used in the study are described. Furthermore, the data collection procedures and methods of data analysis are presented.

Setting

Zonguldak Karaelmas University Alaplı Vocational College is one of numerous state vocational colleges in Turkey. The courses offered at state vocational colleges are mainly based on the technical content of departments that prepare students for future vocations. Zonguldak Karaelmas University Alaplı Vocational College has departments of electricity, electronics, metallurgy materials, machine,

control systems technology, communication, construction, and construction design. Generally students who graduate from vocational high schools prefer vocational colleges. Such students enter college with the vocational background knowledge acquired in vocational high schools. They enter vocational colleges to receive a certificate that verifies their knowledge and skills in their vocations.

Participants

This study was conducted at Zonguldak Karaelmas University Alaplı Vocational College. The participants were first and second year students in the Technical Department. There were 414 participants: 380 of them were male and 41 of them were female. Table 3.1 describes the distribution of participants by their year of study. There were almost equal numbers of first and second year students. Zonguldak Karaelmas University Alaplı Vocational College offers day and evening classes; Table 3.2 describes the distribution of participants by the time of their classes. 59.7% of the students participating in the study are day students, and 40.3% of the participants are evening students. First-year students take 4 hours of compulsory English per week in their first and second terms. Second-year students take 4 hours of Vocational English per week in the second term of the school year.

The vast majority of participants (79%) graduated from vocational high schools; there are also participants from state high schools, Anatolian high schools, commercial high schools, and religious high schools. Table 3.3 describes the distribution of participants' high school backgrounds. Zonguldak Karaelmas University Alaplı Vocational College offers training in the following areas: Communication, Construction, Construction Design, Control Systems Technology, Electricity, Electronic Communication, Industrial Electronics, Industrial Automation, Machine, and Metallurgy Materials. Table 3.4 describes the distribution of

participants by program of study. The largest numbers of participants are enrolled in Electricity (27.5%) and Industrial Electronics (25.5%).

Table 3.1 Distribution of participants by class

Class	Frequency	Percent
First year	209	50.5
Second year	205	49.5
Total	**414**	**100.0**

Table 3.2 Distribution of participants by time of classes

Time of Classes	Frequency	Percent
Day students	247	59.7
Evening students	167	40.3
Total	**414**	**100.0**

Table 3.3 Distribution of participants by high school background

High School Background	Frequency	Percent
Vocational High School	327	79.0
State High School	57	13.8
Religious High School	13	3.1
Commercial High School	3	.7
Anatolian High School	2	.5
Other	12	2.9
Total	**414**	**100.0**

Note: Listed in order of frequency

Table 3.4 Distribution of participants by program of study

Program of Study	Frequency	Percent
Electricity	114	27.5
Industrial Electronics	104	25.5
Industrial Automation	46	11.1
Control Systems Technology	42	10.1
Machine	33	8.0
Construction Design	24	5.8
Electronic Communication	19	4.6
Construction	17	4.1
Metallurgy Materials	14	3.4
Communication	1	.2
Total	**414**	**100.0**

Note: Listed in order of frequency.

Instrument

In this study, the instrument used to collect data was a questionnaire. The questionnaire was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & DeGroot, 1990) and the Patterns of Adaptive Learning Survey (PALS) (Midgley, et al., 1996). These two questionnaires are published questionnaires that are widely used in research related to motivation. Commentary on the validity and reliability of MSLQ can be found on the following website: www.edb.utexas.edu/mmresearch/Students96/McManus/mslq.html.

The criteria for statement selection from the MSLQ and PALS were selected to complement the concepts presented in the research in the previous chapter The questionnaire also includes items created by the researcher; they were written to incorporate relevant concepts that MSLQ and PALS fail to address into the questionnaire.

The final questionnaire consists of 36 close-ended items about motivational beliefs and motivational self-regulation strategies. The scale used in the questionnaire was a four-point Likert- type scale. The questionnaire was translated into Turkish by

the researcher and then checked by two certified translators to guarantee equivalence between the English and Turkish versions of the questionnaire (see Appendix A for a copy of the questionnaire in English; see Appendix B for a copy of the Turkish version used in the study). Items 1-16 refer to motivational beliefs, and items 17-36 refer to motivational self-regulation strategies. The items, in the form of statements, were adapted from the MSLQ and PALS to fit the targeted topics of the research on motivational beliefs and motivational self-regulation strategies: task value, perceived self efficacy, mastery goal orientation, performance goal orientation, self-consequating, interest enhancement, environmental control, mastery self-talk, and performance self-talk. Appendix C identifies the origins of the questionnaire items (from the MSLQ, PALS, or created by the researcher). Appendix D categorizes items by targeted topics. Each topic was represented by four statements, but the statements were not clustered together in the questionnaire nor were they labeled in order to ensure validity and reliability.

Before finalizing the questionnaire, the translated questionnaire was piloted with 23 second-year students enrolled in the Construction program at Zonguldak Karaelmas University Alaplı Vocational College, Technical Department. These students were not asked to complete the final version of the questionnaire as part of the actual study. The questionnaire was piloted in Zonguldak on 4-6 of March 2003, in order to check whether students would have any problems in answering the questionnaire items. The pilot participants were encouraged to ask any questions about the items that were not clear and report any problems in understanding the questionnaire. In response to pilot students' questions, comments, and feedback, the format of the questionnaire and the wordings of some items were changed to minimize comprehension difficulties.

Data Collection Procedures

On February 28, 2003, permission was requested from Zonguldak Karaelmas University Alaplı Vocational College to administer the questionnaire. The institution granted permission and set a date for the administration of the questionnaire (10th of March). Technical Department Instructors at Zonguldak Karaelmas University Alaplı Vocational College administered the final version of the questionnaire to participants on the first day of the spring term. Instructors were told to ask the participants to complete the questionnaire, and mention that the questionnaires would not be graded. The students were given half an hour to complete the questionnaire. The 414 questionnaires were collected from the instructors on 10 March 2003.

Data Analysis

Responses to questionnaire items represent the data for this study. First, the questionnaires were numbered, and then items were coded. Codes were entered into Statistical Packages for Social Sciences (SPSS 10.0), and SPSS was used to analyze the data. Frequency tests were used to determine the frequencies and percentages of each item to find out the level of participants' motivational beliefs and their use of motivational self-regulation strategies. A series of Pearson product-moment correlation analyses were run to determine the relationship between specific concepts of motivational beliefs and motivational self-regulation strategies. Also, a series of multivariate regression analyses were run to find out whether motivational beliefs could be used to explain the use of motivational self-regulation strategies. The findings of the study will be presented in chapter four.

CHAPTER 4: DATA ANALYSIS

Overview of the Study

The major focus of this study was to determine students' motivational beliefs and their use of motivational self-regulation strategies. The study also focused on the relation between students' motivational beliefs and their use of motivational self-regulation strategies.

Results

This section is divided into three main subsections, corresponding to the research questions guiding the study. To determine students' motivational beliefs and their use of motivational self-regulation strategies, students were asked to consider questionnaire items reflecting motivational beliefs and motivational self-regulation strategies and judge them as Very true, True, Partially true, or Not true at all. For purposes of analyses, the first two choices (4: Very true and 3: True) are regarded as positive choices, indicating the strength of the concepts, and the other choices (2: Partially true and 1: Not true at all) are regarded as negative indicators of the concepts.

Students' Motivational Beliefs

Frequency tests were run to determine the strength of the students' motivational beliefs. Frequency test results associated with the concept of task value (items 3, 7, 11, 15), that is, the value students attach to classroom tasks and activities, indicate that students value classroom tasks and activities, and believe that the activities and tasks are beneficial for improving their language skills. However, they do not find activities and tasks interesting or enjoyable. These results can be explained further by reporting special details about student responses. The majority of participants (68 %) stated that the questionnaire item "I think classroom activities are important because

they will improve my language skills" was either true or very true; at the same time, 32% of participants stated that this same item was only partially true or not true at all for them. The majority of participants (61%) stated that the item "I believe classroom activities are useful for me" was either true or very true of them; however, the reminder of the participants (39%) stated that this item was only partially true or not true at all for them. The majority of participants (65%) stated that the item "I believe doing the activities is beneficial to me" was either true or very true of them; however, 35% of the participants stated that this item was only partially true or not true at all for them. A large group of the participants (56%) stated that the item "I enjoy doing activities very much because they are very interesting and fun" was either partially true or not true at all for them. Results can be seen in Table 4.1.

Table 4.1

Frequency Percentages of Task Value Items

No	Task Value Items	Very True/ True	Partially True/ Not True At All
		Percentages	
3	I think classroom activities are important because they will improve my language skills.	68	32
7	I believe classroom activities are useful for me.	61	39
11	I believe doing the activities is beneficial to me.	65	35
15	I enjoy doing the activities very much because they are very interesting and fun.	44	56

Note: Percentages are rounded off.

Frequency results of questionnaire items related to perceived self-efficacy (items 1, 5, 9, 13) indicate that students are self-efficacious; that is, they aim to learn a lot of skills and they are certain that they can accomplish their goals. However, they are not certain that they can master all the skills taught, nor do they believe that they can complete all class work. To illustrate, 54% of the participants stated that the item

"I am certain that I can gain the skills taught in English class this year" was either true or very true for them. The majority of the participants (88%) stated that it was important to learn a lot of skills. Slightly more than half (51%) of the participants stated, in positive terms, that they were certain they could do even the most difficult class work; however, an almost equal number of the participants (49 %) stated that they were not able to complete the most difficult work. The majority of the participants (84%) stated that the item "I am certain that I can accomplish my goals" characterized their attitudes toward their perceptions of self-efficacy. See Table 4.2 for a summary of percentages.

Table 4.2

Frequency Percentages of Perceived Self-Efficacy Items

No	Perceived Self-Efficacy Items	Very True/ True	Partially True/ Not True At All
		Percentages	
1	I am certain that I can gain the skills taught in English class this year.	54	46
5	It is important to me that I learn a lot of skills this year.	88	12
9	I am certain I can do even the most difficult class work.	51	49
13	I am certain that I can accomplish my goals.	84.5	15.5

Note: Percentages are rounded off.

Frequency test results of questionnaire items related to learning goal orientation (items 2, 6, 10, 14) suggest that the students are generally learning-goal oriented, that is, they aim to learn as much as they can, acquire new skills, improve their skills, and focus on thorough comprehension. The details of these results are provided to explain the learning goal orientation concept. The majority of the participants (88%) stated that one of their goals in English class is to learn as much as they can. The majority of the participants (87%) also stated that one of their goals is to acquire a lot of new

skills and improve their skills. The great majority of participants (91%) stated that it is important to understand their class work thoroughly. Although not as large, 78.5% of the participants stated that they can learn the work even if the work is hard. Frequency percentages are given in Table 4.3.

Table 4.3

Frequency Percentages of Learning Goal-Orientation Items

No	Learning Goal-Orientation Items	Very True/ True	Partially True/ Not True At All
		Percentages	
2	One of my goals in class is to learn as much as I can.	89	11
6	One of my goals is to master a lot of skills this year.	87	13
10	It is important to me that I thoroughly understand my class work.	91	9
14	Even if the work is hard, I can learn it.	78.5	21.5

Note: Percentages are rounded off.

Frequency test results of questionnaire items related to performance goal orientation (items 4, 8, 12, 16), as opposed to learning goal-orientation, reveal contradictions among students; generally, students want to receive good grades and show that they are good learners to others. However, they do not study solely to earn good grades; this result suggests that students are interested in improving their skills and acquiring new skills, as indicated earlier in discussions of items related to learning goal orientation. The specific details of the frequency test results are given for further explanation. The majority of participants (84%) stated that one of their goals is to show others that they were good at their class work. A large number of participants (63%) stated, in positive terms, that they choose class work that they know they can do, rather than work that they have not done before; however, 37% of the participants stated that they do not choose work that they had done before. A large group of participants (71%) stated that receiving good grades is their main goal in

their English class; however, 29% of the participants stated that their main goal is not earning good grades. Fifty three percent of the participants stated that they do not do their work just because their work is graded. See Table 4.4 for a summary of frequency percentages.

Table 4.4

Frequency Percentages of Performance Goal-Orientation Items

No	Performance Goal-Orientation Items	Very True/ True	Partially True/ Not True At All
		Percentages	
4	One of my goals is to show others that I am good at my class work.	26	74
8	If given choice, I would choose class work I knew I could do, rather than work I have not done before.	63.5	36.5
12	In our class, getting good grades is my main goal.	71	29
16	The main reason I do my work is because we get grades for our work.	47	53

Note: Percentages are rounded off.

Students' Motivational Self-Regulation Strategies

Frequency tests were run to determine the extent to which students stated that they use five motivational self-regulation strategies. Frequency results related to the concept of self-consequating (items 19, 24, 29, 34) indicate that students use self-consequating strategies to regulate their levels of motivation; they generally tell themselves that if they do the assigned work now, they can do something that they like later. In addition, they believe that they will be successful and get good grades if they do their assignments; however, few promise themselves rewards for doing the assignments. The details of students' responses are given for further explanation. The majority of participants (74%) stated, in positive terms, that they tell themselves they can do something that they like later if they do the work that they have to get done immediately. Well over the majority of the participants (72%) stated that they tell

themselves that if they do the assignments, they will be successful; however, 28% of the participants stated that they do not tell themselves that they will be successful if they do the assignments. Only 34% of the participants stated, in positive terms, that they promise themselves some kind of a reward if they get the assignment done; conversely. Sixty six percent of the participants stated that they tell themselves they will receive good grades if they do the assigned work on time. See Table 4.5 for a summary of frequency percentages.

Table 4.5

Frequency Percentages of Self-Consequating Items

No	Self-Consequating Items	Very True/ True	Partially True/ Not True At All
		Percentages	
19	I tell myself I can do something I like later if right now I do the work I have to get done.	74	26
24	I tell myself that if I do the assignments I will not be punished.	72	28
29	I promise myself some kind of a reward if I get the assignment done.	34	66
34	I tell myself that if I do the assigned work on time, I will get good grades.	66	34

Note: Percentages are rounded off.

Frequency results of questionnaire items related to the concept of interest enhancement (items 17, 18, 27, 32) suggest that students generally use interest enhancement strategies to regulate their levels of motivation by thinking of ways to make work easier, connecting what they are learning in English with something that they find interesting or that they like doing, or with their own experiences; however, they do not try to turn the work into a game. The details of the frequency test results are given to explain the use of interest enhancement strategies. Thirty six percent of the participants stated that the item “I make studying more enjoyable by turning it into a game” was either true or very true; however, 64% of the participants stated that

this item was only partially true or not true at all. The majority of the participants (82%) stated that they think of ways to make the work easier. A large number of the participants (79%) stated that they make an effort to connect what they are learning in English class to their own experiences. Sixty seven percent of the participants stated, in positive terms, that they try to connect the material that they are learning with something that they like doing or find interesting. Frequency percentages are given in Table 4.6.

Table 4.6

Frequency Percentages of Interest Enhancement Items

No	Interest Enhancement Items	Very True/ True	Partially True/ Not True At All
		Percentages	
17	I make studying more enjoyable by turning it into a game.	36	64
18	I try to make myself work harder by thinking about getting good grades.	82	18
27	I make an effort to connect what I am learning to my own experiences.	72	28
32	I try to connect the material with something I like doing or find interesting.	34	66

Note: Percentages are rounded off.

Frequency results of questionnaire items related to the concept of environmental control (items 21, 26, 31, 36) suggest that generally students use environmental control strategies to regulate their levels of motivation. They do so when they try to study, when they can be more focused, and when they get rid of distractions around them so as not to be disturbed by them; however, they do not make changes in their surroundings. The details of the results are given to explain the generalizations about environmental control strategies. Only 31% of the participants stated that they change their surroundings to concentrate on their class assignments when studying English at home. The majority of the participants (81%) stated that

they try to get rid of distractions around them when they are studying English. The majority of the participants (79%) stated that they try to study at a time when they can be more focused. A large number of the participants (72%) stated that they make sure that they have as few distractions as possible before they start studying English. See Table 4.7 for a summary of frequency percentages.

Table 4.7

Frequency Percentages of Environmental Control Items

No	Environmental Control Items	Very True/ True	Partially True/ Not True At All
		Percentages	
21	When studying for this language class at home, I change my surroundings so that it is easy to concentrate on the work.	31	69
26	I try to get rid of any distractions that are around me when I am studying.	81	19
31	I try to study at a time when I can be more focused.	79	21
36	I make sure I have as few distractions as possible before I start studying.	72	28

Note: Percentages are rounded off.

Frequency results of questionnaire items related to concept of mastery self-talk (items 20, 30, 25, 35) suggest that students use mastery self-talk strategies to regulate their levels of motivation. That is, they persuade themselves to work hard for the sake of learning and to learn as much as they can. They also challenge themselves to complete English assignments. The specific details of the frequency test results are given for further explanation. A large number of participants (71.5%) stated, in positive terms, that they persuade themselves to work hard just for the sake of learning. Seventy four percent of the participants stated that they challenge themselves to complete their English assignments and learn as much as possible. Forty nine percent of the participants stated that they persuade themselves to keep

working on classroom assignments just to see how much they can learn; however, an almost equal percent of the participants (51%) stated that they do not. A large number of participants (74%) stated that they tell themselves that they should keep working just to learn English as much as they can. Frequency percentages are given in Table 4.8.

Table 4.8

Frequency Percentages of Mastery Self-Talk Items

No	Mastery Self-Talk Items	Very True/ True	Partially True/ Not True At All
		Percentages	
20	I persuade myself to work hard just for the sake of learning.	71.5	28.5
25	I challenge myself to complete the work and learn as much as possible.	74	26
30	I persuade myself to keep working on the material just to see how much I can learn.	49	51
35	I tell myself that I should keep working just to learn as much as I can.	74	26

Note: Percentages are rounded off.

Frequency results of questionnaire items related to performance self-talk (18, 23, 28, 33) suggest that students use performance self-talk strategies to regulate their levels of motivation. They have the tendency to work harder by thinking about earning good grades. They know that doing well on tests and assignments is important, and they need to keep studying to do well in school. More specifically, the majority of the participants (82%) stated that they try to make themselves work harder by thinking about receiving good grades. A large number of the participants (76%) stated that they remind themselves how important it is to do well on the tests and assignments. The majority of the participants (79%) stated that they tell themselves that they need to keep studying to do well in school. Sixty five percent of the participants stated that they think about how their grades will be affected if they

do not do their assignments; however, 35% of the participants stated that they do not think about this. See Table 4.9 for a summary of frequency percentages.

Table 4.9

Frequency Percentages of Performance Self-Talk Items

No	Performance Self-Talk Items	Very True/ True	Partially True/ Not True At All
		Percentages	
18	I try to make myself work harder by thinking about getting good grades.	82	18
23	I remind myself how important it is to do well on the tests and assignments in school.	76	24
28	I tell myself that I need to keep studying to do well in school.	79	21
33	I think about how my grade will be affected if I do not do the assignment or reading.	65.5	34.5

Note: Percentages are rounded off.

Relationship between Students' Motivational Beliefs and Their Use of Motivational Self-Regulation Strategies

Research on motivational beliefs and motivational self-regulation strategies shows that there is a relation between students' motivational beliefs and their use of motivational self-regulation strategies. Several studies show evidence for this relation (Pintrich, 1999: Wolters, 2000a; 2000b; Wolters et al., 1996). This study intended to investigate the relation between Zonguldak Karaelmas University Alaplı Vocational College students' motivational beliefs and their use of motivational self-regulation strategies. Initially, relations among all the variables included in the study were explored using Pearson product-moment correlations. To report results, first the correlations between different motivational belief concepts are presented. Then, the correlations between different motivational self-regulation strategies are given. Following the results of these correlations are the results of multiple-regressions that

show cause and affect relationships between motivational beliefs and motivational self-regulation strategies.

The correlation coefficients reported here have been interpreted with respect to the strength of the relationship, the direction of the relationship, and the statistical significance of the correlation. As correlation coefficients range between -1. 00 and + 1.00, the strength and direction of the correlation are interpreted using the values listed in Figure 1, as suggested by Fitz-Gibbon and Morris (1987).

	+1.00	perfect positive correlation
+.99	+.80	very strong positive correlation
+.79	+.60	strong positive correlation
+.59	+.40	moderate positive correlation
+.39	+.20	weak correlation
+.19	-.20	no correlation
-.21	-.40	weak negative correlation
-.41	-.60	moderate negative correlation
-.61	-.80	strong negative correlation
-.81	-.99	very strong negative correlation
	-1.00	perfect negative correlation

Fig. 1: The range of Possible Correlations and their Usual Interpretations (Fitz-Gibbon & Morris, 1982)

Correlations of motivational beliefs. The results of Pearson product-moment correlations among motivational beliefs indicate a weak correlation of .224 between task value and perceived self-efficacy. Results suggest that there is slightly stronger but still weak, correlation of .324 between task value and learning goal-orientation, indicating that students who regard classroom tasks and activities as beneficial and useful reported having goals to learn as much as they can, acquire new skills, improve their skills, and emphasize comprehension.

Perceived self-efficacy and learning goal-orientation is strongly correlated (.645) indicating that students who were certain of their abilities and capabilities to

learn all the skills taught in English class were more likely to report setting learning-oriented goals for themselves. Such students aim to acquire new skills and improve their skills. They emphasize thorough comprehension and like challenging and hard work. The correlation results are shown in Table 4.10 below.

Table 4.10

Correlations between Motivational Beliefs (N= 414)

	Self-efficacy	Learning goal	Performance goal
Task-value	.224**	.324**	.099*
Self-efficacy		.645**	.086*
Learning goal			.057*

Note: ** p> .01
* p> .05

Correlations between motivational self-regulation strategies. Pearson product-moment correlation results among motivational self-regulation strategies indicate moderate correlations among the strategy types. The correlation between self-consequating strategies and interest enhancement strategies is .455 which indicates a moderate positive correlation. What this means is that students (a) who tell themselves that if they study and do their assignments, they will be successful, and get good grades or (b) who promise themselves rewards may also do the following:

- think of ways to make the work easier, or enjoyable.
- try to connect classroom material with their experiences, or something they find interesting.

Self-consequating strategies and environmental control strategies are moderately correlated (.473) indicating that students who remind themselves that studying and doing assignments guarantee success and good grades, and who promise rewards to themselves may also try to get rid of distractions around them when they are studying. Such students also try to study at a time when they can be more focused.

The correlation between self-consequating strategies and mastery self-talk strategies is .523 which indicates a moderate positive correlation: students who tell themselves that success and good grades are acquired through studying and doing assignments, or who promise themselves rewards for studying were more likely to report persuading themselves to work hard for the sake of learning as much as possible. Self-consequating strategies and performance self-talk strategies are strongly correlated (.666) indicating that students who remind themselves to study and do assignments to get good grades and be successful, or who promise themselves rewards, were more likely to report reminding themselves how important it is to do well on tests and assignments.

The correlation between interest enhancement strategies and environment control strategies is .438 which indicates a moderate positive correlation. As an illustration, students who try to make their work easier or more enjoyable tend to work when they are more focused, and when they get rid of the distractions around them. The correlation between interest enhancement strategies and mastery self-talk strategies is .382 which indicates a weak positive correlation. What this suggests is that sometimes students who try to make the work easier or turn it into a game may also remind themselves to learn as much as they can for the sake of learning. The correlation between interest enhancement strategies and performance self-talk strategies is .466 which indicates a moderate positive correlation; students who try to make learning enjoyable or easier may remind themselves how important it is to get good grades, or to do well on tests and assignments.

Environmental control strategies and mastery self-talk strategies are moderately correlated (.532). This relationship indicates that often students who make sure they have as few distracters around as possible when studying, and who work

when they are more focused, were more likely to report persuading themselves to work hard and keep working by thinking of learning as much as they can for the sake of learning. The correlation between environmental control strategies and performance self-talk strategies is .464 which indicates a moderate correlation as well. Students who try to get rid of the distracters around them when they are studying tend to remind themselves to work hard to get good grades and do well on tests and assignments.

The correlation between mastery self-talk strategies and performance self-talk strategies is .542 which indicates a moderate correlation. Students who persuade themselves to work harder to learn as much as they can, and who keep working just to see how much they can learn, were likely to report telling themselves that they should work hard to do well on tests and assignments and to get good grades. Such students also reported telling themselves that their grades will be affected if they do not do their assignments. The correlations of these five motivational self-regulation strategies are given below in Table 4.11.

Table 4.11

Correlations of Motivational Self-Regulation Strategies (N= 414)

	Interest enhancement	**Environmental control**	**Mastery self-talk**	**Performance self-talk**
Self consequating	.455**	.473**	.523**	.666**
Interest enhancement		.438**	.382**	.446**
Environmental control			.532**	.464**
Mastery self-talk				.542**

Note: ** p> .01

Correlations of motivation beliefs and motivational self-regulation strategies. Pearson product-moment correlation tests were run to find out the correlations between all motivational beliefs as a group and motivational self-regulation

strategies as a group. The results suggest a significant moderate positive correlation (.599) between motivational beliefs and motivational self-regulation strategies, as seen in Table 4.12. What this means is that students with positive motivational beliefs (task value, perceived self-efficacy, learning goal-orientation, and performance goal-orientation) are likely to employ motivational self-regulation strategies (self-consequating, interest enhancement, environmental control, mastery self-talk, and performance self-talk) to regulate their effort and persist in English tasks and activities.

Table 4.12

Correlations of All Motivational Beliefs and Motivational Self-Regulation Strategies (N= 414)

	All motivational beliefs
All motivational self-regulation strategies	.599**

Note: ** p>.01

Correlations between each motivational belief and motivational self-regulation strategies. Pearson product-moment correlation results suggest correlations of varying strengths between each motivational belief concept and motivational self-regulation strategies. A performance goal-orientation is not significantly correlated to any of the five motivational self-regulation strategies. The correlation between task-value and self-consequating is a weak positive correlation of .334. Students who value tasks and assignments might tell themselves that if they do assignments and study they would be successful and get good grades.

The results of a correlation test between perceived self-efficacy (one motivational belief concept) and motivational self-regulation strategies (seen in Table 4.13) suggest moderate correlations, ranging from .302 to .433. Students who

were certain of their abilities and capabilities might tell themselves that doing assignments and studying is necessary to get good grades and be successful. They might also think of ways to make their work easier or enjoyable, and get rid of distracters when studying. Students who are certain of their abilities and capabilities sometimes tell themselves that they should study to learn as much as possible for the sake of learning. These students might also make themselves work harder by thinking of getting good grades and doing well on tests and assignments.

Table 4.13

Correlations of Perceived Self-efficacy and Motivational Self-Regulation Strategies (N= 414)

	Self consequating	Interest enhancement	Environmental control	Mastery Self-talk	Perform self-talk
Perceived self-efficacy	.317**	.325**	.337**	.433**	.302**

Note: ** p>.01

The correlations between mastery goal-orientation (a motivational belief concept) and the five motivational self-regulation strategies under review can be seen in Table 4.14. There is a weak correlation (.388) between mastery goal-orientation and self-consequating strategies, indicating that some students, who were oriented toward wanting to learn and understanding the materials, may tell themselves that they should study to get good grades and be successful; they may also promise themselves awards. The correlation between mastery goal-orientation and interest enhancement strategies is a moderate correlation (.406), indicating that students who set learning oriented goals for themselves sometimes reported that they tend to think of ways to make the work easier or interesting. There is a weak correlation (.395) between mastery goal-orientation and environmental control strategies indicating that

sometimes students who were oriented toward learning for the sake of learning were likely to report that they try to get rid of distractions when they are studying.

Learning goal-orientation is moderately correlated (.516) to mastery self-talk; indicating that students who value learning for the sake of learning and who set goals toward learning were more likely to report that they persuaded themselves to keep working just to learn as much as they could. There is a weak correlation (.387) between learning goal-orientation and performance self-talk, indicating that students who were oriented toward learning may remind themselves how important it is to do well on tests and assignments.

Table 4.14

Correlations of Learning Goal-Orientation and Motivational Self-Regulation Strategies (N= 414)

	Self consequating	**Interest enhancement**	**Environmental control**	**Mastery self-talk**	**Performance self-talk**
Learning goal	.388	.406	.395	.516	.387

Note: ** p>.01

Multivariate-Regression Results

To further explore relations between motivational beliefs and motivational self-regulation strategies, a series of multivariate-regressions was conducted in which four motivational beliefs were used to predict each of the motivational self-regulation strategies. Overall, the multivariate regression analyses indicated that task value, perceived self-efficacy, learning goal-orientation, and performance goal-orientation accounted for a significant portion of the variance in all five motivational self-regulation strategies included in this study. Together these results indicate that students' motivational beliefs and attitudes regarding a particular course can be used

to explain whether students engage in strategies intended to increase their persistence and effort for the tasks or activities required for that course.

Self-consequating. Results indicate that motivational beliefs explained a significant portion of the variance in students' reported use of self-consequating strategies. Students generally had extrinsic reasons to regulate their effort to persist in English tasks and activities with rewards or something that they like doing. In particular, students who expressed a greater orientation toward learning and performance goals, and students who more highly valued the material they were learning, tended to report using self-consequating strategies more than other students. Results of multivariate regression analyses of four motivational beliefs and self-consequating are given in Table 4.15.

Table 4.15

Summary of Simultaneous Regression Analyses for Motivational Belief Variables (Concepts) Predicting Self-Consequating Strategies (N= 414)

Variables (Concepts)	B	SE B	β
Task Value	,207	,044	,219**
Perceived Self-Efficacy	,114	,067	,097
Learning Goal-Orientation	,309	,074	,246**
Performance Goal-Orientation	,163	,052	,002**

Note: ** p>.01

Interest enhancement. Learning goal-orientation was a significant predictor of students' use of interest enhancement strategies. Students were more likely to regulate their motivation by trying to increase the relevance or situational interest of a task if they also expressed a strong focus on learning goals. Also, task value and performance goal-orientation were significant predictors of students' use of interest enhancement strategies. Students who valued tasks and activities in English classes and who emphasized good grades were likely to regulate their effort by finding ways

to make studying easier or enjoyable, or finding relevance between their experiences and the materials. Results indicate that perceived self-efficacy was not a significant predictor of interest enhancement. Results are given in Table 4.16.

Table 4.16

Summary of Simultaneous Regression Analyses for Motivational Belief Variables (Concepts) Predicting Interest Enhancement Strategies (N= 414)

Variables (Concepts)	B	SE B	β
Task Value	,101	,036	,131**
Perceived Self-Efficacy	8,986E-02	,055	,094
Learning Goal-Orientation	,305	,061	,296**
Performance Goal-Orientation	,121	,043	,125**

Note: ** p>.01

Environmental control. Results indicate that learning goal-orientation was a significant predictor of students' reported use of environmental control. The significant positive coefficient for learning goal orientation indicates that students who reportedly focused on goals related to mastering or understanding the material in their English class also tended to report using environmental control strategies more frequently. Students who were more focused on learning the material also tended to report that they would work to manage their environment and reduce distractions that might interrupt their effort for tasks required for their English class. Task value was another significant predictor of the use of environmental control strategies. What this means is that students who valued tasks and activities in English classes reported a tendency to study English when they can be more focused. Furthermore, they try to get rid of distracters when they are studying English in order not to be disturbed or interrupted. Perceived self-efficacy was also a significant predictor of the use of environmental control strategies. Students who reportedly focused on performance related goals, such as receiving good grades and being a

better learner than other students, also expressed that they got rid of distracters when they were studying, and studied when they could be more focused. Performance goal-orientation did not explain a significant amount of the variance in environmental control strategies. Results are given in Table 4.17.

Table 4.17

Summary of Simultaneous Regression Analyses for Motivational Belief Variables (Concepts) Predicting Environmental Control Strategies (N= 414)

Variables (Concepts)	B	SE B	β
Task Value	,149	,044	,159**
Perceived Self-Efficacy	,152	,067	,131**
Learning Goal-Orientation	,317	,074	,254**
Performance Goal-Orientation	8,914E-02	,052	,076

Note: ** p>.01

Mastery self-talk. As reported in Table 4.18, motivational beliefs as a group explained more of the variance in students' reported use of mastery self-talk strategies than any of the other motivational self-regulation strategies in this study. The bulk of the variance in mastery self-talk was accounted for by learning goal-orientation. As expected, students with a greater learning goal-orientation also expressed a stronger tendency to use mastery self-talk in order to maintain their effort and persistence at academic tasks than students who did not tend to adopt learning goals. Task value and perceived self-efficacy were also significant predictors of mastery self-talk strategies. What this means is that students who believed that tasks and activities in English classes are useful to improve their skills and to acquire more skills reported the tendency to persuade themselves to study hard to learn as much as they could for the sake of learning, and to see how much they could learn. Also students who were certain of their abilities and capabilities to master all the skills taught in English classes challenged themselves to study hard to learn as much as possible.

Performance goal-orientation was not a significant predictor of students' use of mastery self-talk strategies. Results are given in Table 4.18.

Table 4.18

Summary of Simultaneous Regression Analyses for Motivational Belief Variables (Concepts) Predicting Mastery Self-Talk Strategies (N= 414)

Variables (Concepts)	B	SE B	β
Task Value	,122	,040	,133**
Perceived Self-Efficacy	,184	,061	,161**
Learning Goal-Orientation	,446	,068	,364**
Performance Goal-Orientation	9,219E-02	,048	,080

Note: ** p>.01

Performance self-talk. Results indicate that perceived self-efficacy did not explain a significant amount of the variance in performance self-talk. As expected, performance goal-orientation was a significant predictor of performance self-talk. This means that students who set performance oriented reasons during their learning process reported that they reminded themselves of the importance of good grades and success on tests and assignments to regulate their effort in order not to give up studying and avoid demotivation. Learning goal-orientation was a significant predictor of variance in performance self-talk. Students who reported more firmly that they engaged in tasks assigned for English class in order to learn and master the material also reported use of performance self-talk to keep themselves engaged in these tasks. Task value was also a significant predictor of performance self-talk; that is, students who believe that English tasks and activities are important and beneficial to improve their language skills tell themselves that they need to keep studying to do well on tests and receive good grades. Results are given in Table 4.19.

Table 4.19

Summary of Simultaneous Regression Analyses for Motivational Belief Variables (Concepts) Predicting Performance Self-Talk Strategies (N= 414)

Variables (Concepts)	B	SE B	β
Task Value	,103	,040	,119
Perceived Self-Efficacy	7,410E-02	,062	,069
Learning Goal-Orientation	,337	,068	,293**
Performance Goal-Orientation	,214	,048	,198**

Note: ** p>.01

Conclusion

In conclusion, the frequency test results indicate that students of Zonguldak Karaelmas University Alaplı Vocational College value tasks and activities in English classes. They believe that tasks and activities in English classes are useful and important to improve their skills and to acquire more skills; however, they do not find activities and tasks in English classes interesting or enjoyable. Results also suggest that they are certain of their abilities and capabilities to master and accomplish their goals; however, they are not sure that they can acquire all the skills taught in English classes. Results reveal that students are generally learning goal-oriented; that is, they value learning for the sake of learning and mastering the skills taught in English classes and they want to learn as much as they can. Results also suggest that students do not emphasize performance oriented reasons for learning such as receiving good grades and being better than other students in class. The results of correlation analyses indicate that there is positive relation between the value students attach to learning tasks in English, their perceived self-efficacy toward acquiring the skills taught in English classes, and the goals they set for themselves in English classes.

The frequency test results also indicate that students use motivational self-regulation strategies to regulate their effort and persist in tasks assigned in English classes; in addition, there is positive relation among motivational self-regulation strategies. Also, the correlation analyses indicate that there is relation among motivational self-regulation strategies. Furthermore, the results of correlation analyses indicate that there is positive relation between students' motivational beliefs and their use of motivational self-regulation strategies.

Finally, results of multivariate regression indicate that students' motivational beliefs can be used to explain the variance in students' use of motivational self-regulation strategies. Learning goal-orientation was the most significant predictor of the variance in all five motivational self-regulation strategies; that is, students who aim to improve their language skills and acquire more skills in English classes employ all five strategies to regulate their effort, and to persist in tasks and activities in order to avoid demotivation.

CHAPTER 5: CONCLUSION

Overview of the Study

This study investigated students' motivational beliefs, their use of motivational self-regulation strategies, and the relation between students' motivational beliefs and their use of motivational self-regulation strategies. The study was conducted by means of a 36- item questionnaire. The first 16 items were related to motivational beliefs and the other 20 items were related to motivational self-regulation strategies. Data were collected at Zonguldak Karaelmas University Alaplı Vocational College. The participants included 414 students at Zonguldak Karaelmas University Alaplı Vocational College. To analyze the data, the researcher first conducted frequency tests to find out students' motivational beliefs and their use of motivational self-regulation strategies. Then, Pearson product-moment correlations were run to find out the correlations among motivational beliefs, correlations among motivational self-regulation strategies, and the correlations between motivational beliefs and motivational self-regulation strategies. Finally, a series of multivariate regression analyses were run to see whether motivational beliefs could be used to explain the use of motivational self-regulation strategies.

Results

The results are discussed in the order of the research questions and the data presented in Chapter 4. Thus, this section of the study is divided into three parts: frequency and correlation results of motivational beliefs, frequency and correlation results of motivational self-regulation strategies, and a series of correlation and multivariate regression analyses of motivational beliefs and motivational self-regulation strategies.

Research Question 1: What are Zonguldak Karaelmas University Alaplı Vocational College Students' Motivational Beliefs Toward Their English Classes?

To determine students' motivational beliefs, the researcher first calculated frequency results for each motivational belief concept targeted in this study (i.e., task value, perceived self-efficacy, mastery goal orientation, and performance goal orientation). Frequency results suggest that students at Zonguldak Karaelmas University Alaplı Vocational College generally have high motivational beliefs, except performance goal-orientation. More specifically, results suggest that students have high task value beliefs. That is, they value classroom tasks and activities, and they believe that the activities and tasks are beneficial to improve their language skills. However, they do not find activities and tasks interesting or enjoyable. Wigfield and Eccles (1994) state that considering a task or skill as useful, meaningful, or interesting makes it valuable for the learner and enhances the learner's level of motivation. The more value that the student attaches to the task, the more engaged the student becomes in the task. Increased engagement influences the likelihood of success, which, in turn enhances perceptions of competence and intrinsic pleasure in mastering the task. Instruction at Zonguldak Karaelmas University Alaplı Vocational College depends heavily on the grammar course book that presents language through descriptions of grammar patterns and drills; instruction does not focus on meaning or the use of patterns learned. Moreover, all the units in the book are similar in organization, making the book and its presentation of materials very predictable, possibly explaining students' lack of interest and enjoyment. As Dörnyei (2001b) states, a textbook can be a demotivating factor because of its lack of variety, resulting in boredom and a lack of interest in students.

Results show that students are generally self-efficacious, indicating that they are certain of their abilities and capabilities. They want to acquire a lot of skills, and they are certain that they can accomplish their goals. Bandura (1997) points out the effect of self-efficacy beliefs on the goals that people set for themselves, their effort, and persistence. Pajares (2001) states that academic motivation, success, and interest are greatly affected by students' beliefs in their efficacy to regulate their own learning activities. Moreover, Pajares (2001) states that students who value learning and classroom tasks accompany these beliefs with confidence and positive feelings. Students at Zonguldak Karaelmas University Alaplı Vocational College, generally vocational high school graduates, start learning English in elementary school and enroll in English courses every year, through high school. Nonetheless, their English proficiency levels remain at beginning levels. Zonguldak Karaelmas University Alaplı Vocational College students' negative experiences with English courses lead them to wonder whether they can gain all the skills taught in their university English classes. This result reflects their overall feelings and thoughts toward English observed by the researcher during classroom instruction.

Results also indicate that students generally have learning goal-orientations. They are oriented toward learning, as much as they can, to improve their skills and acquire new skills in English. That is, they want to have a thorough comprehension of the materials as they learn and master them. They want to improve their language skills and acquire more skills to learn as much as they can. Wolters, Yu, and Pintrich (1996) found that a learning goal-orientation promotes student's self-efficacy, enhances task value, and provides deeper cognitive engagement and higher levels of self-regulation of academic learning. Students at Zonguldak Karaelmas University

Alaplı Vocational College also want to get good grades in order to be successful in class.

Results suggest that students are not generally motivated by performance-oriented goals in their English classes. Some students want to obtain good grades and do well on tests. They want to do well on tests in order to be successful, but not to show others that they are better learners than the others. Wolters, Yu, and Pintrich (1996) found that students who adopt a performance goal-orientation experience more positive academic outcomes. Therefore, Zonguldak Karaelmas University Alaplı Vocational College students should be encouraged to set performance-oriented goals to lead them toward more academic outcomes.

Pearson product-moment correlation analyses among motivational beliefs reveal correlations of varying strengths among motivational beliefs. Results suggest that *perceived self-efficacy* and a *learning goal-orientation* are the most strongly correlated concepts among all motivational belief concepts. Students who are certain of their abilities and capabilities to acquire all the skills taught in English classes emphasize the desire for thorough comprehension. That is, they emphasize importance of absolute comprehension and mastery of the learning materials. They also like challenging and hard work. They aim to improve their skills, and learn all the new skills taught in English classes. Results also suggest that there is a weak correlation between *task value* and *learning goal-orientation*. These results suggest that students who regard classroom tasks and activities as beneficial and useful reported that they aim to learn as much as they can, acquire new skills, improve their skills, and emphasize comprehension.

Research Question 2: What is Zonguldak Karaelmas University Alaplı Vocational College Students' Reported Use of Motivational Self-Regulation Strategies?

The frequency results of motivational self-regulation strategy data suggest that students use five motivational self-regulation strategies (i.e., self-consequating, interest enhancement, environmental control, mastery self-talk, and performance self-talk) to regulate their effort in and persistence with tasks assigned for English classes. First, they use self-consequating strategies to regulate their motivation. They generally tell themselves that if they do the assigned work now, they can do something that they like later. They also tell themselves that they will get good grades if they do the assignments; however, they do not promise themselves rewards for doing the assignments.

Second, results indicate that students use interest enhancement strategies to regulate their levels of motivation. They try to connect what they are learning in English with something that they find interesting, or that they like doing. Moreover, they try to connect the material with their own experiences. They think of ways to make assigned work easier or interesting that is an expected behavior since they previously stated that they did not find activities and tasks in English classes interesting or enjoyable.

Third, environmental control strategies are used by students to regulate their levels of motivation and persistence in tasks. Students generally try to study when they can be more focused. They try to get rid of distractions when they are studying in order not to be interrupted by them.

Fourth, results indicate that students use mastery self-talk strategies to regulate their levels of motivation; this is an expected consequence of their orientation toward learning goals (i.e., mastery goal-orientations). They persuade themselves to work

hard and maintain their persistence in tasks in order to learn as much as they can for the sake of learning. They challenge themselves to complete English assignments.

Fifth, results suggest that students use performance self-talk strategies to regulate their levels of motivation. They try to work harder by thinking about earning good grades; they know that doing well on tests and assignments is important, and they need to study to do well in school. Their motivation to obtain good grades is an expected consequence of their performance orientation toward receiving good grades.

These results on motivational self-regulation strategies cannot be compared to the literature since this is the first empirical study in ELT, known by the researcher, to explore students' actual use of motivational motivational self-regulation strategies. The literature simply introduced the motivational self-regulation strategies selected to be investigated in the study reported here (Dörnyei, 2001b; Pintrich, 1999; Wolters, 2000b).

Pearson product-moment correlations indicate correlations of varying strengths among motivational self-regulation strategy types. Results suggest a strong correlation between *self-consequating* and *performance self-talk*. This strong correlation suggests that students who tell themselves that they should do the assignments, study to get good grades, and be successful are likely to tell themselves that if they do the assignments now, they can do something they like later. Also, they remind themselves how important it is to do well on tests and assignments; therefore, they tell themselves that they should keep studying to do well in school. They persuade themselves to work hard to learn as much as they can for the sake of learning.

Results reveal a moderate correlation between *self-consequating* and *mastery self-talk*. This relationship suggests that students who persuade themselves to work

hard to learn as much as they can for the sake of learning often set extrinsic reasons (e.g., rewards or something that they like doing) to motivate themselves to persist in tasks. Results suggest another moderate correlation. That correlation is between *mastery self-talk* and *performance self-talk*, indicating that students who persuade themselves to work hard and persist in tasks to learn as much as they can may also remind themselves to keep studying to do well on tests and get good grades. Results indicate that *mastery self-talk* and *environmental control strategies* are also moderately correlated. These findings suggest that students who persuade themselves to work hard and persist in studying might try to get rid of distractions when they are studying in order not to be interrupted by them. They may also try to study when they can be more focused.

Research Question 3: What is the Relation Between Zonguldak Karaelmas University Alaplı Vocational College Students' Motivational Beliefs and Their Reported Use of Motivational Self-Regulation Strategies?

Pearson product-moment correlation analyses reveal relationships of different strengths between students' motivational beliefs and their reported use of motivational self-regulation strategies. For example, *learning goal-orientation* is moderately correlated to the five motivational self-regulation strategy types targeted in this study. *Performance goal-orientation* is not significantly correlated to any of the five motivational self-regulation strategies. *Task value* and *perceived self-efficacy* are weakly correlated to the five motivational self-regulation strategies, suggesting that students who value tasks more or who have more confidence in their abilities and capabilities do not employ the five motivational self-regulation strategy types examined in this study more than the other students. *Learning goal-orientation* is moderately correlated to *interest enhancement* and *mastery self-talk strategies*

indicating that students who aim to learn as much as they can may persuade themselves to work hard and persist in tasks to see how much they can learn. They may also think of ways to make work easier or more interesting by finding relevance between their experiences and the materials.

The data were analyzed by using multivariate regressions to see to what extent students' motivational beliefs could be used to explain their use of motivational self-regulation strategies. The findings suggest that, as a group, students' beliefs about the value of the material they are learning, their self-efficacy for learning the material, and their orientation toward learning and performance goals help to explain the use of the five motivational self-regulation strategies (i.e., self-consequating, interest enhancement, environmental control, mastery self-talk, and performance self-talk) examined. *Learning goal-orientation* was most consistently related to students' use of motivational self-regulation strategies in that it was correlated significantly to each of the five strategies examined. To regulate their effort and continue working on English tasks, students who reported a greater focus on learning goals were more likely to report that they would do the following:

- work to increase their enjoyment or situational interest in English tasks
- work to reduce or avoid distractions in the environment
- work to highlight both the mastery-oriented and performance-oriented reasons they had for wanting to complete the task
- provide themselves with extrinsic reasons for continuing the work

This finding is consistent with goal orientation theory that indicates a positive relation between learning oriented goals and engagement in academic tasks (Ames, 1992). Also, this finding is consistent with the relation found between learning goal orientation and use of cognitive and metacognitive self-regulation strategies. When

students set goals for themselves, such as mastery of the skills or tasks taught, they are more likely to receive positive academic outcomes (e.g., good grades). These results suggest that students' emphases on learning oriented goals may also lead them to highlight performance oriented goals such as receiving good grades for the accomplishment of their learning oriented goals.

Findings also indicate a relation between the value that students place on the material or skills that they are learning and their tendency to provide themselves with extrinsic reasons for continuing the work. This finding is consistent with research regarding the relation between value or importance that students attach to learning tasks and indications of their self-regulatory skills (Brophy, 1999; Wigfield & Eccles, 1994).

Students' perception of self-efficacy was an important predictor of environmental control and mastery self-talk strategies. That is, students who reported more confidence in their abilities to learn the skills taught in English class were more likely to report that they would study when they can be more focused. They would also get rid of distracters when they are studying more often than students who were less confident about their ability to be successful. This finding is similar to research that indicates a positive relation between students' self-efficacy and indicators of their effort and persistence for academic tasks (Bandura, 1996, 1997; Zimmerman, 1998). Since self-efficacy is a predictor of only two of all five motivational self-regulation strategies, this may indicate its relation to students' goal setting rather than the use of motivational self-regulation strategies.

Performance goal orientation was an important predictor of self-consequating, interest enhancement, and performance self-talk strategies. Students who set performance-oriented goals for themselves reported that they would provide

themselves with extrinsic reasons, such as rewards, to complete their work. They would also try ways to make the work easier or more interesting. They would highlight good grades and doing well on tests to persist in tasks. This finding supports the results of research that indicates a positive relation between performance goal orientation and the use of cognitive, metacognitive, and motivational self-regulation strategies in mathematics courses and in reading (Wolters, 2000b; Wolters, Yu, & Pintrich, 1996). Table 5.1 summarizes positive cause and effect relationship between motivational beliefs and the five motivational self-regulation strategy concepts resulting from multivariate regression tests.

Limitations of the Study

In this study, data were collected from 414 participants from Zonguldak Karaelmas University Alaplı Vocational College. This study examined only one state vocational college, thereby limiting the ability to make generalizations to other vocational state colleges in Turkey. Furthermore, this study examined only one type of school, a vocational state college; therefore, the findings are not generalizable to other academic contexts. Because of time limitations, a 36-item questionnaire, as opposed to other data collection tools, was used to gather data to find out students' motivational beliefs and their use of motivational self-regulation strategies. The use of a questionnaire has its limitations. Students' responses to questionnaire items may not reflect reality or they may only reflect partial truths. Because no other data collection tools were used, there is no triangulation to see if students' self-assessments reflect their actual behaviors. Furthermore, teachers were not interviewed about students to see whether students' responses reflected students' actual classroom behaviors.

Table 5.1 Summary of Multivariate Regression Tests Results

MOTIVATIONAL BELIEFS	MOTIVATIONAL SELF-REGULATION STRATEGIES				
	Self-Consequating	**Interest Enhancement**	**Environmental Control**	**Mastery Self-Talk**	**Performance Self-Talk**
	Provide themselves with extrinsic reasons such as rewards for completing the work	Work to increase their enjoyment or situational interest in English tasks, or make the work easier or more interesting	Work to reduce or avoid distractions in the environment, or study when they can be more focused	Work to highlight mastery oriented reasons they had for completing the task	Work to highlight performance oriented reasons to complete the learning tasks
Learning Goal-Orientation Students who reported a greater focus on learning goals were more likely to	+	+	+	+	+
Task Value Students who value the material or skills taught were more likely to	+				
Perceived Self-Efficacy Students who reported more confidence in their abilities to learn the skills taught in English class were more likely to			+	+	
Performance Goal-Orientation Students who set performance oriented goals for themselves were more likely to	+	+			+

Note: + indicates positive cause-effect relationships between motivational beliefs and motivational self-regulation strategies

Another limitation of the study is connected to the motivational beliefs and motivational self-regulation strategies targeted for investigation. The literature mentions other motivational beliefs and other types of motivational self-regulation strategies that were not examined in this study. Because of this omission, this study does not paint a complete picture of students' motivational beliefs and their use of motivational self-regulation strategies.

Furthermore, motivational self-regulation strategies are employed to counter particular demotivating factors. This study focused on motivational self-regulation strategies without special attention to motivational problems caused by demotivating factors.

Pedagogical Implications

This study depicts Zonguldak Karaelmas University Alaplı Vocational College students' perceptions of their motivational beliefs and motivational self-regulation strategies. This depiction may contribute to Zonguldak Karaelmas University Alaplı Vocational College teachers' understanding of student demotivation and motivation. Since teachers of EFL courses at state vocational colleges in Turkey often face demotivation problems in their classrooms, the findings of this study, though not entirely generalizable, may also help EFL teachers in other state vocational colleges to understand student demotivation. The findings of this study may guide EFL teachers at Zonguldak Karaelmas University Alaplı Vocational College, and teachers in other state vocational colleges, in reconsidering the strategies that they use to promote student motivation. Brophy (1987) suggests strategies that teachers may use to promote student motivation at Zonguldak Karaelmas University Alaplı Vocational College (see Appendix E for Brophy's suggestions).

Teachers may also be trained to promote learner autonomy and self-regulation behaviors in their students. Boekaerts (2000) advocates "a coach program" that trains teachers to train students to scaffold their learning process (see chapter 2 for more details about the coach program). EFL teachers at Zonguldak Karaelmas University Alaplı Vocational College may integrate early-semester lessons on motivational beliefs and motivational self-regulation strategies into their standard curriculum. Since learning goal-orientation was most consistently related to students' reported use of motivational self-regulation strategies, teachers may encourage students to set learning oriented goals for learning such as

- to learn as much as they can
- to acquire new skills in English
- to improve their skills in English
- to thoroughly understand their class work

Task value was also an important predictor of students' use of the five motivational self-regulation strategies. Therefore, teachers may encourage students to value tasks and activities in English courses by reminding them of the instrumental value of English in their future professions. Teachers may tell students that

- classroom activities are useful for them to acquire new English skills
- classroom activities are important to improve their English skills
- doing activities is beneficial to them

Perceived self-efficacy explains the variance in the use of the five motivational self-regulation strategies. That is, students who reported more confidence in their abilities were more likely to employ motivational self-regulation strategies. Teachers may encourage students to trust their abilities to acquire new skills in English and to avoid anxiety by sharing their own language learning

experiences with their classes. Since teachers at Zonguldak Karaelmas University Alaplı Vocational College are second language learners of English themselves, they may serve as real role models of second language learning. They may share their memories of the challenges associated with learning English to show that it is hard to learn a second language but it is not impossible. Teachers can remind students that language learners should always tell themselves

- I am certain that I can gain the skills taught in English class this year.
- I am certain that I can do even the most difficult class work.
- I am certain that I can accomplish my goals.

These reminders and the handouts suggested below, might be presented in Turkish for beginners or in a bilingual version so that students can see the messages in their native and target language.

Having performance oriented reasons for learning promotes the employment of motivational self-regulation strategies. Therefore, teachers may encourage students to have performance oriented goals, together with their learning oriented goals, to enhance their academic success. Students should work to

- get good grades
- show that they are good learners

Teachers may also remind students of the importance of employment of motivational self-regulation strategies in avoiding demotivation during learning. Teachers may distribute two handouts: one related to motivational beliefs, and one related to motivational self-regulation strategies to students to serve as reminders at the places they study. Handout 1 could include statements such as these:

1. Set goals for learning such as

- learn as much as you can

- acquire new skills in English
- improve your skills in English
- thoroughly understand your class work

2. Value classroom tasks and activities because

- classroom activities are useful for you to acquire new English skills
- classroom activities are important to improve your English skills
- doing activities is beneficial for you

3. You should always tell yourselves the following:

- I am certain that I can gain the skills taught in English class this year.
- I am certain that I can do even the most difficult class work.
- I am certain that I can accomplish my goals.

4. You should work to

- get good grades
- show that you are good learners

Handout 2, in Turkish, English, or both languages, could include statements such as these:

- If I do the work I have to get done right now, I can do something I like later.
- If I do the assigned work now, I will get good grades.
- I will be successful if I do the assignments.
- If I get the assignment done now, I will reward myself.
- Studying English does not have to be boring; I can turn it into a game.
- I can find ways to make the work easier.
- I can connect the material that I am learning with something I like to make it more interesting.
- I can connect what I am learning with my own experiences.

- I can change my surroundings to concentrate on my class assignments.
- I can study when I can be more focused.
- I can get rid of any distractions around when I am studying.
- I can persuade myself to work hard for the sake of learning.
- I can persuade myself to keep working on classroom assignments just to see how much I can learn.
- I can challenge myself to complete my English assignments and learn as much as I can learn.
- I can tell myself to keep working just to learn as much English as I can.
- I can try to make myself work harder by thinking about earning good grades.
- I can remind myself that it is important to do well on tests and assignments.
- I can tell myself that I should keep studying to do well in school.
- I can tell myself that my grades will be affected if I do not do my assignments.

The findings of this study reveal that students at Zonguldak Karaelmas University Alaplı Vocational College want to improve their English skills and acquire more skills; however, they do not find activities and tasks in English classes interesting or enjoyable. Because the approach to English instruction is similar in all state vocational colleges, in terms of classroom instruction and textbooks, this study highlights the problems that EFL teachers and students most likely face in state vocational colleges. As this study suggests, students at Zonguldak Karaelmas University Alaplı Vocational College generally have negative attitudes toward English classes; that is, they are not certain that they can master all the skills taught in their English classes because of their past experiences.

Results suggest that students at Zonguldak Karaelmas University Alaplı Vocational College do not find the activities or tasks in their English classes interesting or enjoyable. This finding suggests a reason for the student demotivation observed in Zonguldak Karaelmas University Alaplı Vocational College. The current grammar course book and classroom instruction that is based only on grammar rules may explain the lack of interest in activities and tasks. Grammar forms are introduced in sample sentences and are used to apply rules to other sentences in somewhat mechanical exercises. Since the aim of the English courses is to provide students with basic English through teaching grammar rules, the book and corresponding instruction are thought to match well with the goals of the courses. However, as Larsen-Freeman (1991) states, teaching grammar should not involve only teaching rules in meaningless sentences that lack the meaning and use dimensions of the rules. Teaching grammar should involve three dimensions: form, meaning, and use. Grammar rules should be presented in texts where the meaning is made clear, and use should be practiced through meaningful and thought-provoking exercises. A form-meaning-use approach can lead to not only good comprehension of grammar rules but also the ability to use structures in meaningful ways.

One way to bring this form-meaning-use paradigm to life is by simply contextualizing grammar lessons. Sample sentences that link students' vocational interests and knowledge with the targeted structure is one way to create more meaningful lessons. So, instead of highlighting a structure with a sentence like this "There are three apples on the shelf above the oven", teachers can substitute sentences such as these "There are electric fields in space around every electrically charged body."

Another substitute for the traditional grammar teaching methods in Zonguldak Karaelmas University Alaplı Vocational College that would integrate this three-dimensional grammar approach is a content-based approach (Snow, 2001; Stoller, 1997; Stoller & Grabe, 1997). Contextualizing grammar points through the exploration of meaningful content introduces students to information that is interesting and relevant to them. Zonguldak Karaelmas University Alaplı Vocational College is a technical college, and students are enrolled in technical programs; therefore, they mainly have content courses in the vocational programs that they are enrolled in. A linkage between students' content courses and English courses may promote a sincere interest in English and provide meaningful reasons for studying English. The resulting engagement and interest can stimulate student interest and enjoyment in English courses. With a content-based approach, students will already have background knowledge of the content that they will learn in their English courses; thus, they may understand the materials taught in English courses better. Moreover, because the technical vocabulary in English and Turkish are similar, students will have relatively easy access to the material taught since students will not have to learn too many new words. Since students share background knowledge from their content courses, creating a linkage between English courses and content courses may also provide better comprehension of the materials and motivation for meaningful communication among students.

As programs move to content-based instruction, as one possible solution to student demotivation, administrators must support this change. New materials should be written to provide a good match between content courses and EFL courses; the establishment of a material-writers unit would be beneficial. Workshops should be given to teachers to help them understand the rationale behind content-based

instruction. Teachers should be encouraged to evaluate content-based instruction with an open-minded view, and use content-based instruction to meet their students' needs. Because the approach will be new for teachers and students alike, everyone involved in the language program (administrators, teachers and students) should have access to an easy-to-understand rationale for this change in orientation.

Suggestions for Further Research

This study could be expanded to include all state vocational colleges in Turkey to determine the relation between the state vocational college students' motivational beliefs and their use of motivational self-regulation strategies. Furthermore, this study could be expanded to include other academic universities in Turkey. Data collection tools could be expanded to include interviews with students to gain a more complete understanding of students' motivational beliefs and their use of motivational self-regulation strategies. Teachers' views of their students' motivational beliefs and their use of motivational self-regulation strategies could be investigated through interviews to see if students' responses of their motivational beliefs and their use of motivational self-regulation strategies reflect their actual behaviors, at least as perceived by teachers. Also the strategies teachers use to promote student motivation could be investigated.

This study also could be expanded to examine other motivational belief concepts and other motivational self-regulation strategy types that are mentioned in the literature but not covered in this study. Such studies could investigate the particular motivational problems students face, caused by demotivating factors, that may be more responsible for the motivational self-regulation strategies that they employ than their motivational beliefs. Researchers could use demotivating factors, suggested by Dörnyei (2001b), as a starting point in further studies. The

demotivating factors that Dörnyei (2001b) identifies stem from the teacher, inadequate school facilities, students' reduced self-confidence, students' negative attitudes toward English, compulsory English courses, interference of another language being learned, students' negative attitudes toward English speaking communities, attitudes of class mates, and course book. Moreover, information about these particular motivational problems can be collected along with the motivational self-regulation strategies that students report using.

Conclusion

This study investigated students' motivational beliefs, their use of motivational self-regulation strategies, and the relation between students' motivational beliefs and their use of motivational self-regulation strategies. The results of this study have revealed that there is a positive relation between students' motivational beliefs and their use of motivational self-regulation strategies. Also, results point out that students' motivational beliefs can be used to explain their use of motivational self-regulation strategies. The importance of the topic should serve as an impetus for further studies. The results of this study and future studies could contribute to a better understanding of classroom motivation, student autonomy, and an enhancement of academic success.

REFERENCES

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology,* 84, 261-271. Retrieved on 6th November 2002, from www.sciencedirect.com

Bandura, A. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development,* 67, 1206-1222. Retrieved on 6th November 2002, from http://imagesrvr.epnet.com /bllimages/ehost/

Bandura, A. (1997). Self-efficacy. *Harvard Mental Health Letter,* 13(9). Retrieved on 6th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Bembenutty, H. (2000). Sustaining motivation and academic goals: The role of academic delay of gratification. *Learning and Individual Differences*, 11(3), 233-257. Retrieved on 6th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Boekaerts, M. (1997). Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers, and students. *Learning and Instruction*, 7(2), 161-186. Retrieved on 6th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. *Educational Leadership*, 45(2). Retrieved on 10th July 2003, from http://search.epnet.com/direct.asp?an=8524292&db=aph

Brophy, J. (1999). Toward a model of the value aspects of motivation in education. *Educational Psychologist,*34 (2). Retrieved on 22nd September 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Deci, L. E., & Chandler, L. C. (1986). The importance of motivation for the future of the LD field. *Journal of Learning Disabilities,* 19(10), 587-594. Retrieved on 22nd October 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Deci, L. E., Vallerand, J. R., Pelletier, G. L., & Ryan, M. R. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist,* 26(3-4), 325-346. Retrieved on 22nd October 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Dörnyei, Z. (1994). Motivation and motivating in the foreign classroom. *The Modern Language Journal,* 78(3). Retrieved on 6th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Dörnyei, Z., (2001a). *Motivational strategies in the language classroom.* Cambridge, UK: Cambridge.

Dörnyei, Z. (2001b). *Teaching and researching motivation.* England: Pearson.

Ellis, R. (1994). *The study of second language acquisition.* Oxford: Oxford

University Press.

Fitz-Gibbon, C. T., & Morris, L. L. (1987). *How to analyze data.* Newbury Park, California: Sage

Gardner, R. C. (1985). *Social psychology and second language learning.* London: Edward Arnold.

Gardner, R. C., & Tremblay, P. F. (1994). On motivation, research agendas, and theoretical framework. *The Modern Language Journal*. 78, 359-368. Retrieved on 22nd October 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Grabe, W., & Stoller, F. L. (1997). Content-based instruction: Research foundations. In M. A. Snow and D. M. Brinton (Eds.); *The content- based classroom: Perspectives on integrating language and content* (pp. 5-21). New York: Longman.

Kuhl, J. (2000). The volitional basis of personality systems interaction theory: Applications in learning and treatment contexts. *International Journal of Educational Research,* 33(7-8), 665-703). Retrieved on 22nd October 2002, from www.sciencedirect.com

Larsen-Freeman, D. (2001). Teaching Grammar. In M. Celce-Murcia (Ed.) *Teaching English as a second or foreign language.* 251-283. USA: Heinle & Heinle.

Midgley, C., Maehr, M., Hicks, L., Roeser, R., Urdan, T., Anderman, E., & Kaplan, (1996) *Patterns of Adaptive Learning Survey (PALS)*. The University of Michigan. Retrieved on 10th February 2003, from www.sciencedirect.com

Noels, A. K., Clement, R., & Pelletier, G. L. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *Canadian Modern Language Review,* 57(3). Retrieved on 7th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Noels, A. K., Pelletier, G. L., Clement, R., & Vallerand, J. R. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning,* 50(1), 57-85. Retrieved on 7th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

O'Malley, M. J., & Chamot, U. A. (1990). *Learning strategies in second language learning.* Cambridge: Cambridge University Press.

Oxford, L. R. (1990). *Language learning strategies*. Boston: Heinle & Heinle.

Oxford, R., & Ehrman, M. (1990). Adult language learning styles and strategies in an intensive training setting. *The Modern Language Journal*, 74(3). Retrieved on 6th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Pajares, F. (2001). Toward a positive psychology of academic motivation. *Journal of Educational Research*, 95 (1). Retrieved on 6th October 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Pintrich, R. P. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31(6), 459-470. Retrieved on 16th October 2002, from www.sciencedirect.com

Pintrich, R. R., & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82*, 33-40. Retrieved from www.google.com.tr

Slavin, E. R. (2000). *Educational psychology.* Boston: Allyn & Bacon.

Snow, M. A., (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.) *Teaching English as a second or foreign language* 303-332. USA: Heinle & Heinle.

Spaulding, L. C. (1992). *Motivation in the classroom.* USA: McGraw- Hill.

Stoller, F. L., & W. Grabe. (1997). A six T's approach to content-based instruction. In M. A. Snow and D. M. Brinton (Eds.); *The content- based classroom: Perspectives on integrating language and content* (pp. 78-94). New York: Longman.

Weiner, B. (1990). History of motivational research in education. *Journal of Educational Psychology,* 82(4), 616-623. Retrieved on 16th October 2002, from www.sciencedirect.com

Weiner, B. (1991). Metaphors in attribution and motivation. *American Psychologist,* 46(9), 921-931.

Wenden, A. (1991). *Learner strategies in learner autonomy.* UK: Prentice Hall.

Wigfield, A., & Karpathian, M. (1991). Who am I and what can I do? *Educational Psychologist*, 26 (3-4), 233-261. Retrieved on 6th October 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Wigfield, A., & Eccles, S. J. (1994). Competence beliefs, achievement values, and general self-esteem. *Journal of Early Adolescence*, 14 (2). Retrieved on 7th October 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Williams, M., & Burden, L. R. (1997). *Psychology for language teachers.* Cambridge: Cambridge University Press.

Wolters, A. C. (2000a). The relation between high school students' motivational regulation and their use of learning strategies, effort, and classroom performance. *Learning and Individual Differences*, 3(3), 281-299. Retrieved on 6th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Wolters, A. C. (2000b). The relation between students' motivational beliefs and their use of motivational regulation strategies. *International Journal of Educational Psychology,* 33(7-8), 801-820. Retrieved on 6th October 2002, from www.sciencedirect.com

Wolters, A. C., Yu, L. S., & Pintrich, R. P. (1996). The relation between goal orientation and students' motivational beliefs and self-regulated learning. *Learning and Individual Differences,* 8(3), 211-238. Retrieved on 6th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

Zimmerman, B. J. (1998). Academic studying and the development of personal skill: A self-regulatory perspective. *Educationalist Psychologist*, 33(2-3), 73-86. Retrieved on 6th November 2002, from http://imagesrvr.epnet.com/bllimages/ehost/

APPENDICES

Appendix A

ENGLISH VERSION of the QUESTIONNAIRE

Dear student,

I am conducting a study for my MA thesis. I would like you assist me by completing the following questionnaire items. Your answers will help improve English instruction in our institution. You do not need to write your names.

Thank you for your help.

Nuray Okumuş
MA TEFL
Bilkent University

PART I

Please tick (√) appropriate boxes and provide necessary information.

1. **Age:** ☐ 16-20 ☐ 20-25 ☐ 25-others
2. **Gender:** ☐ Male ☐Female
3. **Program:**
   ☐ Electric ☐ Industrial Electronics
   ☐ Construction ☐ Control Systems Technology
   ☐ Industrial Automation ☐Communication
   ☐ Electronic Communication ☐ Metallurgy Materials
   ☐ Machine ☐ Construction Design
4. **Class:** ☐ First ☐ Second
5. **Education time:** ☐ Day ☐ Night
6. **High school graduation:**
   ☐ A vocational high school ☐ A state high school
   ☐ An Anatolian high school ☐ A commercial high school
   ☐ A religious high school
   ☐ Other: **……**
7. **English proficiency level:**

☐ Beginning ☐ Elementary ☐ Intermediate

PART II

This questionnaire is composed of 36 items. Please read the items below carefully considering your English classes. Tick (√) your position on the scale provided as shown in the example below.

Example:

	Very true	**True**	**Partially true**	**Not true at all**
	4	**3**	**2**	**1**
I smoke ten cigarettes a day.			√	

QUESTIONNAIRE

.		**Very true**	**True**	**Partially true**	**Not true at all**
No	**Items**	**4**	**3**	**2**	**1**
1	I am certain that I can gain the skills taught in English class this year.				
2	One of my goals in English class is to learn as much as I can.				
3	I think classroom activities are important because they will improve my language skills.				
4	One of my goals is to show others that I am good at my class work.				
5	It is important to me that I learn a lot of skills this year.				
6	One of my goals is to acquire a lot of new skills and improve my skills this year.				
7	I believe classroom activities are useful for me.				
8	I choose class work that I can do, rather than work that I have not done before.				
9	I am certain that I can do even the most difficult class work.				
10	It is important to me that I thoroughly understand my class work.				
11	I believe that doing the activities is beneficial to me.				

		Very true	True	Prati ally true	Not true at all
No	**Items**				
12	In our English class, getting good grades is my main goal.				
13	I am certain that I can accomplish my goals.				
14	Even if the class work is hard, I can learn the work.				
15	I enjoy doing classroom activities very much because they are interesting and fun.				
16	The main reason I do my work is because we get grades for our work.				
17	I make studying English more enjoyable by turning it into a game.				
18	I try to make myself work harder by thinking about getting good grades.				
19	I tell myself that I can do something I like later if, right now, I do the work that I have to get done.				
20	I persuade myself to work hard just for the sake of learning.				
21	When studying for English at home, I change my surroundings to concentrate on my class assignments.				
22	I think of ways to make the work easier.				
23	I remind myself how important it is to do well on the tests and assignments.				
24	I tell myself that if I do the assignments, I will be successful.				
25	I challenge myself to complete my English assignments and learn as much as possible.				
26	I try to get rid of any distractions that are around me when I am studying English.				
27	I make an effort to connect what I am learning in English class to my own experiences.				
28	I tell myself that I need to keep studying to do well in school.				

		Very true	True	Parti Ally	Not true at all
No	**Items**				
29	I promise myself some kind of a reward if I get my assignments done.				
30	I persuade myself to keep working on classroom assignments just to see how much I can learn.				
31	I try to study at a time when I can be most focused.				
32	I try to connect the material that I am learning with something I like doing or find interesting.				
33	I think about how my grade will be affected if I do not do my assignments.				
34	I tell myself that if I do the assigned work on time, I will get good grades.				
35	I tell myself that I should keep working just to learn English as much as I can.				
36	I make sure I have as few distractions as possible before I start studying English.				

Appendix B

TURKISH VERSION of the QUESTIONNAIRE

ANKET

Sayın Öğrenci,

Yüksek lisans tezim için anket çalışması yapıyorum. Ekteki anketi tamamlayarak bana yardım etmenizi istiyorum. Sizlerin verdiği cevaplar okulumuzdaki İngilizce eğitimini gelişmesine katkıda bulunacaktır. İsimlerinizi yazmanız gerekli değil. Yardımınız için teşekkür ederim.

Nuray Okumuş
MA TEFL
Bilkent Üniversitesi

BÖLÜM I

1. **Yaşınız:** □16-20 □ 20-25 □ 25- ve üstü

2. **Cinsiyetiniz:** □ Erkek □ Kadın

3. **Bölümünüz:**

□ Elektrik □ Endüstriyel Elektronik □ İnşaat

□ Kontrol Sistemleri Teknolojisi □ Endüstriyel Otomasyon

□ Yapı Ressamlığı □ Haberleşme □ Elektronik Haberleşme

□ Metalürji Malzeme □ Makine

4. **Sınıfınız:** □ Birinci □ İkinci

5. **Öğrenim tipiniz:** □ Birinci □ İkinci

6. **Mezun olduğunuz lise:**

□ Meslek Lisesi □ Lise

□ Anadolu lisesi □ Ticaret lisesi

□ İmam Hatip lisesi

□Diğer: **.....**

7. **İngilizce seviyeniz:** □Başlangıç □Orta □ İleri

BÖLÜM II

Anket 36 maddeden oluşmaktadır. Maddeler İngilizce derslerinizle ilgilidir. Lütfen maddeleri dikkatlice okuyup size uygun olanı seçeneği örnekte görüldüğü gibi (√) işaretleyiniz.
Örnek:

Örnek:	**Çok doğru**	**Doğru**	**Kısmen doğru**	**Hiç doğru değil**
	4	**3**	**2**	**1**
Günde on tane sigara içerim.			√	

ANKET

		Çok doğru	**Doğru**	**Kısmen doğru**	**Hiç doğru değil**
No	**Maddeler**	**4**	**3**	**2**	**1**
1	Bu yıl derste öğretilen bütün becerileri kazanacağımdan eminim.				
2	Dersteki amaçlarımdan biri mümkün olduğunca çok şey öğrenmektir.				
3	Sınıf aktiviteleri, dil becerilerimi geliştireceği için önemlidir.				
4	Amaçlarımdan biri, sınıf arkadaşlarıma derste iyi olduğumu göstermektir.				
5	Bu yıl birçok şey öğrenmek benim için önemlidir.				
6	Bu yıl amaçlarımdan biri becerilerimi geliştirmek ve yeni beceriler kazanmaktır.				
7	Sınıf aktivitelerinin bana yararlı olduğuna inanıyorum.				
8	Önceden yapmadığım çalışma yerine, yapabileceğim çalışmayı seçerim.				
9	En zor çalışmayı bile yapabileceğimden eminim.				
10	Çalışmayı bütünüyle anlamak benim için önemlidir.				
11	Sınıf aktivitelerinin benim için yararlı olduğuna inanıyorum.				
12	Dersteki başlıca amacım iyi not almaktır.				

		Çok doğru	Doğru	Kısmen doğru	Hiç doğru değil
No	**Maddeler**				
13	Amaçlarıma ulaşacağımdan eminim.				
14	Çalışma zor olsa bile öğrenebilirim.				
15	Sınıf aktivitelerini yapmayı çok seviyorum çünkü ilgi çekici ve eğlenceliler.				
16	Çalışmayı yapmamım başlıca nedeni çalışma için not almamızdır.				
17	Çalışmayı daha eğlenceli yapmak için oyuna dönüştürürüm.				
18	İyi notlar almayı düşünerek daha sıkı çalışmaya çalışırım.				
19	Kendime şimdi yapmak zorunda olduğum çalışmayı yaparsam daha sonra istediğim bir şeyi yapabileceğimi söylerim kendime.				
20	Öğrenmek adına sıkı çalışmak için kendimi teşvik ederim.				
21	Evde İngilizce dersi için çalışırken, çalışmaya konsantre olmak için etrafı düzenlerim.				
22	Çalışmayı kolaylaştırmanın yollarını düşünürüm.				
23	Kendime, sınavların ve ödevlerin iyi olmasının okulda ne kadar önemli olduğunu hatırlatırım.				
24	Kendime ödevleri yaparsam başarısız olmayacağımı söylerim.				
25	Kendimi çalışmayı bitirmeye ve mümkün olduğunca çok şey öğrenmeye zorlarım.				
26	Ders çalışırken ilgimi dağıtan her şeyden kurtulmaya çalışırım.				
27	Öğrendiklerimle kendi deneyimlerim arasında bağlantı kurtulmaya çalışırım.				
28	Kendime, okulda başarılı olmak için ders çalışmaya devam etmem gerektiğini söylerim.				
29	Ödevimi bitirdiğimde kendimi ödüllendirmeye söz veririm.				

		Çok doğru	**Doğru**	**Kısmen doğru**	**Hiç doğru değil**
No	**Maddeler**				
30	Kendimi, sırf ne kadar öğrenebileceğimi görmek için çalışmaya ikna ederim.				
31	En çok konsantre olabileceğim zaman çalışmaya gayret ederim.				
32	Konuyu yapmayı sevdiğim veya ilgi çekici bulduğum bir şeyle bağdaştırmaya çalışırım.				
33	Ödevlerimi yapmazsam notumun ne kadar etkileneceğini düşünürüm.				
34	Kendime, ödevlerimi zamanında yaptığımda iyi not alacağımı söylerim.				
35	Kendime, mümkün olduğunca çok şey öğrenebilmek için çalışmaya devam etmem gerektiğini söylerim.				
36	Çalışmaya başlamadan önce ilgimi dağıtacak çok az şey olmasını sağlarım.				

Appendix C

ORIGINS of QUESTIONNAIRE

NO	ITEMS	MSLQ	PALS	Researcher created items
1	I am certain that I can master the skills taught in class this year.		*	
2	One of my goals in class is to learn as much as I can.		*	
3	I think the activities are important because they will improve my language skills.			*
4	One of my goals is to show others that I am good at my class work.		*	
5	It is important to me that I learn a lot of concepts this year.		*	
6	One of my goals is to master a lot of new skills and improve my skills this year.			*
7	I believe classroom activities are useful for me.		*	
8	If given the choice, I would choose class work I knew I could do, rather than work I have not done before.			*
9	I am certain I can figure out how to do the most difficult class work.		*	
10	It is important to me that I thoroughly understand my class work.		*	
11	I believe doing the activities will be beneficial to me.		*	
12	In our class, getting good grades is my main goal.		*	
13	I am certain that I can accomplish my goals.			*
14	Even if the work is hard, I can learn it.		*	
15	I enjoy doing activities very much because they are very interesting and fun.			*
16	The main reason I do my work is because we get grades for our work.			*
17	I make studying more enjoyable by turning it into a game.	*		
18	I try to make myself work harder by thinking about getting good grades.	*		
19	I tell myself I can do something I like later if right now I do the work I have to get done.	*		
20	I persuade myself to work hard just for the sake of learning.	*		

		MSLQ	PALS	Researcher created items
NO	ITEMS			
21	When studying for this language class at home, I change my surroundings so that it is easy to concentrate on the work.			*
22	I think of a way to make the work easier.	*		
23	I remind myself how important it is to do well on the tests and assignments in school.	*		
24	I tell myself that if I do the assignments I will not be punished.			*
25	I challenge myself to complete the work and learn as much as possible.	*		
26	I try to get rid of any distractions that are around me when I am studying.			*
27	I make an effort to connect what I am learning to my own experiences.	*		
28	I tell myself that I need to keep studying to do well in school.	*		
29	I promise myself some kind of a reward if I get the assignment done.	*		
30	I persuade myself to keep working on the material just to see how much I can learn.			*
31	I try to study at a time when I can be more focused.	*		
32	I try to connect the material with something I like doing or find interesting.	*		
33	I think about how my grade will be affected if I do not do the assignment or reading.	*		
34	I tell myself that if I do the assigned work on time, I will get good grades.			*
35	I tell myself that I should keep working just to learn as much as I can.	*		
36	I make sure I have as few distractions as possible before I start studying.			*

APPENDIX D

ITEMS by TOPICS

		ORIGINS OF THE ITEMS		
NO		**MSLQ**	**PALS**	**Researcher created items**
	TASK VALUE			
7	I believe classroom activities are useful for me.		*	
3	I think classroom activities are important because they will improve my language skills.			*
11	I believe doing the activities is beneficial to me.		*	
15	I enjoy doing activities very much because they are very interesting and fun.			*
	PERCEIVED SELF-EFFICACY			
1	I am certain that I can gain the skills taught in English class this year.		*	
5	It is important to me that I learn a lot of skills this year.		*	
9	I am certain I can do even the most difficult class work		*	
13	I am certain that I can accomplish my goals.			*
	LEARNING GOAL ORIENTATION			
2	One of my goals in class is to learn as much as I can.		*	
6	One of my goals is to acquire a lot of new skills and improve my skills this year.			*
10	It is important to me that I thoroughly understand my class work.		*	
14	Even if the work is hard, I can learn it.		*	
	PERFORMANCE GOAL ORIENTATION			
4	One of my goals is to show others that I am good at my class work.		*	
8	I choose class work that I can do, rather than work that I have not done before.			*
12	In our English class, getting good grades is my main goal.		*	

		ORIGINS OF THE ITEMS		
NO		**MSLQ**	**PALS**	**Researcher created items**
	PERFORMANCE GOAL-ORIENTATION			
16	The main reason I do my work is because we get grades for our work.			*
	SELF-CONSEQUATING			
19	I tell myself I can do something I like later if right now I do the work I have to get done.	*		
34	I tell myself that if I do the assigned work on time, I will get good grades.			*
24	I tell myself that if I do the assignments, I will be successful.	*		
29	I promise myself some kind of a reward if I get the assignment done.	*		
	INTEREST ENHANCEMENT			
17	I make studying English more enjoyable by turning it into a game.	*		
18	I think of ways to make the work easier.	*		
32	I try to connect the material that I am learning with something I like doing or find interesting.	*		
27	I make an effort to connect what I am learning in English class to my own experiences.	*		
	ENVIRONMENTAL CONTROL			
21	When studying for English at home, I change my surroundings to concentrate on my class assignments.			*
31	I try to study at a time when I can be more focused.	*		
26	I try to get rid of any distractions that are around me when I am studying English.			*
36	I make sure I have as few distractions as possible before I start studying English.			*
	MASTERY SELF-TALK			
20	I persuade myself to work hard just for the sake of learning.	*		
30	I persuade myself to keep working on classroom assignments just to see how much I can learn.			*

		ORIGINS OF THE ITEMS		
NO		**MSLQ**	**PALS**	**Researcher created items**
	MASTERY SELF-TALK			
25	I challenge myself to complete my English assignments and learn as much as possible.	*		
35	I tell myself that I should keep working just to learn English as much as I can.	*		
	PERFORMANCE SELF-TALK			
18	I try to make myself work harder by thinking about getting good grades	*		
23	I remind myself how important it is to do well on the tests and assignments.	*		
28	I tell myself that I need to keep studying to do well in school.	*		
33	I think about how my grade will be affected if I do not do my assignments.	*		

1. MSLQ: Motivated Strategies for Learning Questionnaire (Pintrich & DeGroot, 1990)

2. PALS: Patterns of Adaptive Learning Survey (Midgley et al., 1996)

APPENDIX E

BROPHY'S SUGGESTED STRATEGIES to MOTIVATE STUDENTS

1. A supportive environment
2. Appropriate level of challenge/ difficulty
3. Meaningful learning objectives
4. Moderation/ optimal use of strategies
5. Program for success
6. Teach goal setting, performance appraisal, and self-reinforcement skills
7. Help students to recognize the linkage between effort and outcome
8. Provide remedial socialization
9. Offer rewards for good performance
10. Structure appropriate competition
11. Call attention to instrumental value of academic activities
12. Adapt tasks to students' interests
13. Include novelty/ variety elements
14. Allow choices or autonomous decisions
15. Provide opportunities for students to respond actively
16. Provide immediate feedback to student responses
17. Allow students to create finished products
18. Include fantasy or simulation elements
19. Incorporate game-like features into exercises
20. Include higher level objectives and divergent questions
21. Provide opportunities to interact with peers
22. Model interest in learning and motivation to learn
23. Communicate desirable expectations and attributions about students' motivation to learn
24. Minimize students' performance anxiety to learn during learning activities
25. Project intensity
26. Project enthusiasm
27. Induce task interest or appreciation
28. Induce curiosity or suspense
29. Induce dissonance or cognitive conflict
30. Make abstract content more personal, concrete or familiar
31. Induce students to generate their own motivation to learn
32. State learning objectives and provide advance organizers
33. Model task related thinking and problem solving