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Analysis of motivational strategies used by English language teachers teaching at secondary schools

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Abstract

English teaching and English language learning have become central directives in newly emerging bilingual and multilingual high school classes. The need for effective teaching strategies, including strategies designed to motivate students, has become a part of ELT educational models. The aim of this study is to identify the level of the application of motivational strategies in the secondary schools of Northern Cyprus, both government and private schools. It is a quantitative descriptive research. An investigation was conducted to 96 English Language Teachers in this study. Among the samples, 33 of them are teaching at private schools and 63 of them are teachers at government schools. The Statistical Package for the Social Sciences (SPSS) was employed for the purpose of data entry manipulation, and analysis. A questionnaire which has been developed by Zoltan Dörnyei (2003) were applied. This study shows that, Motivational strategies at creating the basic motivational strategies are sometimes applied. The item 'I encourage risk-taking and have mistakes accepted as a natural part of learning' is always applied and the samples have attributed the highest ranking in this item. However, the item 'I ask for the student's assistance in performing certain supportive tasks at home' is sometimes used and it has been the last choice by the samples.

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1. Introduction

The spread of English language learning throughout the world has determined the need for effective instructional models. The need for effective teaching strategies, including strategies designed to motivate students, has become a part of ELT educational models. As the nation's cultural and social complexity increases, educators and school administrators have had to recognize that individuals from varied cultures learn in distinct ways, often use various intelligences, and concentrate on different elements within the educational model. Cooperative learning techniques have been viewed as a way of addressing significant variations in the learner population. One of the primary challenges for educators in the modern day is to gain an understanding of the individual differences in cognitive processing and the implications for curriculum development, instructional process and for the teacher/student relationship as a whole (Herrold, 1989).

Many different theories of motivation have been proposed and have been applied to organizational and educational models. Theorists like Abraham H. Maslow in *A Theory of Human Motivation* (1943) and Frederick Herzberg's Two Factor Theory (1959) considered the issue of motivation and presented different models for assessing motivation relative to personality types and behaviors. Motivation itself came out of social psychology and because of its complexity, especially in language acquisition, its types must be explained before its definition. Nevertheless, for time being, we can define motivation as: A complex social psychological influence that sets to accelerate the will of a person towards a desire.

Motivated individuals are more likely to enhance organizational process and perform as compared to those who are not motivated. Researchers have recognized, though, that there are a number of different ways to motivate individuals and varied forms of motivation that can impact the success of any leadership plan (Pinder, 2011). Juan Perez-Lopez maintained that motivation can best be understood by identifying specific types of motivating factors and defined three categories: extrinsic, intrinsic and transcendent (Silva, 2010, p. 9). Extrinsic motivations are those in which are based on obtaining an expected and tangible result (e.g. payment for work completed), while intrinsic motivations based on receiving benefits from the action like a sense of accomplishment (Silva, 2010). Perez-Lopez also identified a third motivational element that can be compared to Maslow's concept of self-actualization. This is described as transcendent motivations, which are those that are defined as helping others or society as a whole, and have much more ethereal connections to ethical and social principles (Silva, 2010). Effective leaders recognize the importance of enhancing both extrinsic and intrinsic motivators as a means of enhancing performance (Pritchard & Ashwood, 2008); Tannenbaum & Cerasoli, 2013; Wong-on-Wong, Guo, & Lui, 2010). Subsequently, motivation can take on a number of different connotations and can include motivators that are based on positive characteristics (e.g. self-actualization, social benefit, compassion), or negative characteristics (e.g. greed, desire for power/control) (Vandercammen, Hofmans, & Theuns, 2014). Motivational strategies are techniques that promote the individual's goal-related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it – in fact, almost any influence a person is exposed to might potentially affect his/her behaviour. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Dörnyei, 2003, p. 28).

This research has been conducted in order to identify application level of motivational strategies used at both government and private secondary schools at Turkish Republic of Northern Cyprus and offer necessary recommendations.

2. Methodology

The aim of this research is to find out the motivational strategies of the English Language teachers teaching for the secondary schools in Turkish Republic of Northern Cyprus. It is a quantitative descriptive research. English Language Teachers teaching for both government and private schools in Turkish Republic of Northern Cyprus consist of the population of this research. As it was impossible to reach whole population due to time and financial limitations, samples were selected randomly among the English Language Teachers teaching both for government and private secondary schools. An investigation was conducted to 96 English Language Teachers in this study. Among the samples, 33 of them are teaching at private schools and 63 of them are teachers at government schools. The Statistical Package for the Social Sciences (SPSS) was employed for the purpose of data entry manipulation,

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