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ALTINCI SINIF ÖĞRENCİLERİNİN İNGİLİZCE
ÖĞRENMEYE KARŞI MOTİVASYON DÜZEYLERİ

YÜKSEK LİSANS TEZİ

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ÖZET

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Motivasyon, ikinci dil edinimini etkileyen en önemli faktörlerden biridir. Bu sebeple, ikinci bir dil ediniminde motivasyonun etkileri üzerine birçok çalışma yapılmaktadır. Bu bağlamda, motivasyonun ikinci dil edinimindeki etkilerini bilmek gerekmektedir. Bu çalışmada, ikinci bir dil olarak İngilizce öğrenmeye karşı ilgi, özgüven ve öğretmenin rolü ile birlikte öğrencilerin İngilizce'den beklentileri araştırılmıştır. Çalışmamızın asıl amacı; İngilizce öğrenmeye karşı öğrencilerin motivasyon seviyeleri ile onların İngilizce öğrenmeye karşı özgüvenleri, ilgileri, İngilizce'yi öğrenme konusunda gelecekteki beklentileri ve öğretmenin rolü arasında bir ilişki olup olmadığını ortaya koymaktır. Bu betimsel çalışma 12 ve 13 yaşlarında Kars'da özel bir okulda 6. sınıfta öğrenim gören 25 öğrenciye uygulanmıştır. Çalışmanın amacı doğrultusunda, veriler bir tutum anketi, günlük gözlem, açık uçlu görüşme ve öğrenci günlükleri ile toplanmış ve anket SPSS 11.0 paket programı kullanılarak analiz edilmiştir. Frekans ve yüzdelik değerler hesaplanmıştır. Bu çalışma sonuçları, öğrencilerin İngilizce öğrenmeye karşı motivasyon seviyelerinin yüksek olduğunu ve motivasyon seviyeleri ile öğrencilerin İngilizce öğrenmeye karşı ilgileri, özgüvenleri, İngilizce öğrenmeden beklentileri ve öğretmenlerinin rolü arasında önemli bir ilişki olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: Motivasyon, İkinci Dil Edinimi, Öğrenciler(12-13 yaş), İlgi, Özgüven, Beklentiler, Öğretmenin rolü.

ABSTRACT

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Motivation is one of the most significant factors affecting second language acquisition (SLA). For this reason, many investigations have been carried out about the effects of motivation in SLA. In this context, it is necessary to know the effect of motivation in SLA. In this study, we investigated the role of interest, self-confidence and the teacher in learning English as a second language and the students' expectations from learning English. Our main concern is to reveal the motivational levels of the students towards learning English and whether the level of motivation has any relationship with the learners' interests and self-confidence in learning English, their expectations from learning English and the role of teacher. A descriptive research study was conducted with 25 sixth grade students aged between 12 and 13 in a private primary school in Kars. For the purpose of this study, data were collected through an attitude questionnaire, daily observation, open-ended interview and students' diaries and the questionnaire was analyzed by using SPSS 11.0 (Statistical Package for Social Sciences). Frequences and percentages were calculated. The results of this study revealed that students have high motivational levels in learning English and there is a significant relationship with students' interest, self-confidence, expectations from learning English, the role of their teacher and their levels of motivation.

Key Words: Motivation, Second Language Acquisition, Students (aged 12-13), Interest, Self-Confidence, Expectations, The Role of teacher.

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CHAPTER I

INTRODUCTION

1.1. Background to the Study:

In our day, there is significant consciousness of people about acquiring a second language besides their own mother tongue. This world requires its people to be motivated in acquiring other languages outside their own native language, not just as a pleasing pastime, but also often as a means of obtaining an education or securing employment (Ellis,1998). But people choose the language which is spoken in a wide range of area so that they can use this language to communicate internationally.

It is without doubt that English is widely spoken language all over the world. Because of its importance, English is regarded as an international language. People prefer to learn English as a foreign language in our country. English is began to be taught in 4th grade in primary schools in Turkey. So, the teachers instructing in 4th and 5th grades need to be aware of the characteristics of the children in these ages and some significant factors affecting second language learning. These factors can sometimes cause difficulties or provide convenience for both learners and the teacher of target language. Motivation and attitude play an important role in language learning as they are in close relationship with each other. If a learner has positive attitudes towards language learning, it increases his/her motivation and in this way it helps his\her to be more successful and learn the target language quickly. In contrast, if a learner has negative attitudes towards language learning, s/he faces difficulties and adaptation problems during the learning process. To be nearer to success we should employ positive attitudes towards the target language.

Motivation is one of the vital keys and the most challenging aspect of successful language learning. Motivation can be divided into two types as 'instrumental' and 'integrative'. They are different from each other in terms of the learner's purpose for the second language acquisition (SLA). For instance, if the

learners learn the language just for reputation, it is called 'instrumental motivation'. However; the learners' target by learning the language is to communicate with people and learn the culture of that language to be a member of that group, it is called 'integrative motivation' (Ellis,1991; Loveday, 1982). These are some kinds of orientations which are part of learner's motivation at the purposed level and affect the learner's core motivation. According to Gardner, "integratively oriented learners are more persistently and intensely motivated than other learners" (1993: 157). Liuoliene (1996) also points out that "Integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language" (p.35). In order to motivate learners, a number of factors are taken into consideration both in and outside of class.

...[1] positive self-concept, [2] high self-esteem, [3] positive attitude, [4] clear understanding of the goals for language learning, [5] continuous active participation in the language learning process, [6] the relevance of conducive environment that could contribute to the success of learning (Hussin, Maarof and D'Cruz, 2001: 127).

The researchers stress that there are six factors influencing motivation in language learning: attitudes, goals, belief about self, involvement, environmental support, and personal attributes. Apart from all these factors, three elements build motivation in language learning process: self-confidence, good relationship between teacher and the learner, and sense of success.

The most important factor in language learning is 'self-confidence'. It helps learners to become positive and to provide motivation about their learning. Atsuta (2003) points out that for a person the ability to accomplish the task is at the heart of all learning. According to Richard-Amato (2003), successful language learners have higher self-esteem than those who are not successful. If the learner does not believe

to be successful in language learning, it negatively affects his or her motivation towards language learning.

Good relationship between the learner and the teacher is the second significant factor in language learning process. According to Hussin, Maarof and D'Cruz (2001), teachers should find creative ways to teach the language and increase the student's motivation during the language learning process and to eventually appreciate the language. A teacher can use a number of methods to motivate students in class but s/he should choose the appropriate method for the class. A teacher should be aware of students' different backgrounds, interests, personalities and their aims for learning English. Kabilan (2000) stresses that teachers' vital duty is to develop a mutual relationship with their learners. To develop a mutual relationship with the student, a teacher should know the different characteristics of the students. If the mutual relationship develops, the atmosphere of the class will become enjoyable and comfortable for the students to learn language.

According to Hussin, Maarof and D'Cruz (2001), teaching and learning situation must be extended beyond the walls of the classroom so that a link is created between what is learned in the classrooms with what occurs outside of the classrooms. Language learners should not learn not only in classrooms but they also use the language in real life situations. Students can not learn a language merely communicating with the teacher and his or her classmates. The learners should use their communication skills with various kinds of people.

Richard-Amato (2003) agreed that if the mutual respect is lacking, differing values can lead to conflicts between student and teacher, and between student and peer. According to Nunan (1999) silent students in groups of ten or more will contribute actively to discussion if the size of the group is reduced. Type of communicative task can also influence students' willingness to speak. Speaking in front of a big group can be frightening for the language learners, so the size of the classroom are to be carefully considered. In that situation teachers should encourage

the students who need support and explain that to speak as native speakers is impossible.

The third significant factor is 'sense of success'. Experience of success motivates people not only in language learning but also every parts of our lives. Subrahmanian (2001) suggests that external praise for one's improvement is strongly related to fomenting the sense of success. Lile (2002) points out that stressful environment will cause stress and the student will find it difficult to perform in a such kind of environment. He (2002) also suggests that the lessons must be very simple, enjoyable and interesting, with all speaking, listening, back to writing activities. According to Nunan (1999) students need the skills taught in the classroom to use and do things other than those that they had specifically taught.

All these views imply that creating a relaxing learning atmosphere is essential for the language learners to experience success and become satisfied. All of the learners should have an opportunity to use a variety of materials and activities and they should not have only one skill but all.

In the field of language learning, the motivation of learners towards the target language is very important as it foreshadows whether someone will be successful in the target language or not. This study will provide the learner with the necessary information about motivation in language learning process.

1.2. Statement of the Problem

Learning a foreign language becomes a necessity in today's fast moving world. The reasons of learning a foreign language vary from a person to another. But it is undoubtly accepted that different countries and their cultures are getting closer day by day because of the techonological developments, globalization and the other factors. Due to these reasons, people want to communicate with people of various

cultures, and have created a “growing trend for using English as a world language” (Brewster et al, 2003: 2).

English is increasingly taught as a foreign language in the world. As Turkey applied for the full membership to the European Union, the significance of learning a foreign language has been increased day by day. The compulsory introduction of English was lowered by Turkish Ministry of Education to 4th grade in primary schools in order to establish good relations with all nations in the world and to keep up with specific innovations (Tebliğler Dergisi, 1997). Therefore, English has started to be taught in the 4th grade in State Primary School since 1997.

Jackson (1998) stressed that especially in Europe, the number of children learning English at primary level is rapidly increasing. This is because of advantages of learning at early age has better results than language teaching in secondary school. Cameron (2001) also claims that:

The development of the child’s first language in the second year of life is held to generate a fundamental shift in cognitive development. Language provides the child with a new tool, opens up new opportunities for doing things for organizing information through the use of words as symbols (p.5).

But the age is not sufficient for providing an effective learning. Similarly, Rixon (1999) claims that young age is not the only factor for better result in language teaching, the conditions and the methods used are also another important factors. The role of language teachers, methods, techniques and materials used in the classroom are the other important factors in language teaching, and the learners’ motivation and attitudes towards learning the target language.

Undoubtly, language teachers has the most significant role in the process of language learning. So s/he should be aware of all new materials, techniques and methods to bring about long-lasting learning.

Oxford & Shearin (1996) suggest some practical suggestions for teachers as follows:

- 1- Teachers can identify why students are studying the new language.
- 2- Teachers can determine which parts of L2 learning are especially valuable for the students.
- 3- Teachers can help students improve motivation by showing that L2 learning can be exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship and a key to world peace.
- 4- Teachers can make the L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum.
- 5- Teachers can urge students to develop their own intrinsic rewards through positive self talk, guided self evaluation, and mastery of specific goals, rather than comparison with other students. Teachers can thus promote a sense of greater self-efficacy increasing motivation to continue learning the L2 (p.139).

Dörnyei (1998) gives ten advice to the language teachers:

- 1- Set a personal example with your own behaviour.
- 2- Create a pleasant, relaxed atmosphere in the classroom.
- 3- Present the task properly.
- 4- Develop a good relationship with the learners.
- 5- Increase the learner's linguistic self-confidence.
- 6- Make the language classes interesting.
- 7- Promote learner autonomy.
- 8- Personalize the learning process.
- 9- Increase the learners' goal-orientedness.
- 10- Familiarize learners with the target language culture (p.131).

In teaching and learning process, language teachers should be aware of the student's attitudes towards learning a FL and try to increase their motivation levels. Pupils feel quite frightened, embarrassed or insecure about learning a new language (Moon, 2000). Consequently, if a teacher is aware of students' attitudes towards language, s/he has an advantage during the teaching process. The situation in our country seems pessimistic. The reason is that most of the teachers are unaware of students' attitudes towards language and they do not use the appropriate methods and materials for the students.

So as to be sure about this situation, the researcher applied a questionnaire to 25 students of sixth grades at a primary school, and then tried to understand what the students think about language learning and their motivation levels towards learning English.

1.3. Purpose of the study

The aim of this study is to examine the motivational levels of 6th grade students towards learning English.

The study explores a group of sixth grade students in order to find out their motivation levels and attitudes towards learning English. To achieve the aims of this study: (a) the literature about the subject was reviewed in order to find out whether students have high motivational levels in learning English or not and there has been any significant relationship with students' interest, self-confidence, expectations from learning English, the role of their teacher and their levels of motivation, (b) a diary was kept by each student after each English lesson, (c) an attitude questionnaire was applied to identify the students' interest and their self-confidence in English, expectations from learning English and the role of teacher in the learning process, (d) open-ended interview was carried out at the end of the study with the students.

1.4. Operational Definitions

As the following terms were used in this study, their meanings are given below:

L1: Learners' Native Language.

L2: Both foreign language and second language are referred to as L2.

6th Grades: 12 or 13 year old students attending primary school in Kars.

ELT: English Language Teaching.

FL: Foreign Language.

SLA: Second Language Acquisition.

1.5. The Research Questions:

In order to achieve the aims of this study, the following questions have been tried to be answered:

- 1- What kind of attitudes do 6th grades have towards learning English?
- 2- What is the level of motivation of 6th grades towards learning English?

1.6. Assumptions and Limitations

This descriptive study which has aimed at finding out the motivation levels of primary school students towards learning English has some limitations. Firstly, the data were collected from specific group attending sixth grades at a primary school. So, the results of the study can only be generalized to the learners at 12 or 13 years old. The results should not be generalized to all young language learners.

Secondly, this specific group may cause some problems in terms of generalization, too. Limited number of participants should not be regarded as all

young learners. The number of the participant may not be enough to make generalization. That is, another study involving more participants may give different results.

Thirdly, the study was applied to a limited time and completed in the time of one term, almost three-months. It also affected the use of various activities and materials in language teaching process. Certainly, wider process would be beneficial for the results of the study.

In addition, as this study was applied in private primary school, the results have been affected positively. Because new methods of teaching language are generally used in classrooms and the levels of students motivation may give different results.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

In this chapter, the literature was reviewed with the aim of providing background information about language acquisition at young ages as this study was conducted in a primary school students and the characteristics of good L2 learners.

Moreover, SLA at Young Ages, definitions of motivation, the relationship between SLA and attitude, and the role of motivation in language learning were introduced. And then Gardner and Dörnyei's models on motivation in SLA were introduced.

Finally, two factors affecting motivation were discussed: 'Internal' and 'External factors'. In internal factors, the role of age, gender, need, goals, interest, attitude, expectancy, native language, proficiency were examined. In external factors, the factors such as teachers, classroom atmosphere, role models, environment, social identity were examined.

2.1. Second Language Acquisition: Young Learners

As the Compulsory introduction of English was lowered by Turkish Ministry of Education to 4th grade in state primary schools in Turkey, the teachers instructing in 4th and 5th grades need to be aware of the characteristics of the children in these ages. "Teachers of young learners need to spend time understanding how their students think and operate" (Harmer, 2007: 83). As Harmer claims, being aware of the students' characteristics is very important for the teacher.

There are many theories conducted in the way children develop and the ages and the stages of their growth. Especially Piaget, Vygotsky and Bruner's theories

have become prominent and influenced the other studies and fields such as education, psychotian and so on. To understand how young learners acquire first and second languages, it is necessary to discuss the certain theories.

In Piaget's theory for learning, a child is "actively construct his or her own thinking in interaction with physical and social environment" (Brewster et al., 2002: 29). On the other hand, in his socio-cultural theory, Vygotsky focuses on social context of the child's surrounding. According to him, the child interacts with people around her or him and learning process takes place in this social context. These two theories are distinguished by Cameron (2001) as follows:

Whereas for Piaget the child is an active learner in a world full of objects, for Vygotsky the child is an active learner in a world full of other people. In a social context, a master and individual and the child work together to achieve actions so that s/he learns to act by himself or herself. During this process, the child has the opportunity of using his abstract knowledge, which plays a big role for a child to sustain a positive attitude towards learning. Teaching, therefore needs to support the social context in which the child is in collaboration with her or his teacher (p.6).

Moreover, Piaget suggests another point on children's learning and thinking called 'intellectual development'. According to him, there are four stages of intellectual development of children from birth to adulthood; (a) Sensorimotor stage, (b) Preoperational stage, (c) Concrete operational stage, and (d) Formal operations stage.

'Sensorimotor stage' has six substages and includes the first two years of a child's life. In this period, the child has limited knowledge of the word and s/he demonstrates his/her intelligence through motor activity. At the beginning of this period, some symbolic (language) abilities are developed.

'Pre-operational stage' has two substages and includes the ages from two to seven years old. Intelligence is demonstrated through the use of symbols. Memory, imagination and language use are developed. Logical thought does not develop and egocentric thinking predominates in this period.

'Concrete operational' stage includes the ages from seven to eleven years old. The child does not think abstractly. S/he demonstrates his/her intelligence through logical manipulation of concrete symbols. Egocentric thinking begin to diminish.

'Formal operational stage' includes the age of twelve and continues through adulthood. In this stage, logical thinking emerges and the logical use of symbols are related to abstract concepts. Egocentric thinking dominates again. The participants of the study have these characteristics as they are at formal operational stage.

In this way for Piaget if the child is ready to fully understand what he/she is able to use herself/himself, teaching can only affect the course of the intellectual development. These development stages can be helpful for teachers because characteristics of each stage are factors to be taken into account in teaching.

Cameron (2001) stresses a fact about children. For him, children are active sense-makers, but their sense-making is limited by their experience.

Piaget's theory is a kind of guide for teachers. The role of Piaget's theory in teaching is given by Meece (2000) as follows:

Piaget's theory has inspired major curriculum reforms, and it continues to have an important influence on education practice today. Among Piaget's major contributions to education are the ideas that (a) knowledge must be actively constructed by the child; (b) educators should help children how to learn; (c) learning activities should be matched to the child's level of conceptual development; and (d) peer interactions play an important role in the child's

cognitive development. Piaget's theory also emphasizes the role of teachers in the learning process as organizers, collaborators, stimulators and guides (p.169).

Lev Vygotsky describes a gap in 'Zone of proximal theory'. This gap is between what a child can do alone and what s/he can do with the help of an experienced person. For him, "children first do the things in a social context and gradually shift away from reliance on others to independent action and thinking with other people and language helping" (cited in Cameron, 2001: 4).

Actually, Piaget and Vygotsky share different views about the source of learning. Pound (2005) emphasizes that Piaget believes that the learning is dependent on the child's readiness to learn. For Vygotsky, "the key factors are not only the children's existing knowledge or understanding but also their ability to learn with assistance" (p.40).

Vygotsky's theory highlights the role of the social interaction, communication, social interaction and instruction in determining intellectual development of a child (cited in Cameron, 2001). Apparently in the process of formation of intelligence, language has a vital role. "The development of the child's first language in the second year of life is held to generate a fundamental shift in cognitive development. Language provides the child with a new tool, opens up new opportunities for doing things and for organizing information through the use of words as symbols" (Cameron, 2001: 5).

Bruner is another important figure in psychology. For him, "language is the most important tool for cognitive growth, and he has investigated how adults use language to mediate the world for children and help them solve problems" (cited in Cameron, 2001: 8). Bruner uses the term 'Scaffolding' that refers an adult's support in carrying out an activity. To prevent negative attitudes of students when they are in difficulty in learning process, Bruner's term 'Scaffolding' can be helpful for the

teachers. Cameron (2001) explains the significance of the process of scaffolding below:

When they focus on some part of a task or the language they want to use, children may not be able to keep in mind the larger task or communicative aim because of limits to their attention capacity. Between them, teacher and pupils manage to whole task, but the way in which the parts and aspects are divided up varies with age and experience. The teacher does most of the managing of joint engagement on a task (p.9).

Consequently, all of these theorists suggest different views about learning process. But each one carries essential implications for teaching so language teachers should be aware of these theories and use these theories according to the characteristics of learners.

2.2. Characteristics of Good L2 Learners:

In language teaching process the teacher should use specific learning strategies and techniques, and increase the language learning motivation levels of the L2 learners to be successful in language teaching. Strategies used consciously must relate to language achievement and proficiency (Oxford, 1994). The role of the teacher is apparent but successful learning & teaching is not achieved only by the teacher. What is the role of L2 learners in language learning process? How should good L2 learners be?

According to Rubin (1975), good L2 learners;

- are willingness guessers;
- have a strong wish to communicate;

- are often uninhibited, and if they are, they combat inhibition by using positive self-talk, by extensive use of practicing in private, and by putting themselves in situations where they have to participate communicatively.
- are willing to make mistakes;
- concentrate on form by analyzing and looking for patterns;
- are willing to have all practice opportunities;
- monitor their speech as well as that of others;
- and pay attention to meaning.

2.3. Definitions of Motivation

Motivation is used as a term in every task but there is no single definition of this term for the theorists. According to Brown (1985) “motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task” (p.114).

Wlodowski (1985) defines motivation as “the process that can (a) arouse and instigate behaviour, (b) give direction or purpose to behaviour, (c) continue to allow behaviour to persist, and (d) lead to choosing or preferring a particular behaviour” (p.2).

Motivation is also defined as the impetus to create and sustain intentions and goal-seeking acts (Ames&Ames, 1989). Many researchers consider motivation as one of the main elements that determine success in developing a L2 or FL; it determines the extent of active, personal involvement in SLA (Oxford & Shearin, 1994).

As it seems, there are various kinds of definitions of motivation as a term. In addition, motivation is divided into two types as ‘positive and negative motivation’. Positive motivation is about the positive attitudes and enjoyment about what the

learner is involved in but negative motivation is about the negative attitudes and fear of the learners towards what s/he is involved in.

2.4. Motivation and SLA

Learning a FL is a necessity for the people of today's fast moving world. Each person has different reasons for learning a second language, such as exploring the world and different cultures, applying a good job and so on. "If students could freely choose what to do, academic learning for many would be most likely feature low on their agenda" (Dörnyei, 2001: 25).

The primary concern of language teachers is motivation as it is one of the vital and the hardest part supporting language learning. Because of this reason, motivation research has received much attention among theorists. This attention exists not only among theorists but also the language teachers and researchers of L2, but it is not clear how motivation is effective on success, failure or interest in language learning. So as to make this uncertain effect of motivation clear, many studies have been conducted in the field of language motivation.

Especially two different models of motivation has been popular in recent decades. First one is the work of Canadian psychologist R. C. Gardner. He classifies motivation at two levels, goal or oriented motivation and care motivation. In his theory of SLA, he focuses on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985: 121). In his theory there are two orientations in learning a language: Integrative and instrumental orientation. In integrative orientation, the learners' purpose is to learn language for reputation but in instrumental orientation the learners' purpose is to communicate with people of the culture of target language. But Gardner's theory has been criticized by the researchers. Some of the researchers point out that Gardner's theory emphasizes the

social aspects of motivation and he does not focus on the role of motivation in the classroom.

Second model is the work of Dörnyei. His model deals with motivation in the language classroom rather than social aspects of motivation. His taxonomy has three levels: (a) Language Level, (b) Learner Level and (c) Learning Situation Level. The language level involves “orientations and motives related to various aspects of the L2” (Dörnyei, 2001:18). The learner level focuses on the individual traits of language learners. The learning situation level involves both intrinsic and extrinsic motives.

2.5. Motivation and Attitude in SLA

Although motivation and attitude are different from each other, they are related to success in SLA. Both of these terms play a significant role in learning and teaching process.

Gardner (2001) defines motivation as “motivation is a central element along with language aptitude in determining success in learning another language in classroom setting in that other variables are dependents on motivations for their effects to be realized” (p.2). He explains that if someone does not have motivation to learn a language, s/he will not use appropriate language learning strategies.

These two related terms are significant in the field of language learning. Learner’s success depends on his/her attitude towards the target language. Halliwell (1992) points out that “Children do not come to their English lessons like a blank sheet of paper. They already have views about and attitudes towards learning English” (p.15).

Positive and negative attitudes are influential in motivation of learners in language learning. While the positive attitude towards language learning encourages

the learners, the negative attitude may cause some problems for learning language and the learner's giving the language learning up. These two attitudes develop consciously or unconsciously. Moreover, the positive attitudes of the learner towards a language, towards the target language community and towards the culture of that community facilitate learning (Ellis, 1994). Champers (1999) asserts that the positive attitude of the learner towards the language learning helps learning.

Gardner and Lambert (1972) stressed that the close relationship between attitude and achievement and asserted that the tendencies and attitude of the learner determine how successful he will be in learning the new language.

In summary, it is extremely important to understand the nature of student attitude and motivation as discussed above. Attitude has a great influence of on students' motivation and success. If the learners are motivated positively and have positive attitudes towards learning, they will learn better but the learners are motivated negatively and have negative attitudes towards learning, they will be discouraged and fail in learning.

2.6. Gardner's Model

In this study, two models of motivation were discussed concentrating on specific factors influencing motivation in second language acquisition. Gardner is one of the important figures who intensively studied on motivation in second language acquisition.

Gardner's socio-economic model was the most significant development in the study of language learning. Dörnyei (1994) commented on this model:

I believe that the most important milestone in the history of L2 motivation research has been Gardner's and Lambert's discovery that success is a function of the learner's attitude toward the linguistic-cultural community of the target language, thus adding social dimension to the study of motivation to learn an

L2...By combining motivation theory with social psychological theory, the model of L2 motivation that Gardner and Lambert developed was much more elaborate and advanced than many contemporary mainstream psychological models of motivation in that it was empirically testable and did indeed explain a considerable amount of variance in student motivation and achievement” (p.519).

On motivation there are two distinct perspectives for Gardner. He describes motivation in these ways. Gardner (1996) claimed that motivation is both internal and external attribute of the individual, that is motivation can be created by some internal or external force.

Gardner (1996) claims that motivation must be a characteristic of the individual and that it can not be created, out of nothing, by an external force. An external force can arouse motivation, as when a teacher attempts to motivate a student. To be effective in pedagogical technique student’s motivation must already exist. As Gardner (1996) simply stated, “you can not motivate a rock” (p.25). He defines motivation by specifying four aspects of motivation:

1. A goal
2. Effortful behaviour to reach the goal
3. A desire to attain the goal
4. Positive attitudes toward the goal (Gardner, 1985: 50).

A goal is not a measurable aspect of motivation but it gives rise to motivation. Gardner (1985) classifies the reasons for second language study which he identifies as orientations. He focuses on two orientations in his study as follows:

1. Integrative motivation: a desire or positive attitudes towards the target language group and culture.
2. Instrumental motivation: positive attitude towards the target language to gain some social or economic reward through second language achievement.

Gardner also focuses on the difference between these orientations and real motivation. Motivation “refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are the attitudes toward learning the language, desire to learn language, and motivational intensity” (Gardner, 1985: 54).

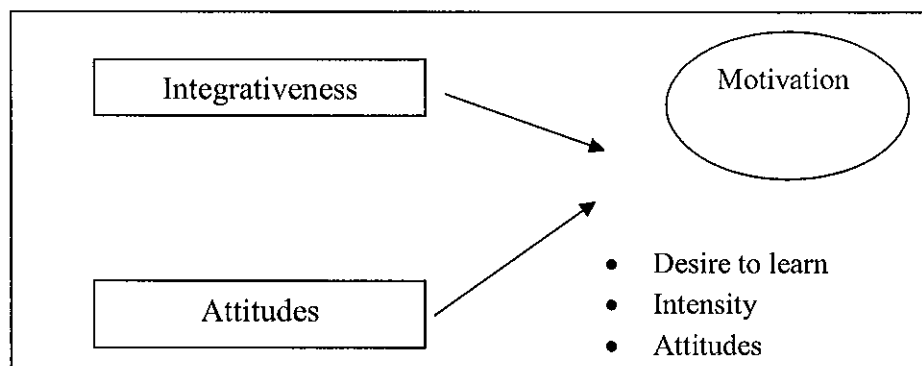
In socio-educational model of motivation, Gardner focuses on the integrative motive. He sees motivation in the centre and explains some factors affecting it, such as attitudes and integrativeness. There are also some other factors about individual differences.

The other representatives of this model (Gardner&Macintyre, 1992, 1993) divide the individual-difference into two variables: cognitive and affective variables. They claim that the individual-difference variables are influenced by antecedent factors such as age and by experiential factors such as language training experience.

In Gardner and MacIntyre’s study (1993), they claim that this model shows what is important in the learning process: “Teachers, instructional aids, curricula, and the like clearly have an effect on what is learned and how students react to the experience” (p.9). In this model they also claim that students’ achievement is effective on their language attitudes and motivation levels in language learning process. A motivated learner is defined as a person who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity (Gardner, 1985: 10).

Figure 1: Gardner's Socio – Educational Model

(Adapted from Dörnyei, 1994: 517)



Because of his focusing much on integrative motive, Gardner has been criticized so much. Although Gardner only focused on the two orientations, he did not limit the possibilities of orientation to two classes. According to Gardner (1985) “subjects who select integrative reasons over instrumental ones as indicative of themselves evidence higher levels of motivational intensity” (p.53).

2.7. Dörnyei's Model

Dörnyei's model shows some differences when it is compared with Gardner's model in terms of the significance degree of motivation orientations. He concerned with the model of motivation and also focused on two orientations especially in a FL setting. He agrees that “the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages where” (Dörnyei, 1994: 275). Dörnyei claims that instrumental orientation has a greater influence on learners during the process of FL learning.

He created a motivational model consisting of:

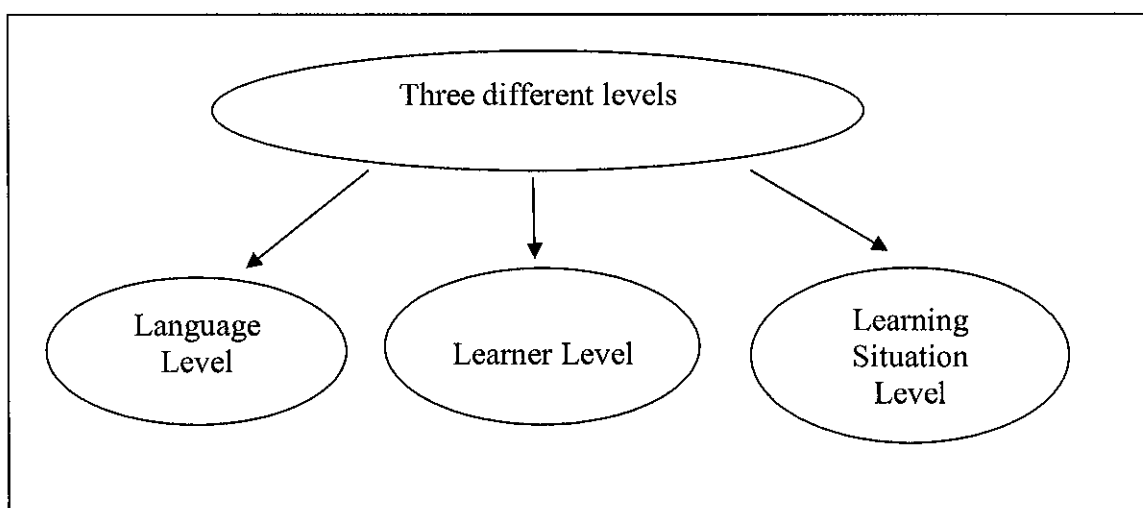
- 1- Instrumental Motivational Subsystem
- 2- Integrative Motivational Subsystem

3- Need for Achievement

4- Attributions

According to Dörnyei (1994), there are three different levels including some motivational factors: (a) Language Level, (b) Learner Level and (c) Learning Situation Level.

Figure 2: Dörnyei's Learning Levels

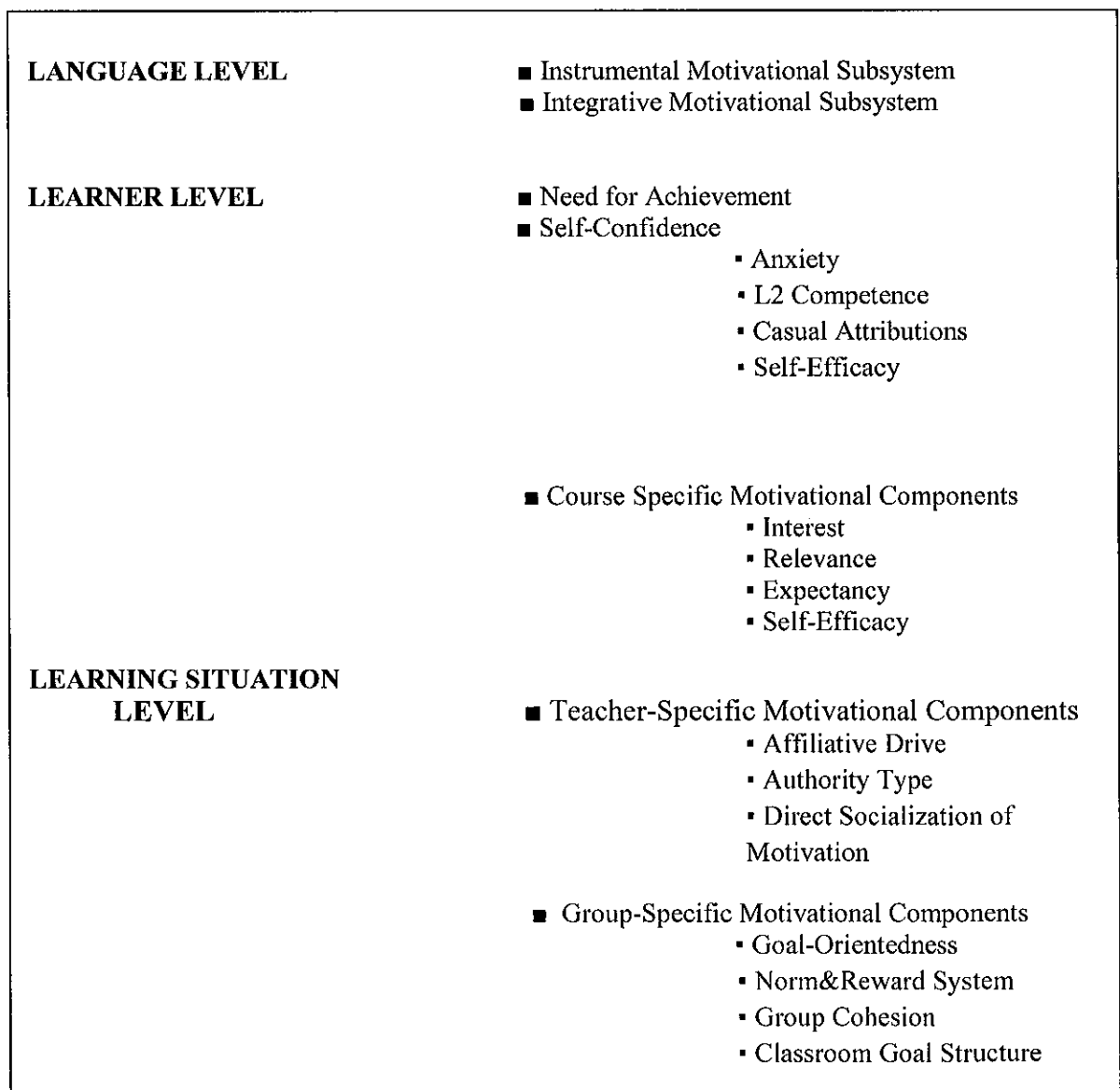


'Language level' is the first level in Dörnyei's model. It focuses on the reactions and attitudes towards the target language. 'Learner level' is the second level in Dörnyei's model. It focuses on the reaction of the learner to the target language and the learning situation. The third level is the 'learning situation level'. It focuses on the specific motivational factors such as teachers, the course and learners. It consists of two motives in different areas: (a) extrinsic and (b) intrinsic motives. Schmidt&Frota (1996) define extrinsic motivation as:

...doing something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when we do something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when we do something because we get rewards enough from the activity itself (p.14).

Dörnyei (1996) stated that “each of the three levels of motivation exert their influence independently of the others and have enough power to nullify the effects of the motives associated with the other two levels” (p.78).

Figure 3: Dörnyei’s Components of Foreign Language Learning Motivation
(Adapted from Elizabeth Root, 1999:5)



Dörnyei (1996) stresses that each of these three different levels, language, learner and learning situation have an independent effect in the language learning process.

CHAPTER III

METHODOLOGY

3.0. Introduction

This chapter presents the research design, the selection of the participants, the instruments, the data collection procedures and the methods for data analysis.

The present study aims to find out the motivation levels of 6th grade students towards language learning, our study was descriptive in design. This study involves collecting data regarding the present status of the participants of the study. Thus, 25 students of the 6th grade from a primary school in Kars were given an attitude questionnaire. Observation, open-ended interview and students' diaries were also used for data collection. These tools were selected depending on the theoretical and methodological framework of the study connectedly. In the following sections, data collection tools were described and outlined.

3.1. Participants of the Study

This study was conducted with 25 sixth grade English learning students aged 12 to 13 who were attending KAKUV private primary school in Kars. This school was chosen for two reasons. The first reason is that the teachers in that school were very eager to use new methods of teaching language in classroom. The second reason is that this school is available in terms of participants, teacher and the necessary equipment for the study. Some variables such as gender, the popularity of the school, the background of the students were not taken into consideration in the choice of the participants.

The study was conducted from November to January which was the end of the term as well. While choosing participants, the researcher got permission from the

headmaster of the school so as not to be face with any problem. After determining 6th grades as participants, the studies which would be conducted during the research for each week were organized. Although the questionnaire was conducted on those 25 students, the open-ended interview on 10 of them chosen by randomly among 25 students because it was difficult to make an interview with all the participants in the classroom.

3.2. Research Design

This study is a quantitative research which aims to determine the relationship between an independent variable and a dependent variable in a population.

A quantitative research design can be descriptive or experimental. In a descriptive study, participants are usually measured once but in an experimental study, participants are measured both before and after a treatment. In both this studies, subject characteristics may affect the relationship the researcher are investigating.

In a descriptive study no attempt is made to change behaviour or conditions you measure things as they are. In an experimental study you take measurements, try some sort of intervention, then take measurements again to see what happened (Hopkins, 2000: 56).

This study is also a qualitative research which involves organizing, accounting for and explaining the data. Cohen et al. (2007) states that in a qualitative research, the researcher can set out, for example:

1. to describe
2. to portray
3. to summarize

4. to interpret
5. to discover patterns
6. to generate themes
7. to understand individuals and idiographic features
8. to understand groups and nomothetic features (e.g. frequencies, norms, patterns, 'laws')
9. to raise issues
10. to prove or demonstrate
11. to explain and seek causality
12. to explore
13. to test
14. to discover commonalities, differences and similarities
15. to examine the application and operation of the same issues in different contexts (p. 462).

In this study, the results were shown descriptively and data were obtained via observations, students' diaries, open-ended interview and document analysis. In the study, the aim is to see how motivation can affect the language learning. After designing the study, the researcher went step by step while designing the study. Before using the questionnaire, the original one was adapted to make it appropriate for the study. The students continued to keep a diary about the English lesson after each lesson. The researcher became the participants' teacher during the research. This provided to be close to the participant and observe them in a real atmosphere of the classroom. The diaries of the participants were collected. After finishing the process, the questionnaire and open-ended interview were applied. Finally, the diaries of each student was examined and then the questionnaire's results were analyzed.

3.3. Instrumentation

The data were collected through the attitude questionnaire, observation, students' diaries and open-ended interviews.

3.4. Data Collection

The data for this study were collected from students at the beginning, during, and the end of the research (between November 2009-January 2010). A questionnaire related to the research was administered to students by the teacher of English. The students' diaries were collected, evaluated and were given back. Since the attitude questionnaire consisted of 55 questions, it was administered in two parts. Because the participants could get bored and we wanted to provide reliable data. One was administered at the beginning of the first lesson and the other at the end of the second lesson.

Before administration of the questionnaire, the participants were informed about the aim and scope of the study and the researcher also informed that the results would not affect their grades in order to prevent any possible constraints in answering the questions. The time was not limited for answering the each question and the questionnaire took each participant less than an hour to complete. The explanation was given when necessary.

3.4.1. Questionnaire

A questionnaire is a kind of research instrument consisting of a series of questions. They are useful in providing background information. "The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence

of the researcher, and often being comparatively straightforward to analyse” (Wilson and McLean 1994: 3).

Tuckman (1978) explains that questionnaires are a way of gathering data about people directly by asking them rather than observing their behaviour. The attitude questionnaire developed by Gömleksiz (2003) was administered in this study. It is a structured five point-Likert type scale ranging from ‘strongly agree’ to ‘strongly disagree’. The questionnaire was divided into two parts and administered at the beginning of the first lesson and at the end of the second lesson as the questionnaire consisted of 55 items. These items related to four categories: Interest in learning English, self-confidence in learning English, expectations from learning English and the role of teacher in the learning process.

1. Interest in learning English: In this part there are 20 items which focus on the interest of the participants in learning English.

2. Self-confidence in learning English: In this part there are 19 items which focus on the participants’ self-confidence in learning English.

3. Expectations from learning English: This section consists of 10 items which focus on whether the participant have any expectations from learning English.

4. The role of teacher in the learning process: This section includes 6 items which aim to identify the effect of the teacher on the motivational levels of students towards learning English.

The questionnaire was conducted to all the participants in the chosen grade.

3.4.2. Observation

Glesne and Peshkin (1992) divide the participant-observation into two as ‘observer as participant’ and ‘participant as observer’. In this study, ‘a participant as

observer' was adapted as the researcher dealt with the learners as their teacher and became the helper and a guide during the study. Being a participant as observer would be advantageous for the researcher to learn about our field and both expected and unexpected things together.

For the participant observation process, The students wrote their observations in their diaries after each English lesson so as not to forget what they observed during the lesson.

3.4.3. Open-Ended Interview

Interview is another type of technique used in social science studies. Morgan (1988, cited in Bogdan and Biklen, 1992) defines interview as “a purposeful conversation, usually between two or sometimes more people directed by one to get information from the other” (p.96). There are many purposes of the interview in wider context of life, for example:

- to evaluate or assess a person in some respect.
- to select or promote an employee.
- to effect therapeutic change, as in the psychiatric interview.
- to test or develop hypotheses to gather data, as in surveys or experimental situations.
- to sample respondents' opinions, as in doorstep interviews (Cohen et al, 2007: 351).

In this study, the interview was used so as to test and develop hypotheses to gather data. Moreover, the open-ended interview was chosen among the interview kinds. Brenner et al. (1985) set out thirteen steps in undertaking a content analysis of open-ended data:

- 1- Briefing: understanding the problem and its context in detail.
- 2- Sampling: of people, including the types of sample sought.
- 3- Associating: with other work that has been done.
- 4- Developing a hypothesis.
- 5- Testing the hypothesis.
- 6- Immersing in the data collected, to pick up all the clues.
- 7- Categorizing: in which the categories and their labels must reflect the purpose of the research, be exhaustive and be mutually exclusive.
- 8- Incubating: reflecting on data and developing interpretations and meanings.
- 9- Synthesizing: involving a review of the rationale for coding and an identification of the emerging patterns and themes.
- 10- Culling: condensing, excising and even reinterpreting the data so that they can be written up intelligibly.
- 11- Interpreting: making meaning of the data.
- 12- Writing: including giving clear guidance on the incidence of occurrence; proving an indication of direction and intentionality of feelings; being aware of what is not said as well as what it said – silences; indicating salience to the readers and respondents.
- 13- Rethinking (Brenner et al., 1985: 140–3).

In this study, the open-ended interview was used. There have been some reasons for choosing this type of interview. First of all, the open-ended interview gave a chance to make some generalizations through the answers of the same questions from different participants in the study. Secondly, it gave a chance to make some comparisons among the participants' answers. Lastly, this type of interview gave an opportunity to explore general views or opinions in more detail. As the time was limited, the interview was conducted to 10 participants chosen by randomly among the whole class (25 students).

3.4.4. Students' Diaries

Diaries are one of the major resources of this study. . There have been many benefits of the students' diaries to the study. Students kept their diaries from the beginning of the study (November, 2009) to the end of the study (January, 2010). Students wrote their own feelings and reflections in Turkish not to limit anything. Students' diaries helped us to discover the factors appear to be important from the learners' point of view, not from the other people's points of view.

3.5. Data Analysis

The data collected were entered into SPSS 11.0 (Statistical Package for social sciences). Frequencies and percentages were computed in order to analyze the students' attitudes and motivational levels towards learning English. So as to classify the students' perceptions on learning English, the items of the questionnaire were computed under four categories:

- Interest in learning English.
- Self – confidence in learning English.
- Expectations from learning English.
- The role of teacher in the learning process.

Firstly, attention should be paid to the items 1, 5, 7, 9, 12, 18, 20, 23, 25, 28, 29, 31, 32, 36, 41, 42, 49, 50, 51, 54 as these items are about the participants' interest in learning English. Secondly, attention should be paid to the items 2, 4, 6, 10, 11 13, 14, 21, 22, 27, 33, 34, 37, 40, 44, 45, 52, 53 as they are about the participants' self – confidence in learning English. Thirdly, attention should be paid to the items 3, 17, 19, 26, 30, 38, 39, 43, 47, 48 as they are about the expectations from learning English. Lastly, attention should be paid to the items 8, 15, 16, 24, 46, 55 as these items are about the role of their teacher in the learning process.

As some items include negative attitudes, they had to be reverse scaled before starting to analyse the data. (a) When students assert that they strongly disagree with *I dislike to take part in English lessons, If it were unnecessary, I would not attend to English lessons, English lessons is very boring, I can not focus on English lessons, Learning English takes more time than the other activities I have to do*, in the category about interest in learning English; (b) *I'm bad at learning English, I lose my self-confidence when I learn new things in English, I get nervous when my teacher asks a question, The mistakes I make during speaking activities affect me in a negative way, I have difficulty in learning English, I'm not the one who is capable of learning English well, I'm not relax during speaking activites in case I make some mistakes, I get nervous before English exams*, in the category about self-confidence in learning English; (c) *English will not be necesssary for what I will do, I think, English is a time – taking activity, English lesson only wastes time*, in the category about expectations from learning English. The category about the role of teacher in the learning process does not include any negative statement. They are infact a positive attitude. Therefore, these items had to be reverse scaled before starting to analyse the data.

Descriptive analysis of SPSS was used to present the frequencies then the results were illustrated in tables. The percentages of each items were also illustrated under four categories. Furthermore, students' diaries and their answers for the open-ended interview were analyzed in order to find out the motivational levels of the participants.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0. Introduction

This chapter presents some statistical analysis and results which aim to find out the levels of interest in learning English and self-confidence in learning English, expectations from learning English and the role of teacher in the learning process. The findings have been presented under these titles. An attitude questionnaire was applied to find out the motivational levels of 6th grade students in primary school.

The questionnaire and the open-ended interview included similar questions. The main difference between them is that the questionnaire tried to investigate different attitudes of the participants towards learning English. However, the open-ended interview searched the specific attitudes of the learners towards learning English.

4.1. Findings from the Attitude Questionnaire

4.1.1. Interest in Learning English

The following questions are about the interests of the students towards learning English. The percentages and numbers of participants' response to the first category; interest in English are presented in Table 1.

Table 4. Interest in Learning English

Interest in learning English	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
If it were unnecessary, I would not attend in English lessons.	15	60,0	5	20,0	2	12,0	2	8,0	0	0,00
I think, English is a very important lesson.	17	68,0	5	20,0	2	8,0	0	0,0	1	4,0
I dislike to take part in English lessons.	18	72,0	3	12,0	1	4,0	0	0,0	3	12,0
I want to speak English with my teacher.	20	80,0	3	12,0	2	8,0	0	0,0	0	0,0
I like studying English.	14	56,06	3	12,0	2	8,0	0	0,0	0	0,0
English lessons is very boring.	20	80,0	3	12,0	2	8,0	0	0,0	0	0,0
I would like to work in English – speaking country.	20	80,0	3	12,0	0	0,0	0	0,0	2	8,0
I want to learn English very much.	21	84,0	1	4,0	2	8,0	0	0,0	1	4,0
I like English lessons.	21	84,0	1	4,0	3	12,0	0	0,0	0	0,0
It's worth to struggle in learning a foreign language.	22	88,0	2	8,0	0	0,0	0	0,0	0	4,0
It's worth to struggle in learning English.	21	84,0	2	8,0	1	4,0	0	0,0	1	4,0
I like to take part in a group work in English lessons.	17	68,0	6	24,0	1	4,0	1	4,0	0	0,0
I do English exercises on my own during the lesson.	17	68,0	3	12,0	5	20,0	0	0,0	0	0,0
I'm interested in books written in English.	11	44,0	5	20,0	6	24,0	2	8,0	1	4,0
I like to study English in my free times.	13	52,0	4	16,0	6	24,0	1	4,0	1	4,0
I would like to be an English teacher.	6	24,0	3	12,0	6	24,0	3	12,0	7	28,0
I like to attend conversations about English.	20	80,0	3	12,0	1	4,0	0	0,0	1	4,0

I can motivate myself while studying English.	21	84,0	1	4,0	2	8,0	0	0,0	1	4,0
I can not focus on English lessons.	16	64,0	3	12,0	1	4,0	0	0,0	4	16,0
Learning English takes more time than the other activities I have to do.	15	60,0	4	16,0	3	12,0	1	4,0	2	8,0

Table 1 shows that the students strongly agreed with the following statements in accordance with the interest in learning English: *It's worth to struggle in learning a foreign language* (% 88), *I want to learn English very much* (% 84), *I like English lessons* (% 84), *It's worth to struggle in learning English* (% 84), and *I can motivate myself while studying English* (% 84).

The following pie chart illustrates the overall results of interest in learning English in percentages.

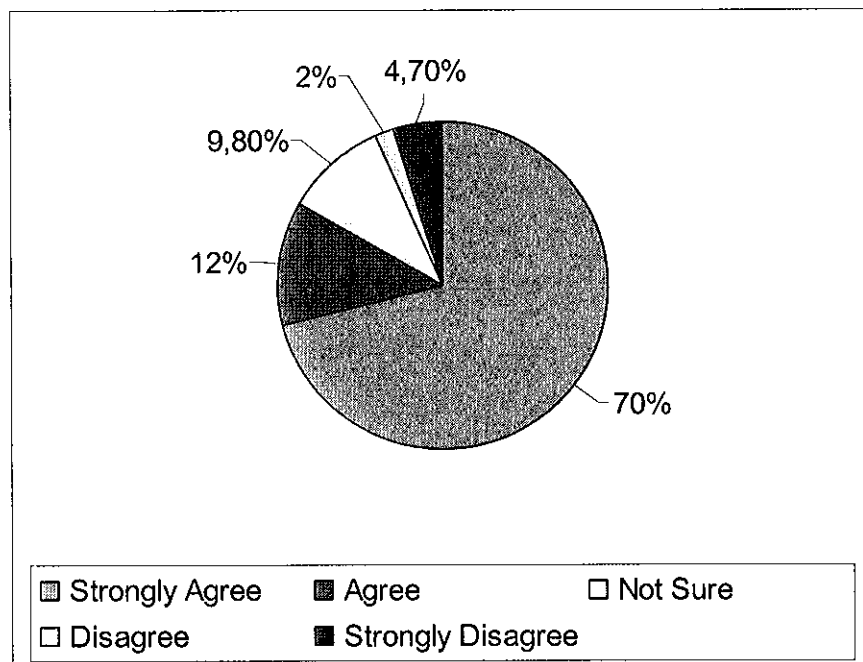


Figure 4: The Pie Chart of Interest in Learning English.

As seen in the chart, students are interested in learning English with % 70 of strongly agree, % 12 of agree, % 9,8 of not sure, % 2 of disagree and % 4,7 of strongly disagree. Consequently, they are interested in learning English with high positive attitude towards learning English with a % 70 of strongly agree. These positive attitudes can motivate them positively towards learning English.

4.1.2. Self – Confidence in Learning English

The percentages and numbers of participants responses to the second category; self-confidence in learning English are presented in Table 2.

Table 2: Self – Confidence in learning English

Self – Confidence in learning English	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
I gain self – confidence when I learn new things in English lesson.	16	64,00	6	24,0	1	4,0	2	8,0	0	0,0
I’m sure, I will be successful in learning English.	20	80,0	4	16,0	1	4,0	0	0,0	0	0,0
I have self–confidence while speaking English.	13	52,0	4	16,0	5	20,0	2	8,0	1	4,0
I have self – confidence while doing English exercises.	19	76,0	3	12,0	2	8,0	0	0,0	1	4,0
I’m bad at learning English.	14	56,0	3	12,0	4	16,0	0	0,0	4	16,0
Nothing can deter me from learning English, even mistakes.	20	80,0	3	12,0	0	0,0	0	0,0	2	8,0
I lose my self–confidence when I learn new things in English.	21	84,0	0	0,0	0	0,0	1	4,0	3	12,0
I get nervous when my teacher asks a question.	20	80,0	3	12,0	0	0,0	0	0,0	2	8,0

The mistakes I make during speaking activities affect me in a negative way.	9	36,0	6	24,0	4	16,0	1	4,0	5	20,0
I'm sure that I will learn English.	21	84,0	3	12,0	0	0,0	0	0,0	1	4,0
I have difficulty in learning English.	13	52,0	6	24,0	4	16,0	1	4,0	1	4,0
I can get high marks in English.	21	84,0	2	8,0	1	4,0	1	4,0	0	0,0
I can do more difficultly exercises in English.	17	68,0	4	14,0	3	12,0	0	0,0	0	0,0
I believe that I can speak English well.	20	80,0	4	16,0	1	4,0	0	0,0	0	0,0
I'm successful whatever I do, but I can't be successful in English.	17	68,0	3	12,0	1	4,0	1	4,0	3	12,0
I'm not the one who is capable of learning English well.	18	72,0	3	12,0	0	0,0	2	8,0	2	8,0
I'm not relax during speaking activites in case I make some mistakes.	18	72,0	3	12,0	0	0,0	1	4,0	3	12,0
I get nervous before English exams.	13	52,0	4	16,0	2	8,0	3	12,0	3	12,0
English is easy for me.	12	48,0	3	12,0	7	28,0	2	8,0	1	4,0

Table 2 indicates that the students strongly agreed with the following statements regarding the self-confidence in learning English: *I'm sure that I will learn English* (% 84), *I can get high marks in English* (% 84), *I'm sure I will be successfull in learning English* (% 80), *I get nervous when my teacher asks a question* (% 80) and *I believe that I can speak English well* (% 80).

The following pie chart shows the overall results of self-confidence in learning English in percentage.

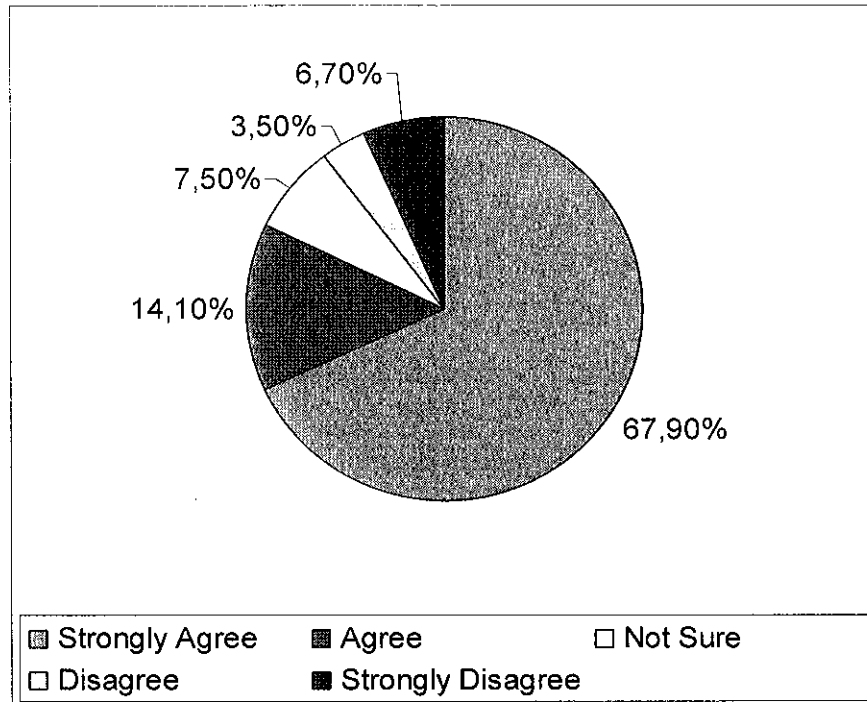


Figure 5: The Pie Chart of Self-Confidence in Learning English

As can be seen clearly in the chart, the students have self-confidence in learning English with a % 67,9 of strongly agree, % 14,1 of agree, % 7,5 of not sure, % 3,5 of disagree and % 6,7 of strongly disagree. Consequently, these percentages showed that students have self-confidence with high positive attitude towards learning English with a % 67,9 of strongly agree. These positive attitudes can motivate them positively towards learning English.

4.1.3. Expectations from Learning English

The percentages and numbers of participants responses to the third category: expectations from learning English, are presented in Table 3.

Table 3: Expectations from Learning English

Expectations from learning English	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
	Learning English is necessary for my future.	20	80,0	3	12,0	2	4,0	0	0,0	0
Learning a foreign language helps someone to be aware of the world well.	18	72,0	2	8,0	3	12,0	1	4,0	0	0,0
I will need English for my job in the future.	22	88,0	2	8,0	0	0,0	0	0,0	0	0,0
English will not be necessary for what I will do.	18	72,0	2	8,0	1	4,0	1	4,0	3	12,0
Learning a foreign language is necessary for a student.	19	76,0	4	16,0	2	8,0	0	0,0	0	0,0
Having a high proficiency level in English is not important for my future.	16	64,0	2	8,0	2	8,0	2	8,0	5	20,0
As a student, I will use English in many places.	19	76,0	6	24,0	0	0,0	0	0,0	0	0,0
I think, English is a time – taking activity.	18	72,0	0	0,0	2	4,0	1	4,0	4	16,0
English is an important and necessary lesson.	5	92,0	2	8,0	0	0,0	0	0,0	0	0,0
English lesson only wastes time.	21	84,0	3	12,0	0	0,0	0	0,0	1	4,0

Table 3 shows that the students strongly agreed with the following statements in accordance with the expectations from learning English: *English is an important and necessary lesson* (%92), *I will need English for my job in the future* (%88) and *learning English is necessary for my future* (%80). The first finding shows that the students are aware of the importance of English. Because (%92) of strongly agree is a very high rate compared with other findings.

The following pie chart shows the overall results of expectations from learning English in percentages.

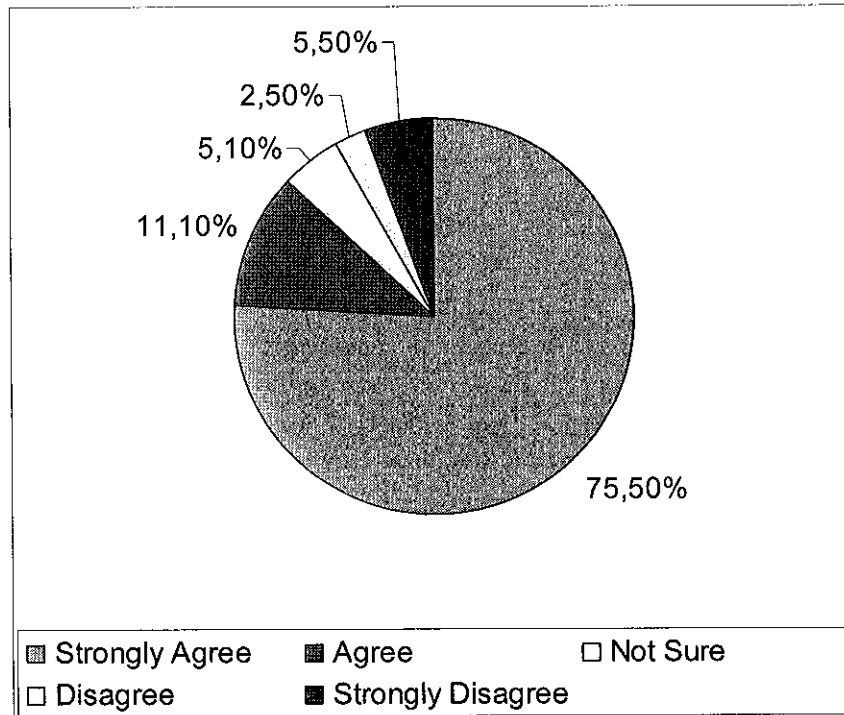


Figure 6: The Pie Chart of Expectations from Learning English

As seen in the chart, the students are aware of the benefits of learning English with a % 75,5 of strongly agree, % 11,1 of agree, % 5,1 of not sure, % 2,5 of disagree and % 5,7 of strongly disagree. Consequently, these percentages showed that students are aware of the benefits of learning English and they have positive expectations from learning English with a % 75,5 of strongly agree. These positive expectations can motivate them positively towards learning English.

4.1.4. The Role of Teacher in the Learning Process

The percentages and numbers of participants' response to the fourth category; the role of teacher in the learning process, are presented in table 4.

Table 4: The Role of Teacher in the Learning Process

The Role of Teacher	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
My teacher thinks that I will be successful in learning English.	22	88,0	2	8,0	0	0,0	0	0,0	1	4,0
My teacher thinks that I will be better in learning English.	22	88,0	1	4,0	2	8,0	0	0,0	0	0,0
My teacher encourages me about speaking English.	20	80,0	2	8,0	0	0,0	1	4,0	2	8,0
My teacher wants me to learn all English subjects.	22	88,0	0	0,0	2	8,0	0	0,0	1	4,0
I think my English teacher is very sympathetic.	20	80,0	3	12,0	1	4,0	1	4,0	0	0,0
My teacher encourages me to be active in lesson.	23	92,0	2	8,0	0	0,0	0	0,0	0	0,0

Table 4 regarding the attitudes about the role of teacher in the learning process shows that the students strongly agreed with the following statements: *My teacher encourages me to be active in lesson* (%92), *My teacher thinks that I will be successful in learning English* (%88) and *My teacher wants me to learn all English subjects* (%88).

The following pie chart shows the overall results of the role teacher in the learning process in percentages.

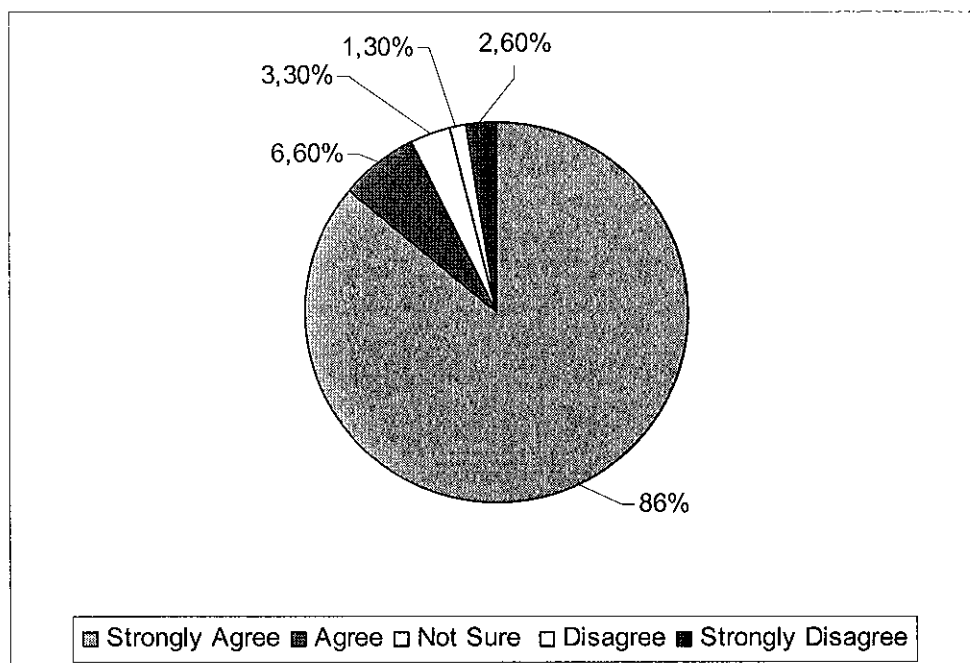


Figure 7: The Pie Chart of The Role of Teacher in the Learning Process

As can be seen clearly in the chart, the students have positive attitudes towards their teacher in the language learning process with a % 86 of strongly agree, % 6,6 of agree, % 3,3 of not sure, % 1,3 of disagree and % 2,6 of strongly disagree. Thus, it can be deduced that students have high positive attitude towards their teacher. It is actually effective for their motivation towards learning language. This situation can motive them positively in the learning process.

4.2. Responses for the Open-Ended Interview

In this part we tried to answer the following questions taking part in open-ended interview.

1. How important is it for you to learn English?
2. Has your motivation to learn English changed from the beginning of this term, if so why?
3. What can the school do to enhance your motivation?

4. How can teacher help increase your motivation?
5. What other things would help increase your motivation?

Answers given by the students for question 1 showed that majority of the students are aware of the significance and the necessity of English for their future. As majority of the students' parents are academicians, the students are aware of the necessity of knowing English. Particularly, students want to learn English to get a master's degree after they graduate from the university. Although they are only 12 or 13, they know that learning English have gained great importance day by day.

Moreover, they know that they will need English for finding a good job and communicating with foreigners. Consequently, there are no students who answer learning English is not important. As for question 1, it is clear that most of the students somewhat find learning English necessary and quite important.

Majority of the students answered question 2 positively. They agreed that their motivation level has increased from the beginning of this term because of the techniques used by their teacher.

According to the answers of question 3, most of the students agree that the school is not only responsible to increase the motivational levels of the students. They stressed that a student should firstly want to learn, and then the teacher should support their learning by using effective teaching methods.

Some questionnaire items helped the study about the role of the teacher for question 4. Six items are about the role of teacher in questionnaire. In addition to the questionnaire results, a similar question was used in the open-ended interview. Students mainly agreed that the teacher should use visual techniques such as flash cards, pictures and games in the learning process. It is clear that the students are satisfied with their teacher's teaching methods because they like flash cards, pictures, games and puzzles used in English lessons.

Question 5 is about the attitudes of students' parents. Majority of the students think that their parents should believe that their children will be successful. The students want to be rewarded by their parents after their success. They believe that when they get high marks do their parents have positive attitudes towards them. So, they think that they study not because they want to study but for their parents want to do this. That is, their parents' attitudes motivate them to study more and to be successful in their learning process in a way.

Consequently, when analysis of the questionnaire and responses of the students were compared for the open-ended interview questions, it is clearly seen that being aware of the significance of knowing English motivate the students positively towards learning English.

4.3. Analysis of the Students' Diaries

There have been many benefits of the students' diaries to our study. Students' diaries helped us to discover the factors appear to be important from the learners' point of view, not from the other people's points of view. Allwright and Bailey (1991) describes the purpose of the students' diaries as "understand language learning phenomena and related variables from the learner's point of view" (p.83).

Although keeping a diary is time-consuming, the students found it enjoyable. After each English lesson, they wrote their views about the lesson. Initially, the students' diaries were read and some important points were noted about the study. This part also supported the research questions: *What kind of attitudes do 6th Grades have towards learning English?* and *What is the level of motivation of 6th Grades towards learning English?* The following points can support our findings:

Point 1: *Learning English will be necessary for my future.*

- *So as to go on abroad, I have to learn English well. If I do not learn now, I will have difficulty in learning English later.*
- *I would like to be an academician so I have to learn English. Moreover, English is necessary to get master's degree after graduate from the university.*

These sentences taken from the students' diaries showed that the students are aware of the necessity of English for their future. As majority of the students' parents are academicians, the students are aware of the significance of knowing English. Particularly, students want to learn English to get a master's degree after they graduate from the university. Although they are only 12 or 13, they know that learning English have gained great importance day by day.

Point 2: *Self-confidence is very important while doing English exercises.*

- *At the beginning of this term I got nervous when my teacher asked a question. But now, I try to answer all of the questions if they are wrong.*
- *I am not afraid of giving wrong answers. Because I can learn beter and I do not make the same mistake again.*

MacIntyre, Dornyei, Clement and Noels (1998) suggest that self-confidence has contributing affect to the learners' willingness to learn a foreign language. According to them, self-confidence, motivation and self-esteem underlie willingness to learn and self-confidence play an important role in determining the learners' willingness to communicate. As a result of the analysis of this study, students have enough self-confidence in learning English. This possitive attitude has an effective role on their motivation in language learning process.

Point 3: *Teacher has effective role for the students' motivation.*

- *My classmates sometimes gave wrong answers but our teacher did not angry with them.*
- *Our teacher corrected our mistakes patiently. So, mistakes can not deter me from learning English.*

These sentences show that the positive attitudes of the teacher affect the students positively and this can motivate them during the learning process. The students seem happy because they are not afraid of making any mistake while doing exercises. Moreover, giving wrong answer is not stressful situation for them as their teacher corrects their wrong answers and encourages the students. It is clear that success is one of the most important motivational factor for the students. Therefore, the results should be taken into account and the teachers should try to use what their students like more in learning so as to provide enjoyable and long-lasting learning.

Point 4: *Visual techniques and materials can be useful in language learning process.*

- *We drew the pictures of vegetables and fruits in our notebooks, coloured them and wrote their names. It was very enjoyable for me.*
- *Our teacher showed flash cards of vegetables and fruits and then, we tried to find out the names of vegetables and fruits which she showed us. Flash cards are useful for me to learn the subject.*

These sentences showed that the students did not bored with drawing pictures and liked visual techniques. Depending upon observation of the study, it could be stated that if the students find the lesson enjoyable, they can learn easily. Majority of the students agreed in their diaries that drawing picture is useful and enjoyable for them and they learn easily while doing something on their own. Therefore, their

motivational level can be increased by this way and it shows that they had high motivation during this lesson.

To sum up, when the analysis of students' diaries and the research findings were compared, almost all students like studying English and find English lesson enjoyable. This shows that their motivational levels are high towards learning English.

CHAPTER V

CONCLUSION AND DISCUSSION

5.0. Introduction

This chapter presents the conclusions drawn from the study and the discussion of findings.

In this study the researcher aimed to identify the motivational levels of the students towards learning English regarding their interest and self-confidence in learning English, expectations from learning English and the role of teacher in the learning process (see Table 1, 2, 3 and 4). Another aim was to find out whether the students have negative or positive attitudes towards learning English. The data were collected through an attitude questionnaire (see Appendix I), open-ended interview (see Appendix II), and students' diaries (see Appendix III). The research questions for the study were as follows:

- 1- What kind of attitudes do 6th grades have towards learning English?
- 2- What is the level of motivation of 6th grades towards learning English?

5.1. What kind of attitudes do 6th grades have towards learning English?

Research Question 1 investigates the attitudes do 6th grades towards learning English.

All of the results indicate that the attitudes of 6th grades towards learning English regarding their interest and self-confidence in learning English, expectations from learning English and the role of teacher in language learning process.

Firstly; the findings about the students' interest in learning English were discussed. The findings showed that students' interest in learning English was positive. Majority of students expressed positive attitudes and high interest in learning English.

Some important reasons for students to interest English appears to be aware of the importance and necessity of English for their future and they like their teacher and teaching methods issued by their teacher. They strongly agree with the items: *It is worth to struggle in learning a foreign language* (% 88), *I want to learn English very much* (% 84), *I like English lessons* (% 84) and *I can motivate myself while studying English* (% 84). They strongly disagree with the items: *English lesson is very boring* (% 80). This study has revealed that students like English because they have high level interest towards learning English.

Secondly; the findings about the students' self-confidence in learning English were discussed. The findings revealed that majority of the students have enough self-confidence in learning English. Students strongly agree with the items: *I am sure that I will learn English* (% 84), *I can get high Marks in English* (% 84), *I am sure that I will be successful in learning English* (% 80), *Nothing can deter me from learning English even mistakes* (% 80) and *I believe that I can speak English well* (% 80). In learning English, self-confidence is one of the most important factor while motivating a learner. So, the findings of the study have revealed that students have enough self-confidence in learning English.

Thirdly, the findings about the students' expectations from learning English were discussed. The findings revealed that students are aware of the necessity of English for their future. Their awareness of the necessity of importance may affect their attitudes towards English and increase their levels of motivation. Students strongly agree with these items: *English is an important and necessary lesson* (% 92), *I will need English for my job in the future* (% 88) and *learning English is necessary for my future* (% 80).

Students' attitudes towards learning English may be affected by their awareness about the significance of knowing English. However, Gardner (2001) points out that "motivated individuals have goals both proximate and distal" (p.11). Gardner uses 'distal' for long-term goals. Long-term goals may not affect students at these ages to motivate in learning language. For instance; finding a job in the future is a long-term goal for primary level students.

Harmer (2007) emphasized the importance of short-term goals by these words: "when English seems to be more difficult than the student had anticipated, the long-term goals can begin to behave like mirages in desert, appearing and disappearing at random" (p.53). So, finding a job in the future may seem to be less motivating factor for children as it appears to be a distal goal. Similarly, the findings of the study have revealed that students do not have any concern about using English in the future.

Lastly, findings about the the role of teacher in language learning process were discussed. This study has revealed that students like English because they like their teacher and the learning methods issued in the lesson. Similarly, Moon (2000) contends that "younger children tend to be influenced by the feelings of their teacher, the general learning atmosphere in the classroom, the methods used in the classroom and the opinions of their parents" (p.16).

According to Vale & Feunteun (1995) making student feel confident and helping them love English are more important than teaching English. Students strongly agree with these statements: *My teacher encourages me to be active in lesson* (% 92), *My teacher thinks that I will be successful in learning English* (% 88) and *My teacher wants me to learn all English subjects* (% 88).

It is clear that the positive attitudes of the teacher about his/her students give confidence to the students and help them love English. When the students feel self-confidence and love for English, learning can be maximized. In sum, teachers should be aware that every attitude in lesson has great importance.

5.2. What is the level of motivation of 6th grades towards learning English?

Research Question 2 attempted to identify the motivational levels of 6th grades towards learning English according to the results of attitude questionnaires, open-ended interview conducted to the students and the students' diaries. The students were asked to fill the attitude questionnaire and open-ended interview were conducted. Questionnaire was analyzed in four dimensions of attitudes towards learning English: interest in learning English, self-confidence in learning English, expectations from learning English and the role of teacher in the learning process.

There have been a great number of studies on the attitudes upon the learning process and the influence of motivation. As a result of the studies (Crookes & Schmidt 1989; Gardner 1985; Ellis 1994), researchers agree that if a learner has a positive attitude towards a language, language learning becomes easy and enjoyable. So, positive attitude makes learner successful during the learning process. Similarly, Gardner and Masgoret (2002) claimed that achievement in second language learning is related to a positive attitude towards the learning situation.

In this study, the overall results indicate that the motivational levels of 6th grades towards learning English were positive. The findings revealed that a considerable majority of the students expressed positive attitudes regarding their interest and self-confidence in learning English, expectations from learning English and the role of teacher in the learning process. So, the students' positive attitudes affect their motivation towards learning English positively. If the students have negative attitudes towards learning English, their levels of motivation will be low and it will affect their motivation negatively.

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APPENDIX I

İNGİLİZCE DERSİNE İLİŞKİN DUYUŞSAL ALAN TUTUM ÖLÇEĞİ

Değerli Öğrenci,

Okulumuzda takip ettiğiniz İngilizce dersine ilişkin görüş ve düşüncelerinizi değerlendirmek amacıyla bir tutum ölçeği geliştirilmiştir. İngilizce dersi ile ilgili olarak bir görüş ve yargı bildiren aşağıdaki cümleleri okuyunuz. Bu görüşlere ne ölçüde katıldığınızı veya katılmadığınızı sağ tarafta bulunan sütunda yanıt olarak verilen beş görüşten birini işaretleyerek (ilgili yere X işaretini yazarak) belirtiniz. Seçenekler “tamamen katılıyorum”, “katılıyorum”, “kısmen katılıyorum”, “katılmıyorum”, “hiç katılmıyorum” şeklinde verilmiştir. Lütfen duygu ve düşünceleriniz en iyi ifade ettiğini düşündüğünüz, kendinize en uygun seçeneği işaretleyiniz. Araştırmaya gösterdiğiniz katkı için teşekkürlerimi sunarım.

İngilizce Duyuşsal Alan Tutum Ölçeğine İlişkin Tutum Maddeleri

Tamamen Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
1	2	3	4	5

Tutum cümleleri

Seçenekler

1 2 3 4 5

1. İngilizce dersi zorunlu olmasa dersi almam.
2. İngilizcede öğrendiğim her yeni konu kendime güveni artırıyor.
3. İngilizceyi öğrenme hayatımı kazanmada bana yardım edecektir.
4. İngilizceyi iyi yapabileceğimi biliyorum.
5. İngilizceyi önemli bir ders olarak görüyorum.
6. Sınıfta İngilizce konuşmaktan çekinmem.
7. İngilizce dersine girmekten zevk almam.
8. Öğretmenim benim İngilizcede başarılı olabileceğimi düşünmektedir.

9. İngilizce öğretmenimle İngilizce konuşmak isterim.
10. İngilizce ile ilgili soruları çözdüğümde kendime güven duyuyorum.
11. İngilizce dersinde iyi değilim.
12. İngilizce dersine çalışmak hoşuma gider.
13. Konuşma esnasında yaptığım hatalardan pes etmem.
14. Konular ilerledikçe kendime güveni kaybediyorum.
15. İngilizce öğretmenim İngilizcede daha iyiye gittiğimi hissettirmektedir
16. Öğretmenim daha çok İngilizce çalışmam için beni cesaretlendirmektedir
17. Yabancı bir dili anlama insanın dünyayı daha iyi anlamasına katkıda bulunur
18. İngilizce dersi sıkıcı bir derstir
19. Gelecekteki çalışmalarında İngilizceye ihtiyaç duyacağım.
20. İngilizcenin konuşulduğu bir ülkede bir süre çalışmak isterim.
21. Öğretmen sınıfta soru sorunca heyecanlanırım.
22. Konuşma esnasında yaptığım hatalar beni olumsuz yönde etkiler.
23. İngilizce öğrenmeyi çok istiyorum.
24. Öğretmenim yapabileceğim bütün İngilizce konularımı öğrenmemi istiyor.
25. İngilizce dersini seviyorum
26. İngilizce hayatımdaki işlerde benim için önemli olmayacak.
27. İngilizceyi öğreneceğime eminim.

28. Yeni bir dil öğrenmek için çaba göstermeye değer.
29. İngilizce için çaba göstermeye değer.
30. Bir üniversite öğrencisi için yabancı bir dil öğrenmek önemlidir.
31. İngilizce ile ilgili grup çalışmalarında bulunmaktan zevk alırım.
32. Ders esnasında verilen alıştırmaları tek başıma zevkle yaparım.
33. Daha zor İngilizceyi başaracağımı sanıyorum.
34. İngilizce dersinden iyi notlar alabilirim.
35. İngilizcede daha ileri düzeydeki çalışmaları yapabilirim.
36. Kütüphanede bulunan İngilizce ile ilgili kitaplar ilgimi çeker.
37. İngilizceyi düzgün konuşabileceğime inanıyorum.
38. İngilizcede ilerlemek geleceğim için önemli değildir.
39. Bir yetişkin olarak İngilizceyi birçok yerde kullanacağım.
40. Uğraştığım çoğu konuyu başarıyorum ama İngilizceyi başaramıyorum.
41. Boş zamanlarımda İngilizce ile ilgilenmek hoşuma gider.
42. İngilizce öğretmeni olmak isterim.
43. İngilizce ile uğraşmanın zaman kaybı olduğunu düşünüyorum.
44. İngilizceyi iyi öğrenebilecek bir tip değilim.
45. Hata yapmaktan korktuğum için sınıfta İngilizce konuşmaktan çekinirim.
46. İngilizce öğretmenimin sempatik olduğunu düşünüyorum.
47. İngilizce önemli ve gerekli bir derstir.
48. İngilizce dersini almak benim için bir zaman kaybıdır.
49. İngilizce ile ilgili tartışmaların yapıldığı ortamlarda bulunmaktan zevk alırım.
50. İngilizce çalışırken kendi kendimi motive edebiliyorum.
51. İngilizce dersinde kendimi derse veremiyorum.

52. İngilizce sınavımdan önce korku ve heyecan duyarım.

53. İngilizce bana kolay gelir.

54. Yapmam gereken işlerle karşılaştığımda İngilizce öğrenme çok zamanımı alır.

55. Öğretmenim benim derste aktif olmamı sağlamaktadır.

APPENDIX II
AÇIK UÇLU GÖRÜŞME

1.İngilizce öğrenmek sizin için ne kadar önemlidir?

.....
.....
.....
.....
.....

2.İngilizce öğrenmeye karşı motivasyonunuz dönemin başından bu yana değişti mi, eğer değiştiyse neden?

.....
.....
.....
.....

3.Okul motivasyonunuzu arttırmak için ne yapabilir?

.....
.....
.....
.....

4. Öğretmen motivasyonunuzu arttırmanız için size nasıl yardım edebilir?

.....
.....
.....
.....

5. Motivasyonunuzu arttırmak için daha başka neler size yardımcı olurdu?

.....
.....
.....
.....

APPENDIX III

2009
13 Kasım Perşembe

2009
13 Kasım

Geniş zamanı işledik. Ben biraz bu konuda zorlanıyorum. Aslında zorlanıyordum. Ama öğretmenimiz benden bu konuyu çok açık ve net bir şekilde anlattı. Öğretmenimizin anlatış tarzını çok beğeniyorum. Bir de "study" kelimesi gibi kelimelere "es" takısı gelince "y" nin düşmesini gördük. İngilizce'de de Türkçe'de ki gibi düşme varmış. Benimi görsel yanım daha kuvvetlidir. Öğretmenimiz de belki resimle daha iyi anlattı diye bize bunları gösterdi.



Always



Usually



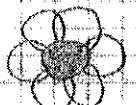
Often



Sometimes



Rarely



Never



Always



Usually



Often



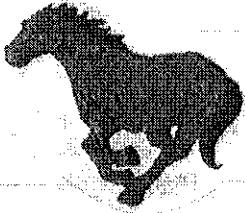
Sometimes



Never

21 Aralık 2009 Pazartesi

Bugün "Animals" konusunu öğledik. Milli eğitim kitabındaki etkinlikleri yaptık. Hayvanları birds (kuşlar), mammals (memeliler), reptiles (sürüngenler) diye ayrı ayrı gruplara ayırdık.



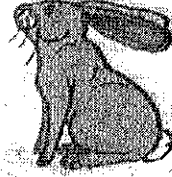
horse => at



fish => balık



bird => kuş



rabbit => tavşan



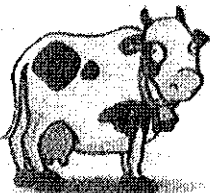
parrot => papagat



turtle => kaplumbağa



monkey => maymun



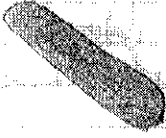
cow => inek

23 Kasım 2009 Pazartesi

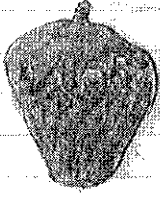
Bugün "Vegetables" i işledik. Ve kelime defterlerimizde kelimelerin yanına resim çizerek yazdık.



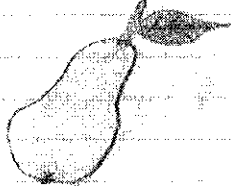
potatoes → patatesler



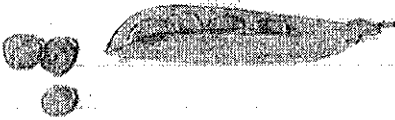
cucumber → salatalık



strawberry → çilek



pear → armut



peas → bezelye

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