Causes of Lack of Motivation in Kazakh Students Learning Turkish as a Foreign Language

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Abstract: Motivation is finding the strength of a person with the effect of external and internal factors. In order for this unending power to reach the desired goal, people need to direct it with their own will and determination. Motivation is a responsibility from the start. This responsibility can sometimes be seen in the field of education and sometimes in business life. It is possible to see motivation in almost all areas of life. The aim of this study is to determine the motivation deficiencies in the education-teaching adventure and to offer solutions. Motivation has been present in life for centuries whether we are always aware of it or not. A word used, every implied word or every subject that is not explained correctly is an effective factor in the decrease or even loss of motivation. In this study, motivation-centered problems in teaching Turkish as a foreign language at A2 level are emphasized. Aresearch was conducted on the students of Suleyman Demirel University (SDU) who received education in Kazakhstan. Within the framework of the research, a questionnaire was applied to 130 students in the 2nd grade at A2 level. Qualitative and quantitative (mixed method) were used in the research. Obtained results were tabulated by using SPSS application. In line with these data, while determining the relationship between motivation and teacher, success, view of the lesson, reward-punishment and self-confidence factors; no relationship was found between motivation and family and ability factors.

Keywords: *A2 level, Kazakh students, Motivation, Turkish as a foreign language.*
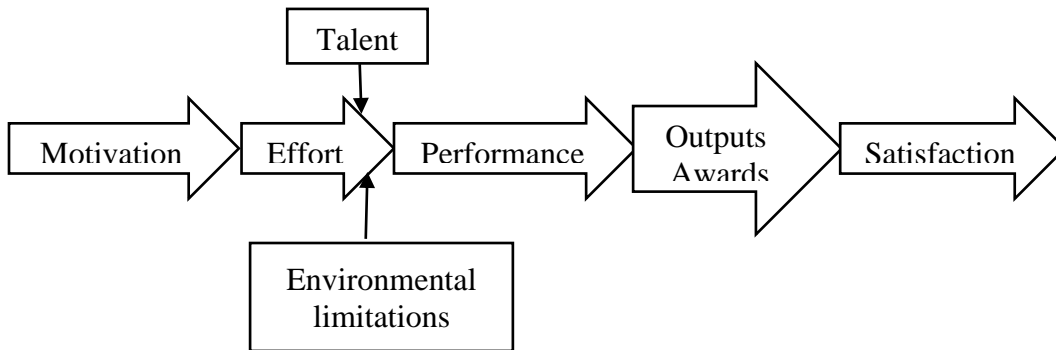
Introduction

The process referred to as motivation or drive is a process that continues throughout human life from birth to death. "Motivation is the set of forces that drives a person to work and continue that work" (Güney, 2013, p. 352). This cycle exhibits situations where humans are always oriented towards learning. This situation, which emerges as a different situation in everyone, is influenced by internal and external factors. "External factors refer to environmental factors in a person's motivation, while internal factors refer to the reactions a person creates to meet their own needs. Internal and external factors play an effective role in a person's motivation towards a subject" (Çelik, 2003, p. 56). Full motivation is required to achieve success.

It is possible to approach motivation, which is a psychological process, with different definitions. "Motivation is the sum of efforts made to continuously mobilize one or more individuals towards a certain goal or purpose" (Eren, 2001, p. 492). It is defined as an external impact that aims to satisfy an individual's need or create a new one (Başaran, 2003). In the science of psychology, motivation is used to explain behavior as a concept that involves internal driving forces (instincts) towards a certain goal, and behaviors with a certain purpose (Sürekli & Tevrüz, 1997). The basis of the motivation concept is triggering, directing, and sustaining behavior. The main purpose of motivation is to ensure individuals work willingly, efficiently, and effectively without pressure or coercion. People will work more efficiently and have higher motivation as long as their basic expectations are met (Demirtaş, 2005).

Figure 1

Basic Motivation-Behavior Interaction, Source: (Bayraktar, 2015)

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                    ┌──────────┐
                    │  Talent  │
                    └────┬─────┘
                         │
                         ▼
  Motivation →   Effort →   Performance →   Outputs   →   Satisfaction →
                         ▲               Awards
                         │
                    ┌────┴──────────┐
                    │ Environmental │
                    │  limitations  │
                    └───────────────┘
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Processes and Stages of Motivation

Individuals identifying their own needs and taking action in that direction initiates the process of motivation. This process activates intrinsic motivation in students. As seen in Figure 3, requirements trigger stimuli. Internal stimuli leads to the formation of a person's behavior, and eventually to the attainment of the desired outcome. "Teachers who want their students to learn better should motivate them through their curiosity and fulfill their learning needs" (Öncü, 2004, p.77). "When one need is met, another need begins, and the motivation process follows the same cyclical path each time" (Akça-kaya, 2010, p.328). The form of stimuli plays an important role in the process of motivation. Internal and external factors that determine the response to stimuli play a significant role in changing the desired outcome. "Behavior takes shape depending on the form of stimuli. The positive or negative stimuli applied by the teacher greatly influences student behavior in the classroom. Positive attitudes encourage students, while negative attitudes and behaviors can cause some students to be passive in the classroom" (Demir, 2003).

Figure 2

Motivation Process Stages, source: (Özkalp & Kırel, 1998)

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  Requirement →   arousal →   Behaviour →   Satisfaction
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Ways to Motivate

There are many different ways to motivate people. While the motivation of a student may be different, there may be differences in the ways and forms of motivation for a worker. In student-centered motivation, different reasons such as family, rewards-punishments, class status, and teacher factors are encountered. In order to accelerate these and similar processes, the desired topic should be motivated by making it feel necessary and then put into action. "The

key point of the motivation process is to understand the relationship between needs, impulses, and action" (Luthans, 2011).

Motivation leads to a positive increase in an individual's behavior and actions when it is fully provided. Motivation starts with effort, and external factors that support this effort cause an increase in the student's performance. Approaching or completing the set goal will increase the student's sense of achievement. "Studies show a strong positive relationship between motivation and achievement. An increase in motivation allows teachers and students to enjoy school more" (Öncü, 2021, p.169).

Individuals who are not fully motivated may not achieve the desired efficiency. Initiating and sustaining the motivation process in line with a need is the greatest factor that leads to achieving motivation. "The motivation process starts with the stimuli of some unmet needs. A person cannot be motivated until these needs are stimulated " (Şimşek et al., 1998, p.194). If motivation is not fully provided, a stress factor occurs. When increasing an individual's motivation, ways that may lead to stress should be avoided. Stress is the biggest obstacle in front of the identified goals and needs.

Motivation in Education

The factors that affect motivation in the education process may vary. A student who is indifferent to major events may show significant reactions to minor ones, due to their social and cultural background. Individuals with high self-confidence act more cautiously and result-oriented, while those who lack self-confidence may exhibit different reactions in a more impulsive manner. Motivation in education is susceptible to both internal and external influences. The main actor in this entire motivational journey is the teacher. Selçuk (2000) has emphasized the following points for teachers to fully motivate their students.

- Setting the goal,

- Feeling the need of the setted goal,

- Staying away from all behaviors that could disrupt motivation,

- Avoiding difficult-to-achieve goals,

- Using reward systems within the classroom,

- Making the topics covered interesting

In teaching Turkish as a foreign language, the structure of the society, the usage area of the language, making the language likable, and showing concrete goals play an important role. All internal and external factors need to be effectively utilized. "Both internal and environmental motivation are important in school motivation. Motivation sources can be used according to students' ages and developmental levels. What is desired is for the student's internal motivation to be high" (Altun & Yazıcı, 2010, p. 47). In Kazakhstan, the factors that affect motivation in Turkish language teaching can be listed as follows according to interviews and surveys conducted.

- The effect of family factors on motivation

- The effect of talent-skill factor on motivation

- The effect of lack of self-confidence on motivation

- The effect of interest in the lesson on motivation

- The effect of the sense of achievement on motivation

- The effect of teacher factor on motivation

- The effect of reward-punishment method on motivation

- The effect of motivation in the classroom environment

A Likert scale questionnaire consisting of questions that encompass these factors was administered to students. The aim of the survey was to identify the reasons for the students' lack of motivation and to provide solutions to these reasons. Additionally, the survey aimed to determine whether the difficulties observed in the four core skills among students were motivation-based or not. Thus, this study will be a useful resource for future researchers and teachers in the literature. Motivation improves the quality of education. Therefore, according to Kayadibi (2012), quality education is possible with a motivated class and academic staff. In addition, individuals who come prepared to lessons and are aware of their responsibilities increase their in-class motivation. From this perspective, the study identified the reasons for the lack of motivation in Turkish language learning at the A2 level among foreign language students in Kazakhstan. It is predicted that providing preliminary information to educators regarding the results and recommendations of the identified issues will be important. Additionally, it will be helpful in raising the quality of language teaching by the academic staff.

The problem situation in this study has been identified as the low motivation levels of students learning Turkish as a foreign language. The aim of this study is to identify the factors that affect the motivation deficiencies of A2 level students studying Turkish as a foreign language in Kazakhstan. In this context, interviews were conducted with teachers teaching Turkish at Suleyman Demirel University to determine the factors that affect motivation. A Likert scale questionnaire consisting of questions that cover these factors was administered to the students. The purpose of the survey is to find out the reasons for the motivation deficiencies in students and to propose solutions to them. In addition, the aim is to determine whether the difficulty observed in four basic skills in students is motivation-centered or not. Thus, this study will be a useful source for future researchers and teachers in the literature. Quality of motivation education enhances the quality of education, according to Kayadibi (2012). Moreover, students who come prepared to classes and are aware of their responsibility increase their motivation in class. In this regard, the study identified the reasons for the deficiency in the motivation of students learning Turkish as a foreign language at A2 level in Kazakhstan. It is anticipated that it will be important to provide preliminary information to educators in terms of the results and suggestions brought to the identified topics. At the same time, it will also be helpful for the academic staff to enhance their quality in language teaching.

Method

In this study, mixed method, that is, quantitative and qualitative methods, was applied. "This method, which connects quantitative and qualitative research, is called the mixed method" (Tunalı, 2016, p. 107). "Obtaining statistical information with a questionnaire and using a mixed method by combining quantitative analysis with qualitative analysis was deemed more appropriate in terms of detection and interpretation in such studies" (Uçak, 2017, p. 497). The design of the research is case study. "Case study; It is a method in which a single situation or event is examined in depth longitudinally, data is collected systematically and what happens in the real environment is looked at" (Subaşı & Okumuş, 2017, p. 420).

The population of the study consists of A2 level students learning Turkish as a foreign language in Kazakhstan. "Population is a large group consisting of living or non-living entities from which the data required to answer the research questions are obtained. In other words, it can be defined as the group from which valid, interpretable results will be obtained through the analysis of the data collected in the research" (Büyüköztürk et al., 2014, p. 80). A sample of A2 level SDU students in Kazakhstan, who receive education and training in Turkish as a foreign language, was selected. "Sample is a limited part of it selected from the population studied to collect information about its properties" (Büyüköztürk, et al. 2014, p. 81).

130 students, 44 boys and 86 girls, participated in this research. The research does not cover a wide range of topics. Some students at the A2 level were selected as a cluster sampling model for the sample. "In cluster sampling, the selection is among the clusters in which the individual units of the population are located, not the individual units themselves" (Sencer & Irmak, 1984, p. 394). The survey data obtained from the students were entered into the SPSS 20.0 (Statistic Package Social Science) program for analysis. Standard deviations, percentages, frequencies, and means between the problem statements in the research and the factors determined with their teachers were calculated. The standard deviations, percentage expressions, frequencies and averages of the factors determined by the teachers within the framework of the problem sentences were calculated. One-Way Variance, correlations, and ANOVA analyses were used to determine the reasons that affect the motivation of students learning Turkish as a foreign language at the A2 level.

Findings And Comments

The correlation analysis presented in Table 1 compares the results of motivation and motivation deficiency. It examines the comparison of the problems in sections B and C of the scale. The study compares the responses to questions about the situation of students experiencing motivation deficiency with those related to motivation. The results show a positive and moderate correlation between motivation and class (r= .311; p<.05), a positive and weak correlation between achievement and motivation (r= .189; p<.05), a positive and weak correlation between confidence and motivation (r= .250; p<.05), a positive and weak correlation between class and motivation (r= .213;

Table 1

Correlation analysis of results of motivation and lack of motivation

		Motivation	**Lecture**	**Class**	**self-confidence**	**Reward**	**Ability**
Motivation	r	1	,311**	,213*	,250**	,276**	,514**
	Sig. (2-tailed)		,000	,015	,004	,001	,000
	N	130	130	130	130	130	130
***s-lecture**	r	,311**	1	,190*	,250**	,276**	,514**
	Sig. (2-tailed)	,000		,030	,004	,001	,000
	N	130	130	130	130	130	130
s-class	r	,213*	,190*	1	,042	,270**	,332**
	Sig. (2-tailed)	,015	,030		,637	,002	,000
	N	130	130	130	130	130	130
s-class	r	,188*	,156	,481**	,314**	,277**	,453**
	Sig. (2-tailed)	,032	,076	,000	,000	,001	,000
	N	130	130	130	130	130	130
s- self-	r	,250**	,042	,314**	,275**	,297**	,428**
	Sig. (2-tailed)	,004	,637	,000	,002	,001	,000
	N	130	130	130	130	130	130
s-Reward	r	,276**	,270**	,277**	1	,045	,343**
	Sig. (2-tailed)	,001	,002	,001		,609	,000
	N	130	130	130	130	130	130
s- self-	r	,228**	,281**	,392**	,045	1	,327**
	Sig. (2-tailed)	,009	,001	,000	,609		,000
	N	130	130	130	130	130	130
s-ability	r	,514**	,332**	,453**	,376**	,303**	,424**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000
	N	130	130	130	130	130	130

Note: *** The correlation is significant at the 0.01 level (2 stars).*
The correlation is significant at the 0.05 level (1 stars)
****s= result*
r= Pearson Correlation

p<.05), a positive and weak correlation between rewards and motivation (r=.143; p<.05), and a positive and strong correlation between talent and motivation (r=.514; p<.05). Looking at Table 1 in terms of Sig. (Significant), it has been found that the numerical values of the lecture, class, self-confidence, ability, achievement, and reward factors of students who cannot be motivated are significantly high, as they are less than 0.05. Thus, it has been determined that the lack of motivation in learning Turkish as a foreign language affects the lecture with a factor of 0.00, the class with 0.015, self-confidence with 0.04, ability with 0.00, and achievement with .031.

The (**) signs in Table 1 indicate the mutual relationship between motivation and the consequences of lack of motivation. Upon examining the table, a mutual relationship between motivation and lecture, self-confidence, reward, and ability has been determined. Students who cannot be fully motivated have been found to answer questions such as "I am afraid of making mistakes when given the floor, I do not want to do homework, I hesitate to ask the teacher when I have a question, I have difficulty understanding the teacher" correctly, according to the results of the survey showing that they have problems with motivation. The answers given to these questions were generally determined that the answer is Strongly Agree on the Likert Scale. Additionally, the (*) sign in Table 1 indicates a one-way relationship between motivation and class and achievement. Answers such as "I feel pressure in class, I get bored in lessons, I am afraid of not being able to learn" were found to be one-sided for the student's motivation.

Factors affecting success show a positive and weak correlation between success and teacher (r=.143; p>.05); a positive and weak correlation between motivation (r=.204; p<.05); a positive and weak correlation between reward (r=.246; p<.05); a positive and weak correlation between family (r=.151; p>.05); and a positive and moderate correlation between talent (r=.328; p<.05). When looking at Table 2 in terms of Sig. (Significance), it is revealed that the statistical values of talent and reward are less than 0.05, indicating that they are highly significant factors that support and strengthen motivation for success. The (**) symbols in Table 2 indicate a mutual relationship between the dependent and independent variables. Therefore, there is a mutual relationship between achievement, ability, and reward (**). Motivating a talented student for success or channeling them to the class through different motivating ways is the result of a mutual relationship. Additionally, there is also a mutual relationship between reward and success. If a successful student's classroom status is rewarded, the student's interest in the class and their perception of the teacher will change as a result.

Table 2

Relationship between success and other variables

		Success	Teacher	Motivation	reward	Family	ability	Success
Success	r	1	,143	,204*	,246**	,151	,328**	
	Sig. (2-tailed)		,105	,020	,005	,087	,000	
	N	130	130	130	130	130	130	
Teacher	r	,143	1	,219*	-,143	,264**	,333**	
	Sig. (2-tailed)	,105		,012	,105	,002	,000	
	N	130	130	130	130	130	130	
Motivation	r	,204*	,219*	1	,033	,132	,274**	
	Sig. (2-tailed)	,020	,012		,707	,133	,002	
	N	130	130	130	130	130	130	
Reward	r	,246**	-,143	,033	1	-,033	,005	
	Sig. (2-tailed)	,005	,105	,707		,710	,957	
	N	130	130	130	130	130	130	
Family	r	,151	,264**	,132	-,033	1	,222*	
	Sig. (2-tailed)	,087	,002	,133	,710		,011	
	N	130	130	130	130	130	130	
ability	r	,328**	,333**	,274**	,005	,222*	1	
	Sig. (2-tailed)	,000	,000	,002	,957	,011		
	N	130	130	130	130	130	130	

Note: **. The correlation is significant at the 0.01 level (2 stars)
*   *. The correlation is significant at the 0.05 level (1 stars)*

Table 3

The relationship between learning and other variables

		Teacher	Motivation	Success	self-confdence	Class	Reward	Teacher
Teacher	r	1	,219*	,143	,303**	,332**	-,143	
	Sig. (2-tailed)		,012	,105	,000	,000	,105	
	N	130	130	130	130	130	130	
Motivation	r	,219*	1	,204*	,299**	,116	,033	
	Sig. (2-tailed)	,012		,020	,001	,189	,707	
	N	130	130	130	130	130	130	
Success	r	,143	,204*	1	-,015	,148	,246**	
	Sig. (2-tailed)	,105	,020		,866	,093	,005	
	N	130	130	130	130	130	130	
self-	r	,303**	,299**	-,015	1	,294**	-,196*	
	Sig. (2-tailed)	,000	,001	,866		,001	,026	
	N	130	130	130	130	130	130	
Class	r	,332**	,116	,148	,294**	1	-,070	
	Sig. (2-tailed)	,000	,189	,093	,001		,425	
	N	130	130	130	130	130	130	
Reward	r	-,143	,033	,246**	-,196*	-,070	1	
	Sig. (2-tailed)	,105	,707	,005	,026	,425		
	N	130	130	130	130	130	130	

Note: **. The correlation is significant at the 0.01 level (2 stars)

*. The correlation is significant at the 0.05 level (1 stars)

The teacher factor has a positive and weak relationship with motivation (r=.219; $p<.05$); a positive and weak relationship with achievement (r=.143; $p>.05$); a positive and moderate relationship with self-confidence (r=.303; $p<.05$); a positive and moderate relationship with class (r=.332; $p<.05$); and a negative and weak relationship with reward (r=-.143; $p>.05$). When looking at Table 3 in terms of Sig. (Significance), it is revealed that the numerical values of the relationship between the teacher and self-confidence and the teacher and class are statistically

significant, as they are less than the 0.05 value. Therefore, the independent variables of self-confidence and class at the value of .000 have been found to have a reinforcing effect on student motivation with the teacher factor. At the same time, the relationship between motivation and the teacher is seen to be small in terms of Sig. value (0.012; $p<0.05$). In other words, the teacher is a factor that increases students' motivation and motivation.

The (**) symbols in Table 3 indicate a mutual relationship between the dependent and independent variables. Therefore, there is a mutual relationship between the teacher, class, and self-confidence (**). The teacher's in-class attitudes can either boost students' self-confidence to the highest level or lower it to the lowest level in the opposite case. It has been determined that the language used in the classroom, convincing the student of their ability to succeed, post-classroom situations, and self-confident individuals are related to the teacher factor. At the same time, when Table 3 is examined, it is seen that there is a one-sided relationship in terms of motivation and teacher, indicated by the (*) symbol. Thus, an individual who has been motivated in different ways internally can reach their desired goal without the teacher-dependent variable. The teacher is identified as an external motivational factor. Therefore, sometimes the teacher factor may remain one-sided in terms of fully motivating or stimulating the student.

Table 4

Hypothesis evaluation of the research

The hypotheses related to the research	Rejection /Acceptance
H1: There is a significant relationship between the increase in participants' self-confidence and the process of motivation.	Acceptance
H2: There is a significant relationship between participants' family status and their motivation process.	Rejection
H3: There is a significant relationship between the participants' sense of achievement and their motivation process.	Acceptance
H4: There is a significant relationship between participants' in-class situations and motivation.	Rejection
H5: There is a significant relationship between participants being influenced by the teacher factor during the motivation process.	Acceptance
H6: There is a significant relationship between the rewarding of the participants and their motivation.	Acceptance
H7: There is a significant relationship between participants' motivation and their use of skills and abilities.	Acceptance
H8: There is a significant relationship between participants' in-class situations and their motivation.	Acceptance

The increase in self-confidence of students participating in the study is achieved through motivation in language learning. Therefore, **H1** hypothesis is accepted as there is a significant relationship between self-confidence and motivation. **H2** hypothesis is rejected as participants do not show much interest in questions related to family and

consider them unnecessary. The feeling of achievement and motivation are in mutual interaction. A person who is fully motivated is closer to success. Therefore, **H3** hypothesis is accepted as there is a very significant relationship between success and motivation. **H4** hypothesis is rejected according to the response given by the participants regarding the classroom situation. The **H5** and **H8** hypotheses are accepted by students, as the participants believe that the lecture conditions and the teacher's in-class and out-of-class attitude are effective factors in motivation. Motivated and responsible students who are aware of their responsibilities form the basis of quality education. Participants in the study have shown that rewards are the most important tool for motivation with the answer *strongly agree* in the survey. Therefore, **H6** hypothesis is accepted in terms of the significance relationship between reward and motivation. Rewards should also be in a limited and predetermined stimulus situation. All reward systems that are irregular and unnecessary can create a habituation situation. Therefore, the reward system defined as a target in language teaching should not be trivialized. **H7** hypothesis is accepted as there is a significant relationship between talent and skill in terms of motivation in the questions asked about ability and skill. While talent is a natural ability, skill is the knowledge learned through experience. Language learning differs for each student. While some students have the ability to learn a language, for others, language learning depends on their skills. Therefore, the motivation of a student who has the ability to learn a language increases, and a student who is sufficiently motivated to learn a language improves their language learning ability.

Conclusion and Recommendations

Based on the data obtained from the study, it was found that there is no relationship between motivation and family and classroom environment factors, but a relationship was identified between motivation and teacher, ability, attitude towards the lecture, confidence, reward-punishment, and achievement. It was observed that the responses given by the students to the survey questions were not normally distributed. This means that the students marked their own thoughts and there was no coercion or similarity involved. With this result, it was concluded that each student's responses to the survey were different and showed different distributions.

As a result of the students answering the items in a 5-point Likert style, Pearson Correlation Analysis was taken to determine the factors that affect the motivation of the students towards the Turkish lesson and it has been determined that while the effects of family and classroom environment factors were not observed in students' motivation for Turkish lessons, the effects of self-confidence, ability, teacher, reward-punishment, attitude towards the lesson, and success factors were observed. Discussions regarding these results are presented below.
Students live with their families for a certain period of time and then start studying at universities far away from their homes and families when they reach university age. This emotional longing and family problems sometimes lead students to not be motivated enough for their classes. Before starting the research, it was thought that one of the factors affecting students' motivation for the Turkish lecture was the family. However, according to the results of the students' survey responses, there is no significant difference between motivation and family factor. This shows that the family is not an influential factor in students' motivation for the lecture. Looking at previous studies, Dam (2008)

found that problems such as losing one of their parents, their parents' divorce, family problems, and their parents' bad habits have an effect on students' motivation for the lecture.

The concrete space where students meet with their classes is undoubtedly the classroom. The more positive and appropriate the learning environment for students, the better their motivation for the class will be. According to the results of this research, it was determined that the classroom environment influenced students' motivation by 18%. Looking at this ratio, it shows that the classroom environment has a relatively small effect on student motivation. However, according to Çelik (2003), individuals who are positively motivated in the classroom are very active in their social and family environment after class. The positive climate gained in the classroom continues its existence. In an effective classroom climate, individuals who are successful, active in academic fields, conscious of their work, and have foresight are raised.

The study found a positive and weak relationship between motivation and "self-confidence". This result was lower than the estimated rate before the research. As the student's self-confidence increases, their motivation also increases, and as they become more motivated, their self-confidence also increases. According to Mohammed et al. (2017), the development of strong self-confidence in students can increase their academic achievements and motivation in various ways. Sadeghi et al. (2016) state that self-confident students actively demonstrate their abilities and maintain their motivation at the highest level because they constantly seek appreciation. Laird (2005) interprets motivation as self-confidence in academic abilities.

The actor who provides lesson education to students is the teacher. The teacher has a significant impact on students' motivation for the lesson. However, according to student surveys, a one-sided positive interaction between motivation and the teacher has been detected. In other words, it has been determined that the teacher factor is not effective in motivating a student with a high level of motivation. In contrast, according to Demir (2003), behaviors are shaped according to the type of arousal. The positive or negative arousal applied by the teacher to students largely affects student behavior in the classroom. Positive attitudes encourage students while negative attitudes and behaviors can cause some students to be passive in the classroom.

Learning and supporting language teaching require skills and abilities. According to the research, there is a weak positive relationship between motivation and ability. A student who has the ability for the language will have an increased motivation for learning the language, and a sufficiently motivated student will develop their language learning ability. Akbaba (2006) suggests that the student's ability must be revealed; otherwise, the student may exhibit withdrawn behavior instead of being motivated to learn. Bayrakçeken et al. (2021) argue that when a student believes their abilities can improve, their motivation increases, but their motivation decreases when they feel incompetent.

Classroom motivation can be influenced by reward-punishment systems. What needs to be taken into account here is how it is implemented. The continuity of the reward system and the use of the punishment system as a means of fear have the opposite effect. The most commonly used tool by teachers, the grading system, is often used as a reward-punishment system. In this study, a relationship of 70% between motivation and reward was identified. Additionally, there is a mutual relationship between reward and achievement. If the classroom situation of a successful student is rewarded, the student's interest in the class and their perception of the teacher will ultimately change. "Rewarding is a motivational factor as long as it is balanced, fair, and done at an appropriate time and place" (Garih, 2000, p. 62). According to a researcher who holds the opposite view, "Reward, especially the habit of praise, can weaken a child's motivation. Because children who are used to praise do not value it" (Gordon, 2003, p. 44). In this regard, teachers need to be very careful about reward-punishment systems. According to Garih (2000), if the teacher gives regular rewards to the student, it is constantly expected by the students, and when the reward is not given, the student perceives this situation as punishment.

One of the most important factors affecting a student's interest in the lesson is their perception of the lesson. Do they see it as a necessity or just an ordinary, routine lesson? The view that learning curiosity and excitement increase when the lesson is perceived as a necessity was advocated before the start of the study. As a result of the research, a positive and moderate relationship between motivation and the lesson was found, supporting this view. Acat and Demirel (2002) found in their research that a student's genuine desire to learn a lesson they see as necessary is of great importance in their motivation for the lesson.

In conclusion, the biggest motivation deficiency problem for students in learning Turkish as a foreign language is the "lack of perceived need." Turkish language teachers agree that "family problems" do not have much impact on motivation deficiency. The results of the discussion above have been reached by looking at the survey data applied to students. There is no doubt that the teacher has a role and power that can change everything in education. The teacher should know the students well and use materials and activities that will increase their interest in the lesson. When necessary, the teacher should use the reward method to encourage students to attend the lesson. According to the results of the research, the following recommendations are presented:

- According to the result of the study; a mutual relationship between motivation and teaching Turkish as a foreign language has been detected. In this context, institutions or individuals who teach foreign languages should establish a strong connection between language and motivation.
- The reward method can be used with students to change their perception of external factors such as the classroom environment, teacher factor, and Turkish language lessons. This situation can provide a faster transition for students to get accustomed to the class.
- According to another result, it has been observed that students are not very interested in issues related to their families. Therefore, there will be no development or setback in students' motivation towards the class.
- According to another result, the praise-criticism sentences used by the teacher for the student and the teacher's attitude in the classroom can cause a positive or negative situation in the student's learning of

Turkish. In other words, the student can speed up or slow down their language learning by looking at the teacher. Therefore, the attitude of the teacher and the language used in the classroom are important.

- In the study, no difference was found in success rates based on gender in language learning. Teachers should use methods and materials that increase students' motivation to learn the language regardless of their gender.

- Increasing a student's self-confidence during the lesson triggers motivation and success. Therefore, it is necessary to show the student that they can succeed and speak Turkish.

- In the study, the teacher was identified as the most important factor in the development of confidence, ability, classroom situation, and success. According to the research result, the teacher's role in language teaching is at the highest level. According to this research, motivation can reach success with a competent teacher in Turkish language teaching.

- When the teacher provides confidence while teaching and after the lesson, it ensures not only the continuation but also the permanence of Turkish language learning. Building trust can only be achieved through respect. Trust is the most difficult thing to establish in foreign language teaching. If this trust environment is created, students' perception of Turkish language teaching also changes.

- Students who focus on success are more likely to be successful. In language teaching, teachers should set goals and objectives that lead their students to success in a short period of time.

- The classroom environment should not put the student in a position that triggers or discourages them. On the contrary, it should have a facilitating and relaxing atmosphere.

- The teacher should arouse curiosity. They should take the subject they will teach to a higher level. Without exerting too much effort, they should use what is already known and make comparisons to bring the subject to the desired level.

- In every environment, including the classroom, there should be a place where the student can freely express their emotions and thoughts.

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