

A study on motivational factors of students in German Language Teaching Department at Trakya University

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Abstract: There are many definitions, views and theories for motivation. This study aims to state expressly what type of motivation factors according to the students' grades affects the students of German Language Teaching Departments (Turkey) negatively or positively. How the external and internal factors affect the students of German Language Teaching Departments in terms of motivation will be determined in this study. A questionnaire has been given to the students (freshman, sophomore, junior and senior classes) of Trakya University German Language Teaching Departments (2008) to collect data for showing the motivation profile of these students. The questionnaire has been transferred to SPSS program except quantitative analysis. The frequency and the percentage distributions of the data have been calculated with the aim of determining the students' views. In conclusion, it is possible to state that German Language Teaching Department students have been affected by the positive and negative motivation factors and the achievements and failures of these students could vary depending on the different reasons. On the other hand, the students of German Language Teaching Department have attributed important roles to the lecturers. Many features of the lecturers have affected the students' motivation positively.

Key words: German Language Teaching Department; motivational profile; motivation theories in foreign language education; internal and external factors

1. Introduction

If the profile of the students in German Language Teaching (GLT) Departments in Turkey is taken into consideration, it can easily be seen that these students have shown differences according to the years. When the profile of the students in GLT Departments is considered, it has been seen that the recent studies have focused on the topics such as language skills, foreign language knowledge, their application in the classes and the use of second language. However, with the syllabi, courses and recent orientations many studies related to students in GLT Departments have been realized. How the students in GLT Departments show a motivation profile has not been considered. In this context, the study aims at indicating the motivation profile of the students in GLT Department at Trakya University rather than testing hypotheses related to motivation.

1.1 The term motivation in education, motivation theories in foreign language education and motivation variables

There are many definitions, views and theories for motivation. Since the term motivation has been handled

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and scrutinized according to the research contexts by various disciplines, it is difficult to define it only in one sentence. The questions “Does the motivation affect the success?” or “Does the success affect the motivation?” have not been completely answered yet. Motivation has significant roles in the learning process. Since the factors, which affect the motivation of the students in education, are changeable, the motivation process is not stable. There are many factors, which determine the students’ motivation level. According to the researches done, the factors affecting students’ motivation can be written as follows (Ceylan, 2003, p. 9; Gürkan & Gökçe, 1999, p. 168):

(1) Teacher factor: The knowledge and ability, method and technique, guidance and advisory skills the teacher has;

(2) Classroom climate and interaction: Interaction, communication and seating arrangement of the students in the classroom;

(3) School climate: Teacher-student relations and communication, school administration, climate and relations.

There are many views related to the motivation factors and theories in teaching foreign languages. When the motivation in teaching foreign language is considered, the socio-psychological theories of Gardner and Lambert had been important until 1990s. Two kinds of motivation form were determined (Gardner & Lambert, 1972):

(1) One is the use of foreign language as a tool for an aim access considering professional, economical or other needs (instrumental orientation);

(2) The other is the use of foreign language as a goal because of the interest in the language and culture of the country where the target language is spoken (integrative orientation).

This theory has changed via time and different views. The explanations of Riemer related to motivation concepts and theories are significant in teaching German as a foreign language. Riemer has stated that motivation changes according to individuals and classroom setting, besides, personal, social and emotional factors have important roles in motivation of learning a foreign language (Riemer, 2001).

Schlak and his colleagues have mentioned about the differences regarding the concepts and theories relating to the motivation of the students learning German in Germany in their studies and projects (Schlak, et al., 2002):

(1) Instrumental motivation: A foreign language has been taught by means of pragmatic aim;

(2) Integrative motivation: Learning the foreign language with the aim of adapting to the target culture;

(3) Travel-orientation: Motivation with the aim of tourism and travel;

(4) Friendship-orientation: Motivation aiming at developing friendship and communication;

(5) Knowledge-orientation: Developing cultural level by means of learning foreign languages and the wish of being received by the others in the society;

(6) Intrinsic motivation: The enjoyment of the students in the foreign language, being curious about and interested in the class, the motivation of learning a foreign language with the internal motivation;

(7) Extrinsic motivation: Extrinsic motivation of anxiety of exam and getting low marks;

(8) Group cohesion: Formation of learning motivation via the peers in the group and studying well and sincerely;

(9) Self-efficiency: The motivation of the students who think s/he has the ability to learn a foreign language;

(10) Need for achievement: Being motivated because of the achievement desire;

(11) Interest: Being interesting of the class affects the learning motivation negatively or positively;

(12) Relevance: Student becomes motivated if s/he thinks that the information given in the class is necessary

and important for him-/herself;

(13) Affiliation drive: Being motivated since the student wants to affect and impress the teacher positively.

Kirchner has divided motivation into two parts as internal and external motivation in her comprehensive research about motivation of the students learning German (Kirchner, 2004, p. 5). While the factors such as facilitating anxiety and debilitating anxiety, competitiveness, consciousness, effectiveness, locus of causality and biographical data include the internal motivation of the student learning a foreign language; social environment, learning environment, communication with the country where the target language spoken, interest and role of the student and also education system include the external motivation (Kirchner, 2004, pp. 5-10).

One of the most important points to be considered about motivation beside these views is that motivation can change during the learning process. "Motivation is a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached" (Dörnyei, 1998, p. 118).

Before giving the findings and comments of the study considering all this information, it is important to deal with the potential of students at German Language Teaching Departments in Turkey.

1.2 A chronological view from past to today considering the profile of German Language Teaching Department students

If we have taken the profile of the students studying at GLT Departments into consideration from the past to now, we can see how the students studying at GLT Departments have become different. GLT curriculum has been reconstructed in terms of quality and quantity in parallel with this difference in certain times (Yücel, 2000). In reconstruction periods, the lectures of GLT departments made great efforts for preparing the syllabi adaptation and forming contents of the courses considering the needs and characteristics of the students (Hatipoğlu, 2007, pp. 279-291).

The students studying at GLT Departments between 1980s-1990s were the children of the families who came back from Germany throughout Turkey. Since these students were multi-faced regarding both language and culture, this situation had been utilized as a profit at GLT Departments (Polat & Tapan, 1995, pp. 93-107). Because of the decrease in the number of the people, these students could not fill returning to Turkey from Germany, the quota of GLT Departments. Thus, the students having low German-Language level have been enrolled GLT Departments of the universities between the years 1998-2000 (Yücel, 2001, p. 139). Due to the fact that the enhancement of multilingualism since the early 2000s, the efforts of Turkey for admission to EU, new directions and the filling the GLT Departments Quotas in universities are the most important reasons for the 11 GLT Departments out of 14 GLT Departments in Turkey have begun to accept not the students who have German Language points in university exam but English Language points (ÖSYM, 2007; Salihoğlu, 2005, p. 403).

The academicians have stated that after learning English, learning German at universities is well-rounded education. Especially in publications learning the second foreign language German after English is a profit for all (Serindağ, 2005).

It is an undeniable reality that students at GLT Departments have some problems especially in terms of future anxiety. According to Ilkhan, students at both GLT Departments and German Philology Departments have graduated without having a chance of performing their profession. For this reason, Ilkhan has emphasized that a quality reform should be formed in the departments mentioned above considering the needs of the society (Ilkhan, 2005, p. 211). While Genç has emphasized on the importance of proficiency tests and preparatory class syllabus for the students of GLT Departments who lack of essential language knowledge and skills (Genç, 1997, p. 315),

Zengin has specified that the precautions should be taken according to the goals and expectations of the students (Zengin, 1997, p. 331). Salihoğlu has questioned how the students at GLT Departments are ready for university education. He also thinks and criticizes that these problems have resulted not only from the low German language level but also from the deficiency of their high school quality and education (Salihoğlu, 2005, p. 401). Taking all these expressions into consideration, the student profile of GLT Departments can be summarized as follows:

(1) GLT Departments students have generally learnt English in high schools or others; German is the second foreign language at the university (environment). Even though English has great advantage and positive effect on learning German, the problems students encounter cannot be solved;

(2) GLT Departments students, in spite of the defects in their language level, have been trained as versatile by means of the high quality education they have and the supports of the lecturers;

(3) GLT Departments students can not be appointed as German teachers since the ministry of education does not have enough positions for permanent staff. That is why they have anxiety for finding a job and uncertainty for their future. On the other hand, graduates of GLT Departments can work in different fields as well as in their own field—teaching, both private and supplement teachers.

2. The topic and the aim of the study

In this study, it is not possible to deal with the concepts, theories and factors related to all the research topics of motivation. In accordance with the information given, this study has searched for the answers to the questions as “Why do the students study at GLT Departments?”, “Why do they choose this department?” and the most importantly “What kind of motivation profile do they express clearly?”. This study aims to state expressly what type of motivation factors according to the students’ grades affects the students of GLT Departments negatively or positively. How the external and internal factors affect the students of GLT Departments in terms of motivation will be determined in this study.

3. The method of the study

A questionnaire has been given to the students (freshman, sophomore, junior and senior classes) of GLT Departments at Trakya University to collect data for showing the motivation profile of these students. The questionnaire has been formed by making use of the questionnaire application named “motivation and communication in education” of Yeşilyaprak (Yeşilyaprak, 2004), motivation questionnaire of Schlak and his colleagues (Schlak, et al., 2002) and the questions about motivation of Kirchner (Kirchner, 2004). The questionnaire has been transferred to SPSS program except quantitative analysis. The frequency and the percentage distributions of data have been calculated with the aim of determining the students’ views.

4. Findings and comments of the study

Ninety-three students at GLT Department of Trakya University have been given a questionnaire. The following findings have been obtained in determining the students’ views and about their personal information.

4.1 Personal information of the students

Table 1 gives the distribution of the students who have taken part in the research according to their genders. When we consider the distribution of the students’ genders the 76.3% of students who have taken part in the

research are female and 23.7% of them are male. Shortly, the number of the female students far outweighs in the GLT Department.

Table 1 Distribution of the students who have taken part in the research according to their genders

Gender	f	%
Female	71	76.3
Male	22	23.7
Total	93	100

Table 2 gives the distribution of the students according to their grades (classes):

Table 2 Distribution of the students according to their grades

Class	f	%
Freshman	28	30.1
Sophomore	19	20.4
Junior students	25	26.9
Senior students	21	22.6
Total	93	100

When we consider the distribution of the students according to their classes, it has been seen that 30.1% (28 students) is freshman students, 20.4% (19 students) is sophomore students, 26.9% (25 students) is junior students and 22.6% (21 students) is senior students.

4.2 The time that the students taking part in the research have begun to learn German language

The time students have begun to learn German language are given in the Table 3:

Table 3 The time students have begun to learn German language

The time they have begun to learn German language	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
Preparatory class	14	50.0	9	47.4	9	36.0	13	61.9	45	48.4
High school	13	46.4	9	47.4	12	48.0	6	28.6	40	43.0
Secondary sch.	1	3.6	0	0	3	12.0	1	4.8	5	5.4
Germany	0	0	1	5.3	1	4.0	1	4.8	3	3.2
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

Table 3 shows that GLT Department students have stated that they have begun to learn German in the preparatory classes of the university. 43% of the students have learnt German as a second language in high school. There is not a considerable difference between the classes. However, both the views of the students and the results of the placement tests given show that the students passed the university exam and had a right to study in GLT Department do not know German well or they do not know at all. That is why 98% of these students have learnt German in the Preparatory Class which has two semesters in GLT Department then they have improved German language according to the skills (Yücel, 2004, pp. 143-150). Preparatory classes are very important for the students of GLT Department because, if a student cannot get the valid grade in the exams (minimum 70 out of 100) at the end of the academic year, s/he has to repeat the preparatory class for the next year again. If s/he cannot achieve the second year at preparatory class s/he will no longer study at GLT Department. This external functional motivation can be defined as “extrinsic motivation”. Because there have been a stress of grade function here. In

this context, the most important thing to mention is that the students at preparatory classes have a great fear and desire to pass the preparatory Class. Considering this, “facilitating anxiety” and “need for achievement” can be dominant as internal motivation (Kirchner, 2004, pp. 5-10).

4.3 The reasons why the students who have answered the questionnaire have studied at GLT Department

There have been views of the students about the reasons why they have been studying at GLT Department in Table 4.

Table 4 Reasons why students have been studying at GLT Department

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
Since they could not enter the ELT	18	64.3	14	73.4	18	72.	17	81	67	72
To learn a second language	5	17.9	1	5.3	1	4.	1	4.8	8	8.6
Since they like this department	0	0	0	0	3	12.	1	4.8	4	4.3
Since it is the most important foreign language after English	4	14.3	2	10.5	1	4	1	4.8	8	8.6
To become a teacher of German	1	3.6	2	10.5	2	8	1	4.8	6	6.5
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

Table 4 reflects the motivation profile of the students when they enter (begin to study) the GLT Department. Even though there have not been significant and considerable difference, the most considerable thing is that, no freshman and sophomores (0%) have chosen GLT Department willingly or eagerly. In the third year (juniors), this proportion is 12% while in the fourth year (seniors) it is 4.8%. 72% of the students state that they have studied in GLT Department since they could not enter the ELT Department and 8.6% of the students want to learn a second language and also 8.6% of the students think that German is the most important foreign language after English. Briefly, students have studied in GLT Department since they could not get enough points in the university entrance exam to study in ELT Departments. The number of the students who really want to study in GLT Department is 6 (6.5%). This situation has resulted from the education system of the country and it is an external factor affecting the students’ motivation negatively.

4.4 The views of the students about the German language

In Table 5, the views is shown by the students who have taken part in the research about German language.

Table 5 The views of the students who have taken part in the research about German language

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
I like learning German	24	85.7	16	84.2	23	92	21	100	84	90.3
I don't like learning German	4	14.3	3	15.8	2	8	0	0	9	9.7
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

Considering the views of the students according to their classes, seniors like learning German (100%). In the other classes, this proportion has changed between 85% and 92%. Namely, even though a vast majority of the students have not entered this department eagerly, their attitude towards German language is positive. Shortly, students have thought that they have the ability to learn a foreign language and they try to become motivated (self-efficacy).

4.5 The eagerness of the students studying at GLT Department when they entered the university entrance exam and now

In Table 6 and Table 7, considering intrinsic and extrinsic motivation, first when the students entered the university exam (Table 6) their studying desire in the GLT Department and now (Table 7) have been given according to their classes.

Table 6 How the students wanted to study in GLT Department when they entered the university exam

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
I never wanted	11	39.3	9	27.3	10	40	3	14.3	33	35.5
I wanted a little	9	32.1	5	16.7	7	28	9	42.9	30	32.3
I wanted	8	28.6	5	18.5	7	28	7	33.3	27	29
I wanted very much	0	0	0	0	1	4	2	9.5	3	3.2
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

Table 7 How the students wanted to study in GLT Department now

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
I never want	2	7.1	2	10.5	0	0	0	0	4	4.3
I wanted a little	2	7.1	2	10.5	5	20	1	4.8	10	10.8
I wanted	19	67.9	12	63.2	17	68	10	47.6	58	62.4
I wanted very much	5	17.9	3	15.8	3	12	10	47.6	21	22.6
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

When Table 6 and Table 7 have been examined, we can see that expectation and motivation can change via time process. When we compare the percentages regarding the given answers to the questions, it is seen that there are considerable differences. Freshman did not want to study in this department at all before beginning to study in GLT Department (39.3%), in the same class, this percentage has decreased to 7.1% after the students have entered this department. While 40% of the junior students did not want to study at GLT Department at all (Table 6), now 68% of the students want to study in this department. No students have answered that they do not want to study in this department. This is a reflection of the value given to the received education by the students. When Table 6 and Table 7 are compared to, it is seen the term motivation has changed. We can see what factors change this motivation situation from the results of the other Tables.

4.6 Situations affecting students' motivation

The answers and the frequencies of the question asked students: "Does your motivation situation show differences with the course of time?" are given in Table 8.

In Table 8, the determiners are grouped according to the answers given by the students. Considering the total, personal reasons are given in the first three situations 28.3% (psychology of the student, whether s/he slept well or not, is happy or unhappy, the class hour as being very early or late), being successful in the course, structure of the course as 16.7% (not interesting, difficult and not clear of the course). 12% future anxieties, 10.8% attitude of the teacher to the course and the student, 7.5% being interesting of the course and 6.7% being unsuccessful follow the situations mentioned before. The changes in the motivational situations of the students differentiate individually; on the other hand, common features are not less. The findings in Table 8 indicate that the motivation of the

students in GLT Department is affected by both internal and external factors.

Table 8 The frequencies of “Does your motivation situation show differences with the course of time?”

Situations in which motivation situations are affected	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
Attitude of the teacher to the course and the students	3	8.1	2	8.3	3	8.8	5	20.0	13	10.8
Anxiety of future	4	10.8	6	25.0	2	5.9	3	12.0	15	12.5
Structure of the course	8	21.6	3	12.5	6	17.6	3	12.0	20	16.7
Personal reasons	10	27.0	5	20.8	9	26.5	10	40.0	34	28.3
Being unsuccessful in the course	4	10.8	4	16.8	-	-	-	-	8	6.7
Success in the course	6	16.2	2	8.3	10	29.4	3	12.0	21	17.5
Being interesting of the course	2	5.5	2	8.3	4	11.7	1	4.0	9	7.5
Total	37	100.0	24	100.0	34	100.0	25	100.0	120	100.0

In the next Table 9 and Table 10, the situations in which the students feel themselves most and least motivated are given.

Table 9 The time at which the students feel most motivated

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
When I study for the course	0	0	0	0	4	16	1	4.8	5	5.4
When I am successful in the course	10	35.7	8	42.1	7	28	4	19	29	31.2
When the course topic is interesting	5	17.9	1	5.3	6	24	4	19	16	17.2
When I have the opportunity of being appointed as a teacher	1	3.6	3	15.8	3	12	0	0	7	7.5
When I am comfortable physically and psychologically	8	28.6	5	26.3	5	20	6	28.6	24	25.8
When the lecture is positive	3	10.7	2	10.5	5	0	6	28.6	11	11.8
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

Table 10 The time at which students feel least motivated

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
When I am unsuccessful	11	39.3	3	15.8	10	40	3	14.3	27	29
When I am not comfortable physically and psychologically	12	42.9	2	10.5	8	32	10	47.6	32	34.4
When I don't study for the course	1	3.6	0	0	0	0	3	14.3	4	4.3
Negative attitude of the teacher	2	7.1	3	15.8	2	8	1	4.8	8	8.6
Hardness and boredom of the class	0	0	6	31.6	3	12	4	19.	14	14
Employing and future anxiety	2	7.1	5	26.3	2	8	0	0	9	9.7
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

In Table 9, for the time at which students feel most motivated, while freshman, sophomores and juniors classes answer as “When I am successful in the class”, the senior classes answer as “When the lecture is positive” and “When I am comfortable physically and psychologically”. Being motivated by the success is an internal factor while being positive of the lecturer is an external factor. In other words, students have stated that their motivation profiles have changed positively both in accordance with their efforts (intrinsic) and the attitude of the lecturer

(external).

When we consider Table 10, in general students have stated that the time at which they feel least motivated are: “When they are uneasy” (34.4%) and “When they are unsuccessful” (29%). Namely, they think that the negative motivation depends on them. Significantly, sophomores state that they feel least motivated with “the hardness and boredom of the class” (31.6%) and “the anxiety of future” (26.3%). Thus, the reasons are extrinsic.

4.7 Students’ views about success and the reasons they think success depends on when they are successful in the classes

In Table 11, students have been asked as: “How important is achievement to you?”.

Table 11 Students’ answers to “How important is achievement to you?”

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
Very important	22	78.6	12	63.2	14	56	10	47.6	58	62.4
Less important	0	0	0	0	0	0	0	0	0	0
Important	6	21.4	6	31.6	11	44	11	52.4	34	36.6
Not important	0	0	1	5.3	0	0	0	0	1	1.1
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

When we consider the findings of Table 11, students generally take the achievement into consideration and also we can say that the value given to achievement is high. The students of GLT Department (62.4%) have proposed that the achievement is very important and 36.6% of the students have proposed achievement is important. There are not considerable differences between the classes in this context. We can see in the following Table 12 that what reasons students think that achievement depends on.

Table 12 The proportion of the students’ agreements with the statements related to “the reasons of the achievement in the classes when they are successful”

Reasons	Gender	f	%	Not effective	Minor effective	Moderately effective	Effective	Very effective	Total
Easiness or harness of the course	Female	f		5	9	5	35	17	71
		%		7.0	12.8	7.0	49.3	23.9	100.0
	Male	f		3	3	2	11	3	22
		%		13.6	13.6	9.1	50.0	13.6	100.0
	Total	f		8	12	7	46	20	93
		%		8.6	12.9	7.5	49.5	21.5	100.0
Personal abilities	Female	f		-	2	6	36	27	71
		%		-	2.8	8.5	50.7	38.0	100.0
	Male	f		-	1	4	12	5	22
		%		-	4.5	18.2	54.5	22.7	100.0
	Total	f		-	3	10	48	32	93
		%		-	3.2	10.8	51.6	34.4	100.0
Individual effort	Female	f		1	1	3	16	50	71
		%		1.4	1.4	4.2	22.5	70.4	100.0
	Male	f		-	-	1	7	14	22
		%		-	-	4.5	31.8	63.6	100.0
	Total	f		1	1	4	23	64	93
		%		1.1	1.1	4.3	24.7	68.8	100.0

(to be continued)

Chance factor	Female	f	13	16	24	14	4	71
		%	18.3	22.5	33.8	19.7	5.6	100.0
	Male	f	4	10	6	2	-	22
		%	18.2	38.5	27.3	9.1	-	100.0
	Total	f	17	26	30	16	4	93
		%	18.3	28.0	32.3	17.2	4.3	100.0
Attitude of the lecturer to you and the topic	Female	f	-	-	2	8	61	71
		%	-	-	2.8	11.3	85.9	100.0
	Male	f	-	-	-	8	14	22
		%	-	-	0	36.4	63.6	100.0
	Total	f	-	-	2	16	75	93
		%	-	-	2.2	17.2	80.6	100.0

4.8 Attitude and encouragement of the lecturer

In Table 13, students have been asked about to what extent the lectures motivate themselves.

Table 13 Is the encouragement of the lecturers effective to motivate you?

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
Not effective	0	0	0	0	0	0	0	0	0	0
Minor effective	0	0	0	0	1	4	0	0	1	1.1
Moderately effective	0	0	2	10.5	1	4	1	4.8	4	4.3
Effective	10	35.7	6	31.6	11	44	5	23.8	32	34.4
Very effective	18	64.3	11	57.9	12	48	15	71.4	56	60.2
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

According to the findings in Table 13, we see that there are not considerable differences between the classes. Additionally, 60.2% of the students state that the encouragement they get from the lecturer is very effective and 30.4% of the students think that it is effective. The encouragement that a Yeşilyaprak state is an extrinsic directive, which is used to increase the students' motivation (Yeşilyaprak, 2004, p. 90). In this context, students of GLT Department see the encouragement of the lecturers as very important directive in motivation.

In Table 14, the students have been asked the question "What features of the lecturer motivate you and how much?". With the findings in Table 14, 81.7% of the students state that if the lecturer uses an understandable and fluent language, it is very effective on motivation. This fact has been followed by the 76.3 % of the students think that the performance of the lecturer in the course/class and having a smiling face are very effective. Then 63.4% of them think that if the lectures attaching importance to us as individuals in and outside the class, this is very important. That the lecturers creates on arguable setting and attaching importance to our thoughts cover 48.4% of the students who think that is effective and 41.9% think it is very effective. In other words, students consider that it is very important to generate motivation when the lecturer attaches importance to and cares for the students. It is not important for the students whether the lecturer likes them or not as much as others. Students generally attach importance to the attitude of lecturer, the language s/he uses and his/her performance in terms of motivation more than the others.

Table 14 The agreement percentage of the students about what features of the lecturer motivates them and how much

	Genders	f %	Not effective	Minor effective	Moderately effective	Effective	Very effective	Total
Attaching importance to our thoughts and creating on arguable setting in the class	Female	f	-	2	4	35	30	71
		%		2.8	5.6	49.3	42.3	100.0
	Male	f	1	1	1	10	9	22
		%	4.5	4.5	4.5	45.5	40.9	100.0
	Total	f	1	3	5	45	39	93
		%	1.1	3.2	5.4	48.4	41.9	100.0
Attaching importance to us as a person in and outside the class	Female	f	1	1	1	22	46	71
		%	1.4	1.4	1.4	31.0	64.8	100.0
	Male	f	-	-	2	7	13	22
		%			9.1	31.8	59.1	100.0
	Total	f	1	1	3	29	59	93
		%	1.1	1.1	3.2	31.2	63.4	100.0
Having a smile face	Female	f	1	-	5	10	55	71
		%	1.4	-	7.0	14.1	77.5	100.0
	Male	f	-	-	-	6	16	22
		%				27.3	72.7	100.0
	Total	f	1	-	5	16	71	93
		%	1.1	-	5.4	17.2	76.3	100.0
Loving/liking me	Female	f	4	5	9	24	29	71
		%	5.6	7.0	12.7	33.8	40.8	100.0
	Male	f	3	3	5	4	7	22
		%	13.6	13.6	22.7	18.2	31.8	100.0
	Total	f	7	8	14	28	36	93
		%	7.5	8.6	15.1	30.1	38.7	100.0
His performance in the class	Female	f	-	1	-	12	58	71
		%		1.4		16.9	81.7	100.0
	Male	f	-	-	-	9	13	22
		%				40.9	59.1	100.0
	Total	f	-	1	-	21	71	93
		%	-	1.1	-	22.6	76.3	100.0
Using an understandable and fluent language	Female	f	-	1	-	10	60	71
		%		1.4		14.1	84.5	100.0
	Male	f	-	-	1	5	16	22
		%			4.5	22.7	2.7	100.0
	Total	f	-	1	1	15	76	93
		%	-	1.1	1.1	16.1	81.7	100.0

In this context, the situation related to the students' achievement is questioned.

When we have a close look at Table 15, we can see that the student achievement differs according to the grade point average and the classes. While freshmen think that they show moderate achievement (64.3% moderate), 47.4% of the sophomores think they are successful and 52.6% of them think they are moderate. 84% of junior classes think they are moderate. When we consider the senior students, half of the senior classes students think that they are successful while the other half of the senior classes students think they are moderate. When the overall total is considered, we see that percentage of the failure for all the students is low (4.3%).

Table 15 Considering your own grade point average, determining your achievement situation in school

	Freshman		Sophomores		Juniors		Seniors		Total	
	f	%	f	%	f	%	f	%	f	%
Successful	7	25	9	47.4	4	16	10	47.6	30	32.3
Moderate	18	64.3	10	52.6	21	84	10	47.6	59	63.4
Unsuccessful	3	10.7	0	0	0	0	1	4.8	4	4.3
Total	28	100.0	19	100.0	25	100.0	21	100.0	93	100.0

5. Discussion and conclusions

By the application of the questionnaire to the students of GLT Department, the factors related to their motivation have been indicated. The obtained findings of the study can be summarized as follows:

First, when the students of GLT Department at Trakya University have begun to study at this Department not because of liking this department but for their university entrance exam points were sufficient for this department. In other words, they have begun to study at this department because of the incentive goals of the extrinsic factors (education system, enthusiasm for studying at university). This fact has shown that when the majority of the students begin studying in GLT Department, they have low motivation. However, from the interviews with the students and given questionnaires, we can see that motivation situation has changed by the help of positive contributions and encouragements of the lecturers and also the performance and the enthusiasm of the students. Briefly, students' motivations have changed positively during their education.

Second, the situations affecting the motivations of GLT Department students are divided into two factors as intern/intrinsic and extern/extrinsic. While the attitude of lecturers both to the class and to students, future anxiety, hardness and the boredom of the class are external factors; the efforts and the abilities of the students and also personal reasons are internal factors.

This study has shown that both GLT Department students have been affected by what kind of motivation factors positively and negatively and the achievements and failures of these students could vary depending on the different reasons. On the other hand, the students of GLT Department have attributed important roles to the lecturers.

Many features of the lecturers have affected the students' motivation positively. For example, using an understandable language, his/her performance in the class, having a smiling face and attaching importance to students.

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