

T.C
KAFKAS UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF LANGUAGE AND LITERATURE
ENGLISH LANGUAGE AND LITERATURE

**A STUDY ON DETERMINING THE ATTITUDES AND MOTIVATION LEVELS OF
COMPULSORY AND VOLUNTARY STUDENTS OF ENGLISH PREPARATORY
HIGHER SCHOOL AT INONU UNIVERSITY**

MA THESIS

PREPARED BY
Mehmet TEMUR

SUPERVISOR
Assist Prof. Dr. Gencer ELKILIÇ

KARS-2013

T.C
KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI
İNGİLİZ DİLİ VE EDEBİYATI BÖLÜMÜ

İNÖNÜ ÜNİVERSİTESİNİN İNGİLİZCE HAZIRLIK OKULUNDA ZORUNLU VE
İSTEĞE BAĞLI OKUYAN ÖĞRENCİLERİN TUTUM VE MOTİVASYON
SEVİYELERİNİN TESPİTİ ÜZERİNE BİR ÇALIŞMA

YÜKSEK LİSANS

HAZIRLAYAN

Mehmet TEMUR

DANIŞMAN

Yrd. Doç. Dr. Gencer ELKILIÇ

KARS-2013

T.C.

KAFKAS ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Mehmet TEMUR'a ait "İnönü Üniversitesi Yabancı Diller Yüksekokulu Zorunlu ve İsteğe Bağlı İngilizce Hazırlık Alan Öğrencilerin Tutum ve Motivasyon Seviyelerini Belirlemeye Yönelik Bir Çalışma " konulu çalışma, jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim/ Anasanat Dalı, İngiliz Dili ve Edebiyatı Bilim Dalında Yüksek Lisans tezi olarak oy birliği ile kabul edilmiştir.

Öğretim Üyesinin Ünvanı, Adı ve Soyadı

İmza

Yrd.Doç.Dr.Gencer ELKILIÇ (Danışman)

Yrd.Doç.Dr.M.Yavuz KONCA (ÜYE)

Yrd.Doç.Dr.Mustafa ÖZDEMİR (ÜYE)



Bu tezin kabulü Sosyal Bilimler Enstitüsü Yönetim Kurulunun/...../2013 tarih ve/..... sayılı kararı ile onaylanmıştır.

UYGUNDUR

.../.../2013

Yrd.Doç.Mustafa ÖZDEMİR

Sosyal Bilimler Enstitü Müdürü

**REPUBLIC OF TURKEY KAFKAS UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**

This is to certify that we have read Mehmet TEMUR's thesis "A Study on Determining the Atitudes and motivation Levels of Compulsory and Voluntary Students of English Preparatory Higher School at İnonu University " and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Examining Committee Members

Signature

Assist.Prof.Dr.Gencer ELKILIÇ (Advisor)



Assist.Prof.Dr.M.Yavuz KONCA (Member)



Assist.Prof.Mustafa ÖZDEMİR (Member)

Approval of the Graduate School of Social Sciences.

Assist. Prof. Dr. Mustafa ÖZDEMİR
Director of Social Sciences Institute

TABLE OF CONTENTS

	Page No
TABLE OF CONTENTS	I
ABSTRACT	III
ÖZET	V
ACKNOWLEDGEMENTS	VII
LIST OF TABLES	VIII
CHAPTER1: INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. The Purpose of the Study.....	3
1.4. Abbreviations of Some Terms.....	3
CHAPTER: 2 LITERATURE REVIEW	4
2.1. Attitudes and Their Importance	4
2.1.1. The Nature of an Attitude	6
2.2. Defination of Motivation	7
2.2.1. Sources of Motivation	8
2.3. Theories of Motivation	11
2.3.1. Behavioral Theories	11
2.3.2. Cognitive Theories.....	12
2.3.3. Attribution Theory.....	13
2.3.4. Cognitive Dissonance Theory.....	13
2.3.5. Cognitive Developmental Theories.....	14
2.3.6. Achievement Motivation Theories.....	15
2.3.7. Psychoanalytic Theories.....	16
2.3.8. Humanistic Theories	17
2.3.9. Self-Determination Theory.....	20
2.4. Models of Motivation	20
2.5. Foreign Language Teaching.....	26

CHAPTER 3: METHODOLOGY	41
3.1. Presentation.....	41
3.2. Overall Design of the Study	41
3.3. Participants of the Study.....	41
3.4. Procedure	42
3.5. Data Collection Instruments	43
3.5.1. Motivation Questionnaire	43
3.5.2. Attitude Questionnaire.....	43
3.6. Research Questions	44
CHAPTER 4: DATA ANALYSIS	45
4.1. Discussion	57
4.2. Results	61
4.3. Suggestions	62
CHAPTER 5: DISCUSSION AND CONCLUSION	63
5.1. Introduction	63
5.2. Answers to the Research Questions	63
5.3. Implications of the Study.....	64
5.4. Limitations of the Study.....	64
5.5. Suggestions for Further Research.....	64
5.6. Conclusion.....	65
APPENDICES	66
Appendix- 1 MOTIVATION Questionnaire	66
Appendix -2 ATTITUDE Questionnaire	68
REFERENCES	74
CURRICULUM VITAE	78

ABSTRACT

Type of Thesis	: Master's Degree Thesis
Title	: A Study on Determining the Attitudinal and Motivational Levels of Compulsorily and Voluntarily Students of English Preparatory Higher School at Inonu University
Author	: Mehmet TEMUR
Supervisor	: Assistant Prof. Dr. Gencer ELKILIÇ
Date	: 2013
Number of Pages	: 91

The purpose of this study was to investigate the attitudes and motivational levels of compulsory and volunteered students of English Preparatory School of Foreign Languages at Inonu University, Malatya, Turkey

The data utilised was obtained from two kinds of instruments: Motivation Questionnaire and Attitude Questionnaire. The questionnaires were administered to 170 subjects total; 121 of which from compulsory and 49 from voluntary groups of learners. The data obtained for this study was both quantitative and a qualitative. SPSS 20.0 (Statistical Programming For Social Science) was used to analyze questionnaire.

According to the results of the study, the motivation of voluntary students has been found much higher than the compulsory students. There is a significant difference between the motivations of compulsory and voluntary students $t(168)=42,159$, $p<0,05$. Voluntary students have more positive motivations ($X = 69,2041$) than compulsory ones do. ($X = 49,9752$) Moreover regarding to the attitudes, compulsory students also have higher positive attitudes than the compulsory students towards English language learning. There is a significant difference between the attitudes of compulsory and voluntary students $t(168)=22,785$, $p<0,05$. Voluntary students have more positive attitudes ($X = 53,8367$) than compulsory ones do. ($X = 44,9174$). Nevertheless, regarding to the genders there is no important significant difference between voluntary and compulsory students concerning motivation and

attitudes between the male and female students of prep high school of Inonu University towards English language learning.

Key Words: Attitude, motivation, gender, compulsory, voluntary

ÖZET

Tezin Çeşidi	: Yüksek Lisans Tezi
Tezin Adı	: İnönü Üniversitesinin İngilizce Hazırlık Okulunda Zorunlu ve İsteğe Bağlı Okuyan Öğrencilerin Tutum ve Motivasyon Seviyelerinin Tespiti Üzerine Bir Çalışma
Tezi Hazırlayanın Adı	: Mehmet TEMUR
Danışman	: Yrd. Doç. Dr. Gencer ELKILIÇ
Tezin Sunulduğu Yıl	: 2013
Sayfa Sayısı	: 91

Bu çalışma; Malatya İnönü Üniversitesinin Yabancı Diller Yüksek Okulunda zorunlu ve isteğe bağlı İngilizce Hazırlık alan öğrencilerin İngilizceye karşı tutum ve motivasyon seviyelerini tespit etmek amacıyla yapılmıştır.

Çalışmanın bilgileri iki çeşit araç kullanılarak elde edilmiştir: Motivasyon ve Tutum Ölçme Anketi gibi.

Anketler toplam 170 öğrenciye uygulandı. Bu öğrencilerin 121'i zorunlu ve 49'u da isteğe bağlı hazırlık alan öğrenci grubundandır. Çalışma için elde edilen bilgiler, nitel ve nicel olmak üzere her iki özellik taşımaktadır. Anketler analizi için, SPSS 20.0 (Sosyal Bilimler İstatistik Programı) kullanıldı.

Çalışmanın sonuçlarına göre, isteğe bağlı olarak İngilizce hazırlık alan öğrencilerin motivasyon seviyesi, zorunlu olarak İngilizce hazırlık alan öğrencilerinkinden daha yüksek çıktığı görülmüştür. Motivasyonlarına ilişkin, isteğe bağlı ve zorunlu olarak İngilizce öğrenen öğrenciler arasında önemli bir fark bulunmuştur ($t(168)=42,159$, $p<0,05$). İsteğe bağlı öğrencilerin motivasyonu ($X = 69,2041$), zorunlu öğrencilere kıyasla ($X = 49,9752$) daha yüksektir. Buna ilaveten isteğe bağlı öğrencilerin İngilizce Dil Öğrenimine ilişkin tutumları da, zorunlu öğrencilerinkine kıyasla daha pozitif bulunmuştur.

Araştırmanın sonuçları, isteğe bağlı öğrencilerle zorunlu öğrencilerin dil öğrenimine ilişkin tutumları arasında önemli bir fark olduğunu göstermektedir ($t(168)=22,785$, $p<0,05$). İsteğe bağlı öğrencilerin ($X = 53,8367$) dil öğrenimine ilişkin tutumları, zorunlu öğrencilerinkine göre daha pozitifdir; ($X = 44,9174$).

Ancak, cinsiyete gre tutum ve motivasyona ait bulgular, isteęe baęlı ve zorunlu olarak İnn niversitesi Yabancı Diller Yksek okulu İngilizce hazırlık okuyan kız ve erkek ęrenciler arasında nemli bir fark olmadığını ortaya koymuřtur.

Anahtar Kelimeler: Tutum, motivasyon, cinsiyet, zorunlu, isteęe baęlı.

ACKNOWLEDGEMENTS

I would like to emphasize my deepest gratitude to my thesis supervisor, Assist. Prof. Dr. Gencer ELKILIÇ for his greatest contribution, humility, patience and encouragement, with humble and positive incentive. The format of the thesis and its design has been organized as a result of his criticism, corrections and advice. This study has been realized with his indispensable efforts and guidance, without which it would have never been established.

I also would like to express my warmest thanks to my devoted colleagues and the students for their efforts they paid during the implementation of the questionnaire for this study.

And I would like to thank to Assist. Professor. Mustafa Şahiner; The Head Of School of Foreign Languages, Assist. Professor Dr. Bahadır Köksalan, to Assist. Professor. Dr, Hikmet Zelyurt, engaged in measurement and evaluation department; for their enthusiastic and valuable contributions to my study.

And I would like to thank to Prof. Dr. Mehmet Güngör; the Head of Econometry Department, and his Assistance researcher, Esra Canpolat, who were ready to present their vital endeavor with statistical numerous results and for their valuable contributions to my study.

Finally, I wish to thank to my family for their encouragement and support of my study, and in particular, to my wife for her cooperation and assistance.

Mehmet TEMUR

Malatya - 2013

LIST OF TABLES

Table 1. Descriptive Studies Related to Genders of the Compulsory English Language Students	41
Table 2. Descriptive Studies Related to Genders of the Volunteer English Language Students	42
Table 3. Descriptive Studies Related to the Genders of Total Participants	42
Table 4. Independent-Samples T test results showing the motivation levels of voluntary and compulsory preparatory students	45
Table 5. Independent-Samples T test results showing the attitude levels of voluntary and compulsory preparatory students	45
Table 6. Independent-Samples T test results showing the motivation levels of male and female preparatory students	45
Table 7. Independent-Samples T test results showing the attitudes of male and female preparatory students	46
Table 8. Learning English is important to me in order to be at ease with English speaking foreigners in Turkey or abroad	46
Table 9. I learn English because I am interested in English speaking people and their cultures	46
Table 10. Learning English is important to me in order to better understand and appreciate English or/and American art and literature.....	47
Table 11. Out of my love of English songs/movies. I have developed a great interest in the language.....	47
Table 12. Learning English is important to me to get to know various cultures and people.....	48
Table 13. I'm learning English so that I can meet foreigners with whom I can speak English.....	48
Table 14. Only with good English skills I can find a good job in Turkey..	49
Table 15. Learning English makes me a better educated person.....	49
Table 16. I learn English in order to find better education and job opportunities abroad	49

Table 17. I learn English so as to catch up with economic and technological developments in the world.....	50
Table 18. If English weren't taught in school, I would try to obtain lessons in English somewhere else.....	50
Table 19. When I have a problem understanding something we are learning in English class, I immediately ask the teacher	50
Table 20. I make a lot of effort to learn English.....	51
Table 21. After I get my English assignments back, I always revise them.....	51
Table 22. When I'm in English class I volunteer as much as possible.....	51
Table 23. If I find the chance to watch a local English TV, I never miss it.....	52
Table 24. Learning English is fun.....	52
Table 25. I really enjoy learning English.....	52
Table 26. I'd like to learn more about English.....	53
Table 27. I would rather spend my time on subjects rather than English.....	53
Table 28. Learning English is a waste of time.....	53
Table 29. When I graduate from university, I will give up the study of English ..	54
Table 30. I would study English at school even if it were not required	54
Table 31. In the future, if I planned to stay in a country where both English and my native language are spoken, I would still make an effort to learn English.....	54
Table 32. Learning English is one of the most important things to me.....	55
Table 33. Learning English is important.....	55
Table 34. I Like talking about the issues related to English Language.....	55
Table 35. English is one of my favorite subjects.....	56
Table 36. İnönü University should save more time for English courses.....	56
Table 37. To be successful in English is important to me.....	56

CHAPTER 1: INTRODUCTION

1.1. Background of the Study

Language teaching has been one of the most important issues of Turkish education system since the foundation of first universities in Turkey and this gained speed especially after 1980s due to, primarily, global flows in economic and cultural terms.

There were also, many other factors that played important role: the increasing trans-nationalization of markets, the growth of global media and communications, the mobility of populations (tourism and migration) the end of the cold war [that brought] a sense of engagement and mission [instead of isolationist policies] (Robins, 1996, 73). In the increasing use of English in Turkey, a rise in the intensity of a wide variety of cultural flows which make transnational encounters more frequent due to closer financial and trade ties, the increasing development of technology to produce more efficient and rapid means of communication play an important role. For instance, internet plays an important role in the spread of English among Turkish people since 90-95 per cent of information available on internet are in English. (Radikal, Lauffer, 2001, 46).

On the other hand during the last two decades of the 20th century research on learning focused on the attitudes of the learners and teachers as well as on how to make learners more motivated. In this sense, Ames (1986) suggested that the effectiveness of the learner must be examined in relation to those beliefs and perceptions that enable learners to become involved, independent, and confident in their own learning. Similarly, McCombs (1990) suggested that attitudes and beliefs about the self and the learning environment can influence a student's tendency to approach, expend effort in, and persist in learning tasks on a continuing, self-directed basis. Such a rationale thus places language learners' attitudes at the centre of their language learning process because it assumes that attitudes to language learning condition language learning behaviour. An attitude is usually assumed to consist of three components—cognitive, affective, and behavioural (Mantle-Bromley, 1995; Wenden, 1998; Zimbardo & Leippe, 1991). According to Wenden (1998), the kinds of attitudes that are crucial to learner autonomy are those relating to learners'

evaluations of their own role in learning and their learning ability. Benson and Lor (1999) stressed that how learners conceptualize the language learning process may influence how they actually approach the task of learning the language. Based on the observation (Marton, Watkins, & Tang, 1997) that describes learning conceptions associated with memorization as quantitative and conceptions associated with understanding as qualitative, Benson and Lor (1999) argued for a relationship between qualitative conceptions of learning and readiness for autonomy; in other words, a qualitative conception of language learning tends to dispose learners towards autonomous learning. Noels, Clément, and Pelletier (1999) also noted that students' perceptions of their teachers' communicative style are related to intrinsic motivation and that teachers may have an important effect upon language learners' beliefs about themselves as learners and how they actually undertake learning (Oxford, 2001).

Language learning motivation is considered in the socio-educational model of second language acquisition (Gardner, 1985), the social context model (Clément, 1980), the Selfdetermination model (Noels, & Clément, 1996), the Willingness to Communicate model (MacIntyre, Clément, Dörnyei, & Noels, 1998), and the extended motivational framework (Dörnyei, 1994) to name a few. It is a general form of motivation relevant in any second language-learning context. It is not a trait, as some individuals contend, but it is a general characteristic of the individual that applies to any opportunity to learn the language. It is relatively stable, because of its presumed antecedents, but it is amenable to change under certain conditions. The various models referred to above all agree that it as an attribute with significant implications for the individual; they differ in terms of its antecedents and/or correlates, as well as in how it might be assessed.

1.2. Statement of the Problem

It is clear that foreign language teaching has been one of the most important issues in Turkey during the last three decades that despite all efforts and investments, the desired level hasn't been achieved so far. It is also known that students receive a total of 6 years of foreign language education in secondary school and high school, but they still cannot be proficient in a foreign language. Not only authorities in Education of Ministry, but also management of preparatory school at

Inonu University does their best, using various methods, techniques approaches with assistance of materials supplied and used, to compensate the essential basic, elementary, intermediate or advanced levels of English Language learning. However, the targeted language learning level is not obtained or acquired in the desired expectations.

1.3. Purpose of the Study

The purpose of the study is to determine the attitudes and motivation levels of the volunteer and compulsory preparatory students learning English.

1.4. Abbreviations of Some Terms

CTEPP	: Compulsorily Taking English Prep Programme
VTEPP	: Voluntarily Taking English Prep Programme
FL	: Foreign Language
EPS	: English Preparatory School
ELL	: English Language Learning
ELT	: English Language Teaching
EFL	: English as a Foreign Language
ESL	: English as a Second Language
TEFL	: Teaching of English as a Foreign Language
TESL	: Teaching English as a Second Language
FLDPS	: Foreign Languages Department of Preparatory School

CHAPTER: 2 LITERATURE REVIEW

2.1. Attitudes and Their Importance

First of all it would be a good idea to pinpoint the position of attitude how it affects motivation for achievements in different fields, particularly; in foreign language learning.

There are a number of reasons why attitude is a central explanatory variable. Three reasons will be highlighted. First, the term appears to be part of the terminology system of many individuals. That is, it is not a jargon word invented by specialised psychologists that has narrow utility within a small group of people. Attitude is a term in common usage. While social psychologists may wish to give a more highly defined meaning to attitude, there appears to be sufficient overlap in the use of the term between social psychologists and the public to allow chains of inter-communication. Common terminology allows bridges to be made between research and practice, theory and policy. Common terminology also reduces the tendency to scientism (Jarre *et al*, 1985)- the replacement of common terms by scientific jargon.

In ordinary conversation we speak of the importance of attitudes in the restoration of health. A positive attitude to healthy eating and exercise may increase life expectancy. In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death. If a community is grossly unfavourable to bilingual education or the imposition of a 'common' national language is attempted, language policy implementation is unlikely to be successful.

This illustration provides a second reason why attitude is an important concept. A survey of attitudes provides an indicator of current community thoughts and beliefs, preferences and desires. Attitude surveys provide social indicators of changing beliefs and the chances of success in policy implementation. In terms of minority languages, attitudes, like Censuses, provide a measure of the health of the language. A survey of attitude to French in Canada, attitude to Spanish in the USA, attitude to English in Japan might reveal the possibilities and problems of second languages within each country. As E.G. Lewis (1981) observed:

Any policy for language, especially in the system of education, has to take account of the attitude of those likely to be affected. In the long run, no policy will

succeed which does not do one of three things: conform to the expressed attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy; or seek to remove the causes of the disagreement. In any case knowledge about attitudes is fundamental to the formulation of a policy as well as to success in its implementation (p. 262).

The status, value and importance of a language is most often and mostly easily (though imperfectly) measured by attitudes to that language. Such attitudes may be measured at an individual level, or the common attitudes of a group or community may be elicited. At either level, the information may be important in attempting to represent democratically the 'views of the people'. However, attitudes do not just provide opinion polls. As Marsh (1982) argues, 'The key to the correct use of survey data to provide corroborative evidence of a causal process is in the adoption of a model (p. 72). That is, a survey may aid understanding of social processes. Consideration of how attitudes relate to their causes and effects may provide insights into human functioning.

The third reason why attitude is an important concept lies in its continued and proven utility. That is, within education and psychology, it has stood the tests of time, theory and taste. From the early days of Charles Darwin (1872), Thomas & Znaniecki (1918) and Thurstono & Chave (1929), the modern psychological conception of attitude has been described as 'one of the key concepts of social psychology or even as the most distinctive and indispensable concept in (American) social psychology' (Jaspars, 1978:256).

Specification of the modern conceptualisation of attitude is left to the next section. For the moment, the suggestion is that, for over sixty years, attitude has repeatedly proven a valuable construct in theory and research, policy and practice. Topics from religion to race, sport to sex, languages to LSD have used attitudes as an important explanatory variable.

Three reasons for the importance of attitude have been highlighted. Its close connection to individual construct systems, its value as an indicator of viewpoints in the community and its centrality in psychological theory and research for over sixty years attest to attitude as a central topic. Such a justification, however, demands a more detailed explication of 'attitude'.

2.1.1. The Nature of an Attitude

Attitude is a hypothetical construct used to explain the direction and persistence of human behaviour. We all explain behaviour by reference to relatively stable and enduring dispositions in people. Those who spend time by themselves and shun gregariousness may be called shy. Someone who believes in prayer and dislikes profanities may be said to have a favourable attitude to religion. Clearly an attitude to something is not like height, weight or attending church. Height, weight and church attendance can be directly observed and accurately measured. In comparison, attitudes cannot be directly observed. A person's thoughts, processing system and feelings are hidden. Therefore attitudes are latent, inferred from the direction and persistence of external behaviour. Attitudes are a convenient and efficient way of explaining consistent patterns in behaviour. Attitudes often manage to summarise, explain and predict behaviour. Knowing someone's attitude to alcohol, for example, may sum up likely behaviour in a range of contexts over time.

The original use of the term attitude embodied something different from its current meaning. Attitude originally meant a posture or pose in painting or drama, as in 'adopt an attitude of innocence'. Derived from the Latin word 'aptitude' and the Italian 'atto' (Latin = *adus*), its root meaning, however, appears to be 'aptitude for action'. That is, having a tendency towards certain actions. This is embodied in Allport's (1935) classic definition.

For Allport, attitude is 'a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related'. A variety of definitions of attitude exist (Jahoda & Warren, 1966; Jaspars, 1978; Shaw & Wright, 1967). These definitions vary from the stipulative, operational and metatheoretical to the mathematical.

Definitions of attitude are surrounded by semantic disagreements and differences about the generality and specificity of the term. The working definitions preferred here are by Ajzen (1988) and McGuire (1985). For Ajzen (1988), an attitude is 'a disposition to respond favourably or unfavourably to an object, person, institution, or event', (p. 4). For McGuire (1985), attitudes locate objects of thought on dimensions of judgement. An example would be a language as an object being

seen as favourable or unfavourable. As will be seen later, this definition links with attitude measurement (e.g. favourable or unfavourable attitudes to the Welsh language or bilingualism). Also, the specification of objects, persons, institutions or events is important and valuable in constructing measurement scales.

For Bern (1968), attitudes are self descriptions or self perceptions. In this perspective, individuals come to recognise their attitudes by observations of their own behaviour. People observe themselves speaking French, for example. Consequently they infer that they must possess a favourable attitude to French. Thus language attitudes may be constructed through inspection of one's own actions. This is regarded by Bern (1972) as parallel to inferring the attitude of other people by observing their behaviour.

2.2. Definition of Motivation

Not only authorities in Education of Ministry, but also management of preparatory school at Inonu University does their best, using various methods, techniques approaches with assistance of materials supplied and used, to compensate the essential basic, elementary, intermediate or advanced levels of English Language learning. However, the targeted language learning level is not obtained or acquired in the desired expectations. For that reason there must be some serious reasons that are embedded in learning process. That's why it will be useful to begin with definition of motivation and attitude terms.

However simple and easy the word "motivation" might appear, it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition.

Here are a few that I have found in the literature:

According to the Webster's, to motivate means to provide with a motive, a need or desire that causes a person to act.

According to Gardner (1985), motivation is concerned with the question, "Why does an organism behave as it does?"

Motivation involves 4 aspects:

1. A Goal
2. An Effort

3. A Desire to attain the goal
4. Favorable Attitude toward the activity in question.

Motivation is also defined as the impetus to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989). It is important because it determines the extent of the learner's active involvement and attitude toward learning (Ngeow, Karen Yeok-Hwa, 1998).

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal.

Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning (Oxford & Shearin, 1994).

Sometimes a distinction is made between positive and negative motivation. Positive motivation is a response which includes enjoyment and optimism about the tasks that you are involved in.

Negative motivation involves undertaking tasks for fear that there should be undesirable outcomes, eg. failing a subject, if tasks are not completed (www.unisanet.unisa.edu.au/motivation/).

What can we infer from all those definitions? What are the keywords that "Motivation" triggers in our minds?

MOTIVATION

- | | |
|----------|----------------------|
| * Goal | * Energy |
| * Effort | * Active involvement |
| * Desire | * Persistence |

<http://www.unisanet.unisa.edu.au/motivation/>,
Adopted from NADA, 2006.

2.2.1. Sources of Motivation

"Without knowing where the roots of motivation lie, how can teachers water those roots?" (Oxford & Shearin, 1994- p.15).

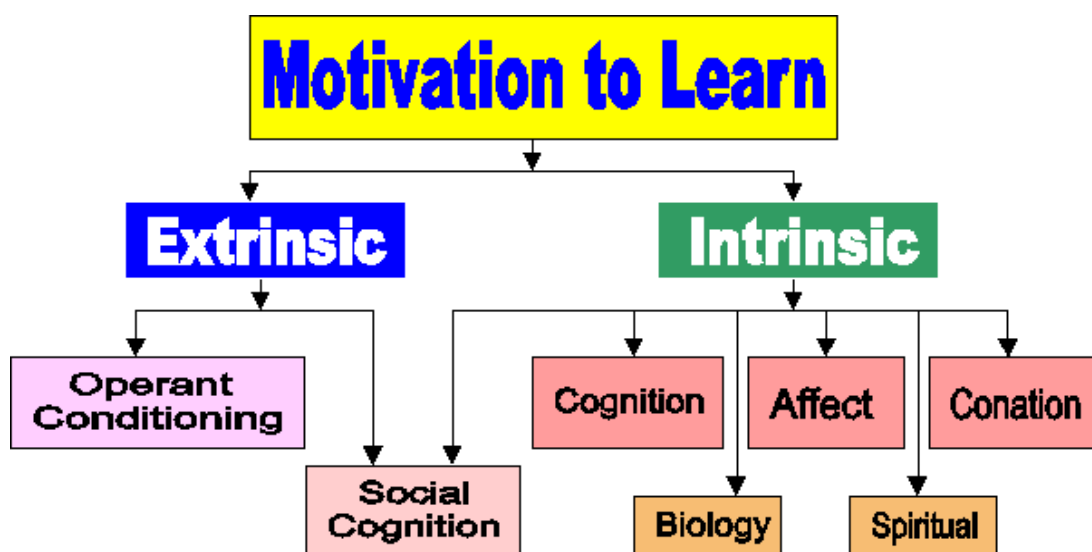
Educational psychologists point to three major sources of motivation in learning (Fisher, 1990):

1. The learner's natural interest: intrinsic satisfaction
2. The teacher/institution/employment: extrinsic reward
3. Success in the task: combining satisfaction and reward

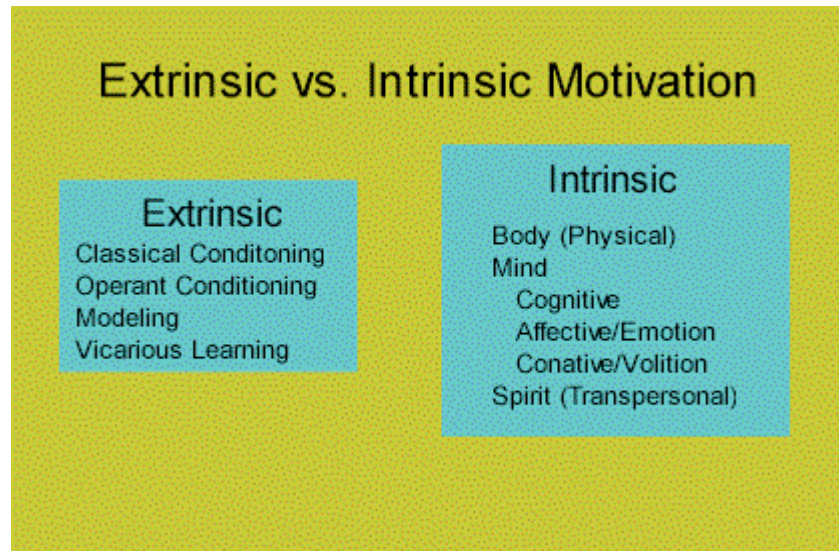
"While teachers and school systems have drawn on both of the first two sources of motivation, the third source is perhaps under-exploited in language teaching. This is the simple fact of success, and the effect that this has on our view of what we do. As human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort..."

In the classroom, this can mean that students who develop an image of themselves as 'no good at English' will simply avoid situations which tell them what they already know – that they aren't any good at English. Feelings of failure, particularly early on in a student's school career, can therefore lead to a downward spiral of a self- perception of low ability – low motivation – low effort – low achievement – low motivation – low achievement, and so on." (Littlejohn, 2001)

In general, explanations regarding the source (s) of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person). Intrinsic sources and corresponding theories can be further subcategorized as either body/physical, mind/mental (i.e., cognitive, affective, conative) or transpersonal/spiritual.



Note: Conation = inclination to act purposefully; impulse. (Webster's)
 "It is an intrinsic 'unrest' of the organism, almost the opposite of homeostasis.
 A conscious tendency to act... a conscious striving." (English & English, 1958),
 (Adopted from NADA, <http://www.nadasisland.com>. 2013).



(Adopted from NADA, <http://www.nadasisland.com>. 2013).

Note: Vicarious learning = the acquisition of knowledge or ability through indirect experience and observation, rather than direct experience or practice (Harcourt Academic Press Dictionary of Science and Technology).

The following chart provides a brief overview of the different sources of motivation that have been studied. While INITIATION of action can be traced to each of these domains, it appears likely that PERSISTENCE may be more related to emotions and/or the affective area (optimism vs. pessimism; self- esteem; etc.) or to conation and goal-orientation.

Sources of Motivational Needs	
behavioral/external	<ul style="list-style-type: none"> elicited by stimulus associated/ connected to innately connected stimulus obtain desired, pleasant consequences (rewards) or escape/avoid undesired, unpleasant consequences imitate positive models
biological	<ul style="list-style-type: none"> increase/decrease stimulation activate senses (taste, touch, smell, etc.) decrease hunger, thirst, discomfort, etc. maintain homeostasis, balance

affective	<ul style="list-style-type: none"> • increase/decrease affective dissonance (inconsistency) • increase feeling good • decrease feeling bad • increase security of or decrease threats to self-esteem • maintain levels of optimism and enthusiasm
cognitive	<ul style="list-style-type: none"> • maintain attention to something interesting or threatening • develop meaning or understanding • increase/decrease cognitive disequilibrium; uncertainty • solve a problem or make a decision • figure something out • eliminate threat or risk
conative	<ul style="list-style-type: none"> • meet individually developed/selected goal • obtain personal dream • take control of one's life • eliminate threats to meeting goal, obtaining dream • reduce others' control of one's life
spiritual	<ul style="list-style-type: none"> • understand purpose of one's life • connect self to ultimate unknowns

<http://www.examtutor.com>, May, 2013.

2.3. Theories of Motivation

2.3.1. Behavioral Theories

- 1) **Drive:** (Hull) urgent, basic, or instinctual need: a motivating physiological condition of an organism.
- 2) **Learned motives;**
 - **Classical conditioning:** (Pavlov) it states that biological responses to associated stimuli energize and direct behavior.
 - **Instrumental/operant learning:** (Skinner) it states that the primary factor is consequences: reinforcers are incentives to increase behavior and punishers are disincentives that result in a decrease in behavior. (Stimulus => response => reward). The desire of reward is one of the strongest incentives of human conduct; ... the best security for the

fidelity of mankind is to make their interest coincide with their duty
Alexander Hamilton (The Federalist Papers).

- **Observational/social learning:** (Bandura) it suggests that modeling (imitating others) and vicarious learning (watching others have consequences applied to their behavior) are important motivators of behavior.
- **Incentive motivation:** it refers to goal-directed behavior (behavior that is "pulled" more than "pushed"). Seeking of rewards; avoidance of punishers.

Unlike drives, which were thought to be innate, incentives are usually considered to be learned. Behaviorists explain motivation in terms of external stimuli and reinforcement. The physical environment and actions of the teacher are of prime importance.

2.3.2. Cognitive Theories

Expectancy-value/VIE theory: (Vroom, 1964) it proposes the following equation: Motivation=Perceived Probability of Success (Expectancy) Connection of Success and Reward-- material benefit (Instrumentality) Value of Obtaining Goal (Valence, Value) (VIE = Valence, Instrumentality, Expectancy) .

Since this formula states that the three factors of Expectancy, Instrumentality, and Valence or Value are to be multiplied by each other, a low value in one will result in a low value of motivation. Therefore, all three must be present in order for motivation to occur. That is, if an individual doesn't believe he or she can be successful at a task OR the individual does not see a connection between his or her activity and success OR the individual does not value the results of success, then the probability is lowered that the individual will engage in the required learning activity. From the perspective of this theory, all three variables must be high in order for motivation and the resulting behavior to be high.

An individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

2.3.3. Attribution Theory

(Heider, 1958; Weiner, 1974). This theory proposes that every individual tries to explain success or failure of self and others by offering certain "attributions." These attributions are either internal or external and are either under control or not under control. The following chart shows the four attributions that result from a combination of internal or external locus of control and whether or not control is possible.

	Internal	External
No Control	Ability	Luck
Control	Effort	Task Difficulty

<http://www.examstutor.com>, May, 2013.

In a teaching/learning environment, it is important to assist the learner to develop a self-attribution explanation of effort (internal, control). If the person has an attribution of ability (internal, no control) as soon as the individual experiences some difficulties in the learning process, he or she will decrease appropriate learning behavior. If the person has an external attribution, then nothing the person can do will help that individual in a learning situation (i.e., responsibility for demonstrating what has been learned is completely outside the person). In this case, there is nothing to be done by the individual when learning problems occur.

2.3.4. Cognitive Dissonance Theory

It was developed by Leon Festinger (1957) and states that when there is a discrepancy between two beliefs, two actions, or between a belief and an action, we will act to resolve conflict and discrepancies. The implication is that if we can create the appropriate amount of disequilibrium, this will in turn lead to the individual changing his or her behavior which in turn will lead to a change in thought patterns which in turn leads to more change in behavior.

According to the Webster's, cognitive dissonance is a psychological conflict resulting from incongruous beliefs and attitudes held simultaneously.

Weiner (1990) points out that behavioral theories tend to focus on extrinsic motivation (i.e., rewards) while cognitive theories deal with intrinsic motivation (i.e., goals). Cognitivists explain motivation in terms of a person's active search for meaning and satisfaction in life. Thus, motivation is internal.

2.3.5. Cognitive Developmental Theories

Stages of Cognitive Development (Piaget, 1972, 1990) According to Piaget, children are motivated to develop their cognitive or mental abilities in a predictable set of stages:

- **Sensorimotor stage** (Infancy, 0 to 2 years). In this period (which has 6 stages), intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited (but developing) because it is based on physical interactions / experiences. Children acquire object permanence at about 7 months of age (memory). Physical development (mobility) allows the child to begin developing new intellectual abilities. Some symbolic (language) abilities are developed at the end of this stage.
- **Pre-operational stage** (Toddler and Early Childhood, 2-7 years). In this period (which has two substages), intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in a nonlogical, nonreversible manner. Egocentric thinking predominates.
- **Concrete operational stage** (Elementary and early adolescence, 7-12 years). In this stage (characterized by 7 types of conservation: number, length, liquid, mass, weight, area, volume), intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions that are reversible). Egocentric thought diminishes.
- **Formal operational stage** (Adolescence and adulthood, 12 years – adult). In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought. Only 35% of high school graduates in

industrialized countries obtain formal operations; many people do not think formally during adulthood.

According to this model, fulfillment of the previous stage is necessary for advancement to the next stage.

In order for the child to be motivated, parents and teachers need to challenge his/her abilities, but NOT present material or information that is too far beyond the child's level. It is also recommended that teachers use a wide variety of concrete experiences to motivate the child (e.g., use of manipulatives, working in groups to get experience seeing from another's perspective, field trips, etc).

- **Zone of proximal development** (Lev Vygotsky, 1978)

The Zone of Proximal Development is the distance between the learner's actual developmental level and the level of potential development; it is the gap between what we are trying to teach and the current state of development in that area. If the gap is too large, instruction won't be effective; too small and the learner won't be extended, therefore teachers must have background knowledge of those they teach. Scaffolded instruction involves an instructor or advanced peer working to support the development of the learner. The instructor should guide the learner in such a way that the gap is bridged between the learner's current skill levels and the desired skill level. As learners become more proficient, able to complete tasks on their own that they could not initially do without assistance, the guidance can be withdrawn. **Students' needs, goals and interests must be the starting point if motivation is to occur.** For motivation and progress to exist, instructional input to students must be Challenging & Relevant. (Oxford & Shearin, 1994)

2.3.6. Achievement Motivation Theories

Achievement motivation theories: (Atkinson & Raynor, 1974).

- **Need for achievement:** individuals with a high need for achievement are interested in excellence for its own sake (rather for extrinsic rewards), tend to

initiate achievement activities, work with heightened intensity on these tasks, and persist in the face of failure.

- **Fear of failure:** The main drive to do well comes from avoiding a negative outcome rather than approaching a positive one.
- **Fear of success:** "Nerd" vs. "cool" => Fear of losing social support (affiliation).
- **Goal-theory:** (Locke & Latham, 1994) it has differentiated three separate types of goals:
- **Mastery goals** (also called learning goals) which focus on gaining competence or mastering a new set of knowledge or skills;
- **Performance/normative goals** (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort;
- **Social goals** which focus on relationships among people (see Ames, 1992; Dweck, 1986; Urdan & Maehr, 1995) interpersonal skills- cooperative learning. In the context of school learning, which involves operating in a relatively structured environment, students with mastery goals outperform students with either performance or social goals. However, in life success, it seems critical that individuals have all three types of goals in order to be very successful.

One aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, but still keep the high expectations for success.

2.3.7. Psychoanalytic Theories

The psychoanalytic theories of motivation propose a variety of fundamental influences: Freud (1990) suggested that all action or behavior is a result of internal,

biological instincts that are classified into two categories: life (sexual) and death (aggression). Erikson (1993) and Sullivan (1968) proposed that interpersonal and social relationships are fundamental (cooperative learning).

Erikson's Theory of Socioemotional Development		
Stage	Age	Expected Resolution
Trust vs. Mistrust	Infancy	Child develops a belief that the environment can be counted on to meet his or her basic physiological and social needs
Autonomy vs. Shame and Doubt	Toddlerhood	Child learns what he/she can control and develops a sense of free will and corresponding sense of regret and sorrow for inappropriate use of self-control.
Initiative vs. Guilt	Early Childhood	Child learns to begin action, to explore, to imagine as well as feeling remorse for actions
Accomplishment/Industry vs. Inferiority	Middle Childhood/Elementary	Child learns to do things well or correctly in comparison to a standard or to others
Identity vs. Role Confusion	Adolescence	Develops a sense of self in relationship to others and to own internal thoughts and desires (Later work has shown two substages: a social identity focusing on which group a person will identify with and a personal identity focusing on abilities, goals, possibilities, etc.)
Intimacy vs. Isolation	Young Adult	Develops ability to give and receive love; begins to make long-term commitment to relationships
Generativity vs. Stagnation	Middle Adulthood	Develops interest in guiding the development of the next generation
Ego Integrity vs. Despair	Older Adulthood	Develops a sense of acceptance of life as it was lived and the importance of the people and relationships that individual developed over the lifespan

<http://www.examtutor.com>, May, 2013.

Adler (1989) proposed power (money => as a motivator. ex: lawyers) Jung (1953, 1997) proposed temperament and search for soul or personal meaningfulness.

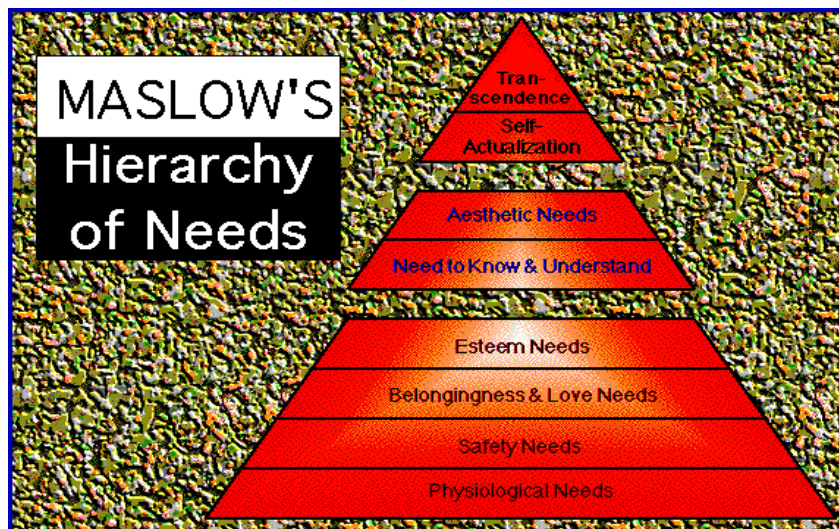
2.3.8. Humanistic Theories

Humanistic "theories" of learning tend to be highly value-driven and hence more like prescriptions rather than descriptions. They emphasise the "natural desire" of everyone to learn. They maintain that learners need to be empowered and to have

control over the learning process. So the teacher relinquishes a great deal of authority and becomes a facilitator.

Hierarchy of Human Needs: (Abraham Maslow, 1954). It is based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. The first four levels (Deficiency Needs) are:

- 1) Physiological: hunger, thirst, bodily comforts, etc.;
- 2) Safety/security: out of danger;
- 3) Belonginess and Love: affiliate with others, be accepted;
- 4) Esteem: to achieve, be competent, gain approval and recognition.
- 5) Cognitive: to know, to understand, and explore;
- 6) Aesthetic: symmetry, order, and beauty;
- 7) Self-actualization: to find self-fulfillment and realize one's potential;
- 8) Transcendence: to help others find self-fulfillment and realize their potential.



<http://www.examstutor.com>, May, 2013.

According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met.

The essence of the hierarchy is the notion of “pre-potency”, which means that you are not going to be motivated by any higher-level needs until your lower-level ones have been satisfied.

Hierarchy of Motivational Needs.(Alderfer, 1972)

Level of Need	Definition	Properties
Growth	Impels a person to make creative or productive effects on himself and his environment	Satisfied through using capabilities in engaging problems; creates a greater sense of wholeness and fullness as a human being
Relatedness	Involves relationships with significant others	Satisfied by mutually sharing thoughts and feelings; acceptance, confirmation, understanding, and influence are elements
Existence	Includes all of the various forms of material and psychological desires	When divided among people one person's gain is another's loss if resources are limited

<http://www.examstutor.com>, May, 2013.

Maslow recognized that not all personalities followed his proposed hierarchy. While a variety of personality dimensions might be considered as related to motivational needs, one of the most often cited is that of introversion and extroversion. Reorganizing Maslow's hierarchy based on the work of Alderfer and considering the introversion/extroversion dimension of personality results in three levels, each with an introverted and extroverted component. This organization suggests there may be two aspects of each level that differentiate how people relate to each set of needs. Different personalities might relate more to one dimension than the other. For example, an introvert at the level of Other/Relatedness might be more concerned with his or her own perceptions of being included in a group, whereas an extrovert at that same level would pay more attention to how others value that membership.

Reorganization of Maslow's and Alderfer's Hierarchies

Level	Introversion	Extroversion
Growth	Self-Actualization (development of competencies [knowledge, attitudes, and skills] and character)	Transcendence (assisting in the development of others' competencies and character; relationships to the unknown, unknowable)
Other (Relatedness)	Personal identification with group, significant others (Belongingness)	Value of person by group (Esteem)
Self (Existence)	Physiological, biological (including basic emotional needs)	Connectedness, security

<http://www.examstutor.com>, May, 2013.

2.3.9. Self-Determination Theory

(Deci & Ryan, 1985) it is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding.

- **Intrinsic motivation:** the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards.
- **Extrinsic motivation:** the pursuit of some reward external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end.

Deci identifies autonomy, competence, and relatedness as the three criteria necessary for the self-determination theory of motivation.

2.4. Models of Motivation

Gardner & Lambert (1959, 1972): Socio-Educational Model. After conducting a study that lasted more than ten years, they concluded that the learner's

attitude toward the target language and the culture of the target-language-speaking community play a crucial role in language learning motivation. They introduced the notions of instrumental and integrative motivation.

In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as school/university requirement, employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community.

McDonough (1981) noted that there are two types of integrative motivation: “Assimilative motivation”, strong motivation to “belong” to the target group (give up one's own culture to assimilate into the target culture), and “Affiliative motivation”, weak motivation and a desire for wider social contact with target language speakers. Researchers challenged the social psychological approach claiming that it does not include the cognitive aspects of learning motivation (Oxford & Shearin, 1994; Dornyei, 1994), it is not practical and does not benefit L2 learning since it is too broad to help L2 educators generate practical guidelines (Dornyei, 1990).

Vroom(1964) underlines that Expectancy Value Theories: Learners' motivation to acquire a second language is determined by:

- **Effort:**

- Valence (perception of degree of attractiveness of goals/ its value)
- Expectancy (perception of the probability of attaining the goals)
- Ability (appraisal of their ability to achieve the goals).
- Instrumentality (connection of success and reward)
- Questions the learner asks him/herself:
 - Should I expend the energy or not? (effort)
 - Does the outcome have a value? (valence)
 - Are my actions likely to lead to success? (expectancy)
 - Can I reach success? (ability)
 - Will the outcome yield other positive results? (instrumentality)

Schumann (1978, 1986): Acculturation Model: Schumann examined the effects of personal variables such as relative status, attitude, integration, amount of

time in the culture, size of the learning group, and cohesiveness of the group on adult language learning.

Schumann suggested three strategies taken by adult learners:

- **Assimilation:** total adoption of the target culture
- **Rejection** of target culture: preservation of the home culture (culture shock)
- **Acculturation:** learning to function in the new culture while maintaining one's own identity (adaptability).

He suggests that the degree of acculturation determines the level of second language acquisition. When an individual chooses to acculturate and experiences success, the motivation to learn the L2 increases. (Oxford & Shearin, 1994) In the EFLunlike the ESL classroom, the situation is slightly different, in that the need for assimilation or acculturation is practically non-existent, especially at beginning levels and in languages such as French or German.

Gardner (1985):Gardner explored four other motivational orientations:

- a. reason for learning,
- b. desire to attain the learning goal,
- c. positive attitude toward the learning situation, and
- d. effortful behavior.

Gardner (1985) describes core second language learning motivation as a construct composed of three characteristics:

- the attitudes towards learning a language (affect),
- the desire to learn the language (want),
- motivational intensity (effort).

According to Gardner, a highly motivated individual will enjoy learning the language, and want to learn the language, strive to learn the language.

"An 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 (Gardner, 1985).

The Gardnerian theory of SLA motivation is based 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).

Deci & Ryan (1985): Self-Determination (autonomy) Theory it is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding.

- Intrinsic motivation: the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards.
- Extrinsic motivation: the pursuit of some reward external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end.

Extrinsic or Intrinsic Motivation, depending on whether the stimulus for the behavior originated outside or inside the individual.

Dornyei (1990) postulated a motivational construct consisting of: an Instrumental Motivational Subsystem an Integrative Motivational Subsystem Need for Achievement Attribution about past failures.

"Instrumental motivation might be more important than integrative motivation for foreign language learners."

Crookes & Schmidt (1991): They identified four areas of SL motivation:

- the micro level,
- the classroom level,
- the syllabus level,
- a level involving factors from outside the classroom.

The micro level involves the cognitive processing of L2 input. At the micro level learner motivation is evidenced by the amount of attention given to the input.

The classroom level includes the techniques and activities employed in the classroom. The syllabus level refers to the choice of content presented and can influence motivation by the level of curiosity and interest stimulated in the students.

Finally, factors from outside the classroom involve informal interaction in the L2 and long term factors.

Crookes & Schmidt (1991) also suggested that motivation to learn a language has both internal and external features:

Structure of Motivation

Internal / Attitudinal factors

- 1- Interest in L2 (based on attitudes, experience, background knowledge)
- 2- Relevance (perception that personal needs -- achievement, affiliation, power-- are being met by learning the L2.
- 3- Expectancy of success or failure.
- 4- Outcomes (extrinsic or intrinsic rewards felt by the learner.)

External / Behavioral factors

- 1- Decision to choose, pay attention to, and engage in L2 learning.
 - 2- Persistence
 - 3- High activity level
-

Mentioned in "Tapestry of Language Learning" p. 52

Oxford and Shearin (1994): They analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- attitudes (i.e., sentiments toward the learning community and the target language)
- beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- goals (perceived clarity and relevance of learning goals as reasons for learning)
- involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)

- environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
- personal attributes (i.e., aptitude, age, sex, and previous language learning experience).

Dornyei (1994): His taxonomy of motivation is comprised of three levels:

- the Language Level,
- the Learner Level,
- the Learning Situation Level.

The Language level is the most general level which focuses on "orientations and motives related to various aspects of the L2". The motives and orientations at this level determine the language studied and the most basic learning goals.

integrative motivational subsystem instrumental motivational subsystem

The Learner level involves the influence of individual traits of language learners. Motivation is influenced at the Learner Level by the learner's need for achievement self-confidence (anxiety, perceived L2 competence, attributions, self-efficacy). The Learner Level is concerned with internal, affective characteristics of the learner related to expectancy.

Motivation at the Learning Situation Level is influenced by a number of intrinsic and extrinsic motives that are course specific (interest, relevance, expectancy, satisfaction), teacher specific (affiliative motive -please teacher, authority type -controlling vs. autonomy supporting, modelling, task presentation, feedback), group specific (goal-orientedness, reward system, group cohesiveness, classroom goal structure - cooperative, competitive, individualistic).

Wen (1997): He incorporated expectancy-value theories and identified four motivational factors:

- motivation of instrumentality
- intrinsic motivation
- expected learning strategies and efforts
- passivity towards requirements.

Dornyei (1998): He suggests seven main motivational dimensions:

1. The affective/integrative dimension:
 - integrative motives;
 - affective motives;
 - language attitudes;
 - intrinsic motives/attitudes towards L2
 - learning/enjoyment/interest.

2. the instrumental/pragmatic dimension;
3. the macro-context-related dimension (multi-cultural/ intergroup / ethnolinguistic relations);
4. the self-concept-related dimension (generalised/ trait-like personality factors);
 - self-concept;
 - confidence/self-efficacy;
 - anxiety/inhibitions;
 - success/failure-related (attributional) factor;
 - expectancy;
 - need for achievement;
5. the goal-related dimension;
6. the educational context-related dimension (learning/ classroom/ school environment);
7. the significant others-related dimension (parents, family, friends).

2.5. Foreign Language Teaching

Teaching English as a foreign language (TEFL) can be defined as teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor. So, the expanded international relations foster multi nations to communicate one another in terms of politics and economics. Thus, those nations who want to build up good ties are enforced to learn English as a

Foreign Language. Therefore the need for learning languages of other countries is increasing. The number of languages learned as foreign languages is limited.

A country's political and economic situation is the most significant one among the factors that makes it a requirement for the individuals from other nations to learn that language as a foreign language (Özkanal and G. Hakan, 2010) cited in (Demirel, 1987, p. 5).

Languages of the countries dominating the world in all aspects are learned by people of other nations.

Language teaching can be seen as a kind of problem-solving activity. Just like the social environments it takes place in, language teaching is a phenomenon which is constantly changing and challenging the traditional thinking methods (Özkanal and G.Hakan, 2010) cited in (Widdowson, 1990, pp 2-7).

One of the influential principles that might hopefully result in a fruitful technique, is **reflective thinking**, for in-service teachers in the sense originally described by Dewey (1933) as 'an act of searching, hunting, inquiring, to find material' that will help to resolve the doubts and perplexities we have in our professional practice. Moreover, the wealth of information, the data provided by specific lesson plans and learner materials also give teachers opportunities for comparison with their own experiences and for 'articulating, examining, and revising their assumptions' (Ramani 1987).

According to Krashen's Teaching Second Language Theories, he recommends that the following approaches should be under consideration;

"What theory implies, quite simply, is that language acquisition, first or second, occurs when comprehension of real messages occurs, and when the acquirer is not 'on the defensive'... Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying

communicative and comprehensible input, and not from forcing and correcting production" (6-7).

In deciding how to develop language teaching methods and materials, one can take three approaches: make use of second language acquisition theory, make use of applied linguistics research, and make use of ideas and intuition from experience. These approaches should in fact support each other and lead to common conclusions. This book incorporates all three approaches, with a hope of reintroducing theory to language teachers. While "most current theory may still not be the final word on second language acquisition," it is hoped that teachers will use the ideas in this book as another source alongside of their classroom and language-learning experiences.

Summary of Part II. Second Language Acquisition Theory;

There are five key hypotheses about second language acquisition:

- 1) **The Acquisition-Learning Distinction;** Adults have two different ways to develop competence in a language: language acquisition and language learning. Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a "feel" for correctness. "In non-technical language, acquisition is 'picking-up' a language." Language learning, on the other hand, refers to the "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." Thus language learning can be compared to learning about a language. The acquisition-learning distinction hypothesis claims that adults do not lose the ability to acquire languages the way that children do. Just as research shows that error correction has little effect on children learning a first language, so too error correction has little effect on language acquisition.

- 2) **The Natural Order Hypothesis;** The natural order hypothesis states that "the acquisition of grammatical structures proceeds in a predictable order." For a given language, some grammatical structures tend to be acquired early, others late, regardless of the first language of a speaker. However, as will be discussed later on in the book, this does not mean that grammar should be taught in this natural order of acquisition.

- 3) **The Monitor Hypothesis;** The language that one has subconsciously acquired "initiates our utterances in a second language and is responsible for our fluency," whereas the language that we have consciously learned acts as an editor in situations where the learner has enough time to edit, is focused on form, and knows the rule, such as on a grammar test in a language classroom or when carefully writing a composition. This conscious editor is called the Monitor. Different individuals use their monitors in different ways, with different degrees of success. Monitor Over-users try to always use their Monitor, and end up "so concerned with correctness that they cannot speak with any real fluency." Monitor Under-users either have not consciously learned or choose to not use their conscious knowledge of the language. Although error correction by others has little influence on them, they can often correct themselves based on a "feel" for correctness. Teachers should aim to produce Optimal Monitor users, who "use the Monitor when it is appropriate and when it does not interfere with communication." They do not use their conscious knowledge of grammar in normal conversation, but will use it in writing and planned speech. "Optimal Monitor users can therefore use their learned competence as a supplement to their acquired competence."
- 4) **The Input Hypothesis;** The input hypothesis answers the question of how a language acquirer develops competency over time. It states that a language acquirer who is at "level i " must receive comprehensible input that is at "level $i+1$." "We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now." This understanding is possible due to using the context of the language we are hearing or reading and our knowledge of the world. However, instead of aiming to receive input that is exactly at our $i+1$ level, or instead of having a teacher aim to teach us grammatical structure that is at our $i+1$ level, we should instead just focus on communication that is understandable. If we do this, and if we get enough of that kind of input, then we will in effect be receiving and thus acquiring our $i+1$. "Production ability emerges. It is not taught directly." Evidences for the input hypothesis can be found in the

effectiveness of caretaker speech from an adult to a child, of teacher-talk from a teacher to a language student, and of foreigner-talk from a sympathetic conversation partner to a language learner/acquirer. One result of this hypothesis is that language students should be given a initial "silent period" where they are building up acquired competence in a language before they begin to produce it. Whenever language acquirers try to produce language beyond what they have acquired, they tend to use the rules they have already acquired from their first language, thus allowing them to communicate but not really progress in the second language.

- 5) **The Affective Filter Hypothesis** Motivation, self-confidence, and anxiety all affect language acquisition, in effect raising or lowering the "stickiness" or "penetration" of any comprehensible input that is received. These five hypotheses of second language acquisition can be summarized: "1. Acquisition is more important than learning. 2. In order to acquire, two conditions are necessary. The first is comprehensible (or even better, comprehended) input containing $i+1$, structures a bit beyond the acquirer's current level, and second, a low or weak affective filter to allow the input 'in'." In view of these findings, question is raised: does classroom language teaching help? Classroom teaching helps when it provides the necessary comprehensible input to those students who are not at a level yet which allows them to receive comprehensible input from "the real world" or who do not have access to "real world" language speakers. It can also help when it provides students communication tools to make better use of the outside world, and it can provide beneficial conscious learning for optimal Monitor users. Various research studies have been done comparing the amount of language competence and the amount of exposure to the language either in classroom-years or length of residence, the age of the language acquirer, and the acculturation of the language acquirer. The results of these studies are consistent with the above acquisition hypotheses: the more comprehensible input one receives in low-stress situations, the more language competence that one will have (KRASHEN, 1981).

Once it is realized that receiving comprehensible input is central to acquiring a second language, questions are immediately raised concerning the nature and sources of this type of input and the role of the second language classroom. To what extent is the second language classroom beneficial? Classrooms help when they provide the comprehensible input that the acquirer is going to receive. If acquirers have access to real world input, and if their current ability allows them understand at least some of it, then the classroom is not nearly as significant. An informal, immersion environment has the opportunity to provide tons of input; however, that input is not always comprehensible to a beginner, and often for an adult beginner the classroom is better than the real world in providing comprehensible input.

However, for the intermediate level student and above, living and interacting in an environment in which the language is spoken will likely prove to be better for the student, especially considering the fact that a language classroom will not be able to reflect the broad range of language use that the real world provides. The classroom's goal is to prepare students to be able to understand the language used outside the classroom.

What role does speaking (output) play in second language acquisition? It has no direct role, since language is acquired by comprehensible input, and in fact someone who is not able to speak for physical reasons can still acquire the full ability to understand language. However, speaking does indirectly help in two ways: 1) speaking produces conversation, which produces comprehensible input, and 2) your speaking allows native speakers to judge what level you are at and then adjust their speak downward to you, providing you input that is more easily understood.

What kind of input is optimal for acquisition? The best input is comprehensible, which sometimes means that it needs to be slower and more carefully articulated, using common vocabulary, less slang, and shorter sentences. Optimal input is interesting and/or relevant and allows the acquirer to focus on the meaning of the message and not on the form of the message. Optimal input is not grammatically sequenced, and a grammatical syllabus should not be used in the language classroom, in part because all students will not be at exactly the same level and because each structure is often only introduced once before moving on to

something else. Finally, optimal input must focus on quantity, although most language teachers have to date seriously underestimated how much comprehensible input is actually needed for an acquirer to progress.

In addition to receiving the right kind of input, students should have their affective filter kept low, meaning that classroom stress should be minimized and students "should not be put on the defensive." One result of this is that student's errors should not be corrected. Students should be taught how to gain more input from the outside world, including helping them acquire conversational competence, the means of managing conversation.

"As should be apparent by now, the position taken in this book is that second language teaching should focus on encouraging acquisition, on providing input that stimulates the subconscious language acquisition potential all normal human beings have. This does not mean to say, however, that there is no room at all for conscious learning. Conscious learning does have a role, but it is no longer the lead actor in the play."

For starters, we must realize that learning does not turn into acquisition. While the idea that we first learn a grammar rule and then use it so much that it becomes internalized is common and may seem obvious to many, it is not supported by theory nor by the observation of second language acquirers, who often correctly use "rules" they have never been taught and don't even remember accurately the rules they have learned.

However, there is a place for grammar, or the conscious learning of the rules of a language. Its major role is in the use of the Monitor, which allows Monitor users to produce more correct output when they are given the right conditions to actually use their Monitor, as in some planned speech and writing. However, for correct Monitor use the users must know the rules they are applying, and these would need to be rules that are easy to remember and apply--a very small subset of all of the grammatical rules of a language. It is not worthwhile for language acquisition to teach difficult rules which are hard to learn, harder to remember, and sometimes almost impossible to correctly apply.

For many years there was controversy in language-teaching literature on whether grammar should be deductively or inductively taught. However, as both of

these methods involve language learning and not language acquisition, this issue should not be central for language teaching practice. There has similarly been controversy as to whether or not errors should be corrected in language learners' speech. Second language acquisition theory suggests that errors in ordinary conversation and Monitor-free situations should not be corrected, and that errors should only be corrected when they apply to easy to apply and understand grammatical rules in situations where known Monitor-users are able to use their Monitor.

There is a second way in which the teaching of grammar in a classroom can be helpful, and that is when the students are interested in learning about the language they are acquiring. This language appreciation, or linguistics, however, will only result in language acquisition when grammar is taught in the language that is being acquired, and it is actually the comprehensible input that the students are receiving, not the content of the lecture itself, that is aiding acquisition. "This is a subtle point. In effect, both teachers and students are deceiving themselves. They believe that it is the subject matter itself, the study of grammar, that is responsible for the students' progress in second language acquisition, but in reality their progress is coming from the medium and not the message. And subject matter that held their interest would do just as well, so far as second language acquisition is concerned, as long as it required extensive use of the target language." And perhaps many students would be more interested in a different subject matter and would thus acquire more than they would in such a grammar-based classroom.

Krashen (1981) also has another contribution for second language learning literature by putting forward the following popular language teaching methods;

- grammar-translation,
- audio-lingualism,
- cognitive-code,
- the direct method,
- the natural approach,
- total physical response,
- Suggestopedia.

How do these methods fare when they are evaluated by Second Language Acquisition theory? Each method will be evaluated using the following criteria: Requirements for optimal input -- comprehensible -- interesting/relevant -- not grammatically sequenced -- quantity -- low filter level -- provides tools for conversational management. Learning restricted to: -- Rules that are easily learned and applied, and not acquired yet -- Monitor users -- Situations when the learner has adequate time and a focus on form.

1. Grammar-Translation

Grammar-translation usually consists of an explanation of a grammatical rule, with some example sentences, a bilingual vocabulary list, a reading section exemplifying the grammatical rule and incorporating the vocabulary, and exercises to practice using the grammar and vocabulary. Most of these classes are taught in the student's first language. The grammar-translation method provides little opportunity for acquisition and relies too heavily on learning.

2. Audio-Lingualism

An audio-lingual lesson usually begins with a dialogue which contains the grammar and vocabulary to be focused on in the lesson. The students mimic the dialogue and eventually memorize it. After the dialogue comes pattern drills, in which the grammatical structure introduced in the dialogue is reinforced, with these drills focusing on simple repetition, substitution, transformation, and translation. While the audio-lingual method provides opportunity for some acquisition to occur, it cannot measure up to newer methods which provide much more comprehensible input in a low-filter environment.

3. Cognitive-Code

Cognitive-code is similar to grammar-translation except that it focuses on developing all four skills of language: speaking, listening, reading, and writing. Communicative competence is focused upon. Since the cognitive-code approach provides more comprehensible input than grammar-translation does, it should

produce more acquisition, but other newer methods provide even more and have better results. Learning is overemphasized with this method.

4. The Direct Method

Several approaches have been called the "direct method"; the approach evaluated here involves all discussion in the target language. The teacher uses examples of language in order to inductively teach grammar; students are to try to guess the rules of the language by the examples provided. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation. Accuracy is sought and errors are corrected. This method provides more comprehensible input than the methods discussed so far, but it still focuses too much on grammar.

5. The Natural Approach

In the Natural Approach the teacher speaks only the target language and class time is committed to providing input for acquisition. Students may use either the language being taught or their first language. Errors in speech are not corrected, however homework may include grammar exercises that will be corrected. Goals for the class emphasize the students being able use the language "to talk about ideas, perform tasks, and solve problems." This approach aims to fulfill the requirements for learning and acquisition, and does a great job in doing it. Its main weakness is that all classroom teaching is to some degree limited in its ability to be interesting and relevant to all students.

6. Total Physical Response

Total Physical Response, or TPR, involves the students listening and responding to commands given by the teacher such as "sit down" and "walk," with the complexity of the commands growing over time as the class acquires more language. Student speech is delayed, and once students indicate a willingness to talk they initially give commands to other students. Theory predicts that TPR should result in substantial language acquisition. Its content may not be always interesting

and relevant for the students, but should produce better results than the audio-lingual and grammar-translation methods.

7. Suggestopedia

Suggestopedia classes are small and intensive, and focus on providing a very low-stress, attractive environment (partly involving active and passive "seances" complete with music and meditation) in which acquisition can occur. Some of the students' first language is used at the beginning, but most in the target language. The role of the teacher is very important in creating the right atmosphere and in acting out the dialogues that form the core of the content. Suggestopedia seems to provide close to optimal input while not giving too much emphasis to grammar.

What does applied linguistics research have to say about these methods? Applied research has examined the older methods of grammar-translation, audio-lingual, and cognitive-code much more than it has looked at the newer methods. There seems to be only small differences in the results of the older methods. While much research remains to be done, Total Physical Response and the other newer approaches "produce significantly better results than old approaches."

So what is better, the classroom or the real world? "Quite simply, the role of the second or foreign language classroom is to bring a student to a point where he can begin to use the outside world for further second language acquisition.... This means we have to provide students with enough comprehensible input to bring their second language competence to the point where they can begin to understand language heard 'on the outside'.... In other words, all second language classes are transitional."

In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful. These native speakers engage in what is called "foreigner talk," not very different from the way that a parent would talk to a child.

Voluntary pleasure reading is also beneficial for second language acquisition, especially as the reader is free to choose reading material that is of interest and the proper level in order to be understood.

Taking content classes in the language that is being acquired can also be helpful to the more advanced learner, especially when the class is composed of students who are all acquiring the second language.

How does all of the above affect our views on achievement testing? As students will gear their studying to the type of tests they expect to take, the kinds of language tests that are given is very important. "Achievement tests... should meet this requirement: preparation for the test, or studying for the test, should obviously encourage the student to do things that will provide more comprehensible input and the tools to gain even more input when the class is over." With this in mind, general reading comprehension tests are helpful, as would be a test that would encourage students to participate in conversations and employ the tools of communicative competence.

Assuming that the conclusions in this book are correct, many new classroom language materials need to be developed. These materials should focus on providing much comprehensible input to beginning and intermediate students and should provide them with the means to gain even more input outside the classroom. Such materials should only focus on grammatical rules that are easy to learn and apply. Readers should have much more reading material in them and much fewer exercises and should have enough content that students can choose which topics to read about.

"Even if the theory presented here is totally correct, and my suggestions for application are in fact the appropriate ones, there are some serious problems that need to be mentioned before concluding. These have to do with the acceptance, by teachers and students, of language acquisition as primary, and comprehensible input as the means of encouraging language acquisition. These problems are caused by the fact that acquisition differs from learning in two major ways: acquisition is slow and subtle, while learning is fast and, for some people, obvious.... I think that I have presented a conservative view of language acquisition theory and its applications, conservative in the sense that it attempts to be consistent with all empirical data that are known to me. It is consistent with the way thousands of people have acquired second languages throughout history, and in many cases acquired them very well. They acquired second languages while they were focused on something else, while

they were gaining interesting or needed information, or interacting with people they liked to be with."

One of the most influential tools in teaching environment is motivation and attitude of students. Gardner and Lambert (1972) connotated the two types of motivation determined as integrative and instrumental motivation. Gardner (1985) formed a test battery which is named Attitude and Motivation Test Battery (AMTB). This battery contained some items that measure all factors affecting attitude and motivation. In AMTB, the concept of attitude is incorporated in motivation meaning that positive attitudes increase motivation.

An examination of the historical development of language education in the 20th century shows that the focus of the language teaching approaches are based on changes in teaching methods (Özkanal and G. Hakan, 2010) cited in (Richards, 2001, p. 2).

Language teaching is defined as art since it is an activity which can occur as a result of practices performed through very careful observations and patience and requires pretty high a level of skills; and it is defined as science because it includes linguistics which provides scientific information about the language taught and can promote the efficiency of language teaching concept (Özkanal and G. Hakan, 2010) cited in (Demirel, 2003, p. 1). Foreign language teaching can be defined as the process in which a language with other concepts, structure and grammar rules different from mother tongue is taught. The success of the foreign language teaching realized in the school environment is known to be significantly related to the principles applied, because these methods and techniques constitute an entire system designed to transfer grammatical structures and rules processed within a particular context (Widdowson, 1990, p. 190).

Foreign language teaching has experienced many significant changes over the years. The language teaching methods before the 20th century faced the dilemma between an approach focusing on speaking and understanding the language and another approach focusing on the analysis of the language, grammatical rules of the language in other words. After 20th century, different approaches methods and techniques about language teaching were developed. Approach in this context is regarded as the main framework including methods and techniques. While approach

is considered as a phenomenon that reflects a particular model in language teaching, method is defined as a series of processes and technique as classroom instrument and efficiency (Özkanal and G.Hakan, 2010) cited by (Celce-Murcia, 1991, pp. 3-5).

It is observed that foreign language teaching is seen as one of the most important issues in our country. It is reported that despite all the effort and investment, the desired level cannot be achieved in foreign language education in Turkey (Işık, 2008). One of the reasons for that can be referred to the lack or loss of motivation in both teaching and learning environments. One of the distinguished scholars in this field, Gardner (1988) asserts that the notion about attitudes and motivation would be implicated in second language acquisition is not a new one. As early as 1941, Jordan investigated the relation between attitudes toward a number of school subjects and grades in those subjects, and found the relationships for French to be among the highest. A number of later studies by other researches also showed relationships between attitudes towards learning languages and proficiency in the language. The first reference to a possible relationship between attitudes toward the other language community and achievement in that language, however, appears to have been made by Arsenian (1945). One of the many relevant questions he raised, for example, was, "In what way do affective factors, such as social prestige, assumed superiority, or -contrariwise- assumed inferiority, or enforcement of a language by a hated nation affect language learning in a child?" (Arsenian,1945: 85).

Another factor that affects achievement of language learning and teaching is the relation between students and administration of the school. Volkwein, King and Terenzini (1986) explains that There has been an enormous amount of research on college students in the past three decades. The extensive literature reviews by Bowen, Feldman & Newcomb, Hyman et al., Lenning, and Pace reveal that most studies have examined student academic performance, attrition/persistence, and personality development. Only a modest number of studies have addressed the development of intellectual skills during college. At the same time, the higher education community has made many claims regarding the cognitive benefits of attending college, but the evidence supporting these claims is far from complete. What is known on the topic has been based largely on research conducted either on freshmen or on students who begin and complete their education at a single institution. Although that may indeed

include a majority of the students in institutions of higher education, one significant sub- group of the college population-the transfer student-is generally not represented in the research on educational outcomes. Feldman and Newcomb found that formal and informal contact with faculty outside the classroom increased as the students progressed through college and that faculty were seen by students to be important in their influence on intellectual development and on occupational and career decisions. In one of the most extensive studies on student-faculty interaction, conducted by Wilson, Gaff, Dienst, Wood, and Bavry, students with greater amounts of interaction perceived that they had made more progress in a variety of academic skills and expressed greater satisfaction with their overall college experience. (pp. 413-430).

It is also pointed out that students receive a total of 6 years of foreign language education in secondary school and high school, but they still can not be effective and competent in foreign language (Özkanal and G.Hakan, 2010) cited in (Tosun, 2006). There have been studies about what should be done for a more efficient foreign language teaching and some foreign language education policy has gone through some changes. For example, foreign language courses have been put in the programs beginning from primary school fourth grade. Foreign language preparatory programs in secondary education have been abolished and foreign language training has been spread to the entire program (Özkanal and G.Hakan, 2010) cited from (Ministry of Education Regulations, 2006).

Foreign language teaching at universities is generally carried out through preparatory programs. All of foundation (private) universities and most of state universities in our country usually offer foreign language preparatory programs lasting for an academic year. After students successfully complete these programs, they continue their education in departments they have been qualified to study at.

CHAPTER 3: METHODOLOGY

3.1. Presentation

This chapter presents the overall design of the study, including the research questions, the participants and data collection instruments.

3.2. Overall Design of the Study

The present research is an empirical study. The aim of the study is to analyse the motivation levels and attitudes of the volunteer and compulsory preparatory students at İnönü University toward English language as a foreign language. The study was carried out using quantitative data collection methods. The data for the study were collected from the preparatory class students through two five-point Likert-Type Scales. One of them was “Attitude Scale” and the other was “Motivation Scale”.

3.3. Participants

The study was conducted at the Preparatory class of İnönü University in the fall term of 2011-2012th academic year. A total of 170 students (49 volunteers and 121 compulsory English language learners) were the subjects of the study.

Information related to the genders of compulsory, volunteer and total participants have been given in Table1, Table 2 and Table 3, respectively.

Table 1. Descriptive Studies Related to Genders of the Compulsory English Language Students

	Frequency (N)	Percent (%)	Valid Percent
Male	69	57,0	57,0
Female	52	43,0	43,0
Total	121	100,0	100,0

It can be seen in Table 1 that 69 (57%) of the participants taking compulsory English language courses were male students, whereas 52 (43%) were female ones.

Table 2. Descriptive Studies Related to Genders of the Volunteer English Language Students

	Frequency (N)	Percent (%)	Valid Percent
Male	26	53,1	53,1
Female	23	46,9	46,9
Total	49	100,0	100,0

Table 2 shows that, 26 (53,1%) of the participants taking voluntary English language courses were male students, whereas 23(46,9%) were female ones.

Table 3. Descriptive Studies Related to the Genders of Total Participants

	Frequency (N)	Percent (%)	Valid Percent
Male	95	55,9	55,9
Female	75	44,1	44,1
Total	170	100,0	100,0

On the other hand, in Table 3 it is clearly seen that 95 (55,9%) of the participants were male students, while 75(44,1%) were female ones.

3.4. Procedure

This study started during the fall season of 2010-2011 academic years. A permission e-mail was sent to Burgucu (2011) in order to use her attitude and motivation questionnaire. After getting a positive reply the questionnaires of the study were administrated to the subjects during the first days of the term at their regular scheduled class time. The participants were told about the purpose of the study and it was asserted that the study and their participating would be both for their own benefit and for future students' achievement and advantages in language learning.

3.5. Data Collection Instruments

The data for the study were collected through quantitative research instruments. Two different questionnaires were used in the study.

3.5.1. Motivation Questionnaire

The foreign language motivation questionnaire (Appendix 1) adapted by Burgucu (2011), containing 16 items, was used in this study to elicit information related to the participants' *integrative* and *instrumental* motivations. Items 1, 2, 3, 4, 5, and 6 aimed to find role of integrative motivation in learning English and participants' view. 7th, 8th, 9th, 10th items elicited information related to instrumental motivation of participants toward learning English. The other items were about general motivation of learning English as a foreign language.

The reliability of the Questionnaire was calculated by Burgucu using Cronbach's alpha model, and Cronbach's alpha showed the internal consistency of .840, which indicated a high level of reliability

3.5.2. Attitude Questionnaire

Burgucu's (2011) adaptation of the attitude questionnaire, which involved 14 items, was used in this study. Burgucu calculated the reliability of the Questionnaire and found out that Cronbach's alpha showed the internal consistency of .814, which indicated a high level of reliability.

In order to prevent comprehension problems, the questionnaire was administered in Turkish. The options of the questionnaire were in a five-point Likert Scale:

1. Strongly Disagree (Kesinlikle Katılmıyorum)
2. Disagree (Katılmıyorum)
3. Neutral (Kararsızım)
4. Agree (Katılıyorum)
5. Strongly Agree (Kesinlikle Katılıyorum)

3.6. Research Questions

Throughout the study, answers to the following questions have been sought:

1. Do the students of the Preparatory Higher School at İnönü University have a positive or negative attitude towards English?
2. What are the motivation levels of the Preparatory schools at İnönü University?
3. Are there any significant differences between male and female students in relation to attitudes and motivation levels?
4. Are there any significant differences between compulsory and voluntary students in relation to attitudes and motivation levels?

CHAPTER 4: DATA ANALYSIS

Table 4. Independent-Samples T test results showing the motivation levels of voluntary and compulsory preparatory students

Type	N	X	S	sd	t	p
Compulsory	121	49,9752	2,65350	168	42,159	0,358
Voluntary	49	69,2041	2,79120			

According to **Table 4**, there is a significant difference between the motivations of compulsory and voluntary students $t(168)=42,159$, $p<0,05$. Voluntary students have more positive motivations ($X = 69,2041$) than compulsory ones do. ($X = 49,9752$).

Table 5. Independent-Samples T test results showing the attitude levels of voluntary and compulsory preparatory students

Type	N	X	S	sd	t	p
Compulsory	121	44,9174	2,49528	168	22,785	,010
Voluntary	49	53,8367	1,77185			

It is clear from **Table 5** that there is a significant difference between the attitudes of compulsory and voluntary students $t(168)=22,785$, $p<0,05$. Voluntary students have more positive attitudes ($X = 53,8367$) than compulsory ones do. ($X = 44,9174$).

Table 6. Independent-Samples T test results showing the motivation levels of male and female preparatory students

Gender	N	X	S	sd	t	p
Male	95	55,7263	9,47499	168	,334	,739
Female	75	55,2533	8,75043			

In **Table 6**, it is clear that between the motivation levels of male and female preparatory students $t(168)=0,334$, $p<0,05$. Male students' mean value is 55,7263, while that of female ones is 55,2533.

Table 7. Independent-Samples T test results showing the attitudes of male and female preparatory students

Gender	N	X	S	sd	t	p
Male	95	47,4632	4,59141	168	,079	,937
Female	75	47,5200	4,77991			

In **Table 7** it can be seen that there is no significant difference between the attitude levels of male and female preparatory students $t(168) = ,079$ $p < 0,05$. Male students' mean value is 47,4632, while that of female ones is 47,5200.

Table 8. Learning English is important to me in order to be at ease with English speaking foreigners in Turkey or abroad.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1,8	1,8	1,8
disagree	64	37,6	37,6	39,4
Neutral	50	29,4	29,4	68,8
Agree	33	19,4	19,4	88,2
Strongly Agree	20	11,8	11,8	100,0
Total	170	100,0	100,0	

It is indicated in **Table 8** that 67 (39,4%) of the students disagreed with the idea that Learning English is important to them in order to be at ease with English speaking foreigners in Turkey or abroad, while 53 (31,2%) of them agreed and 50 (29,4%) were neutral.

Table 9. I learn English because I am interested in English speaking people and their cultures

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	3,5	3,5	3,5
disagree	64	37,6	37,6	41,2
Neutral	46	27,1	27,1	68,2
Agree	31	18,2	18,2	86,5
Strongly Agree	23	13,5	13,5	100,0
Total	170	100,0	100,0	

In **Table 9**, it is stressed that most of the students 70(41,1%) disagree with the idea that they learn English because they were interested in English speaking people and their culture. whereas only 54(31,7%) of them agreed with the same idea and 46(27,1%) were neutral.

Table 10. Learning English is important to me in order to better understand and appreciate English or/and American art and literature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydisagree	7	4,1	4,1	4,1
	disagree	93	54,7	54,7	58,8
	Neutral	21	12,4	12,4	71,2
	Agree	27	15,9	15,9	87,1
	Strongly Agree	22	12,9	12,9	100,0
	Total	170	100,0	100,0	

In **Table 10**, it is illustrated that students at Inonu Prep Higher School disagree 100 (58,8%) with the idea that learning English is important to them in order to better understand and appreciate English or American art and literature, while 49 (28,8%) students and 21 (12,4%) were neutral.

Table 11. Out of my love of English songs/movies. I have developed a great interest in the language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydisagree	13	7,6	7,6	7,6
	Disagree	88	51,8	51,8	59,4
	Neutral	21	12,4	12,4	71,8
	Agree	28	16,5	16,5	88,2
	Strongly Agree	20	11,8	11,8	100,0
	Total	170	100,0	100,0	

As it is indicated in **Table 11** , 101 (59,4%) students disagree with the idea that out of his love and English songs and movies, he/she has developed interest in the language, while 48 (28,3%) students agree and 21 (12,4%) were neutral.

Table 12. Learning English is important to me to get to know various cultures and people.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydisagree	3	1,8	1,8	1,8
	disagree	78	45,9	45,9	47,6
	Neutral	18	10,6	10,6	58,2
	Agree	51	30,0	30,0	88,2
	Strongly Agree	20	11,8	11,8	100,0
	Total	170	100,0	100,0	

In **Table 12**, it is demonstrated that 81 (47,7%) students disagreed with the approach that learning English was important to him/her to get to know various culture and people, but 71 (41,8%) students agreed with the same idea and 18 (10,6%) students were neutral.

Table 13. I'm learning English so that I can meet foreigners with whom I can speak English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydisagree	3	1,8	1,8	1,8
	disagree	57	33,5	33,5	35,3
	Neutral	42	24,7	24,7	60,0
	Agree	43	25,3	25,3	85,3
	Strongly Agree	25	14,7	14,7	100,0
	Total	170	100,0	100,0	

In **Table 13**, it is observed that 60 (35,3%) students disagreed with the statement that he was learning English so that he/she could meet foreigners with whom he/she could speak English on the contrary 68 (40%) students agreed and 64 (37,6%) students were neutral.

Table 14. Only with good English skills I can find a good job in Turkey.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	12	7,1	7,1	7,1
	Neutral	64	37,6	37,6	44,7
	Agree	54	31,8	31,8	76,5
	Strongly Agree	40	23,5	23,5	100,0
	Total	170	100,0	100,0	

In **Table 14**, it is displayed that 12 (7,1%) students disagreed with the statement that only with better English skills he/she could find a good job in Turkey whereas 95 (55,3%) students agree and 64 (37,6%) students were neutral.

Table 15. Learning English makes me a better educated person.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	106	62,4	62,4	62,4
	Strongly Agree	64	37,6	37,6	100,0
	Total	170	100,0	100,0	

In **Table 15**, it is clear to see that all of the students agree with the idea that learning English makes him/her a better educated person.

Table 16. I learn English in order to find better education and job opportunities abroad.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	99	58,2	58,2	58,2
	Neutral	32	18,8	18,8	77,1
	Agree	21	12,4	12,4	89,4
	Strongly Agree	18	10,6	10,6	100,0
	Total	170	100,0	100,0	

In **Table 16**, it can be seen that 99 (58,2%) students disagree with the approach that he/she learns English to find a better education and job opportunities abroad. Contrarily 39 (23%) students agree and 32 (18,8%) students are neutral.

Table 17. I learn English so as to catch up with economic and technological developments in the world.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	,6	,6	,6
	Agree	128	75,3	75,3	75,9
	Strongly Agree	41	24,1	24,1	100,0
	Total	170	100,0	100,0	

In **Table 17**, it is understood that 169 (99,4%) students –almost entirely- agree with the idea that he/she learns English so as to catch up with economic and technological developments in the world. Only 1 student is neutral.

Table 18. If English weren't taught in school, I would try to obtain lessons in English somewhere else.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydisagree	39	22,9	22,9	22,9
	disagree	51	30,0	30,0	52,9
	Neutral	29	17,1	17,1	70,0
	Agree	28	16,5	16,5	86,5
	Strongly Agree	23	13,5	13,5	100,0
	Total	170	100,0	100,0	

In **Table 18**, it is resulted that 90 (52,9%) students disagree with the idea that if English weren't taught in school, he/she would try to obtain lesson in English somewhere else. But 51 (30%) students agree and 29 (17,1%) students are neutral.

Table 19. When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	76	44,7	44,7	44,7
	Agree	46	27,1	27,1	71,8
	Strongly Agree	48	28,2	28,2	100,0
	Total	170	100,0	100,0	

In **Table 19**, it is shown that 94 (55,3%) students agree with the idea is that when he/she has a problem understanding something the yare learning in English class, he/she immediately asks the teacher. Accordingly, 76 (44,7%) students are neutral about the same idea.

Table 20. I make a lot of effort to learn English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	80	47,1	47,1	47,1
	Strongly Agree	90	52,9	52,9	100,0
	Total	170	100,0	100,0	

In **Table 20**, it is clear to see that all of the students agree with the idea that they make a lot of effort to learn English.

Table 21. After I get my English assignments back, I always revise them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	99	58,2	58,2	58,2
	Strongly Agree	71	41,8	41,8	100,0
	Total	170	100,0	100,0	

In **Table 21**, it is again clear to see that all of the students agree with the idea that after they get their English assignments back, they always revise them.

Table 22. When I'm in English class I volunteer as much as possible.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	15	8,8	8,8	8,8
	Agree	133	78,2	78,2	87,1
	Strongly Agree	22	12,9	12,9	100,0
	Total	170	100,0	100,0	

According to consequences of **Table 22**, 155 (91,1%) students agree with the idea that when he/she is in English class, he/she volunteers as much as possible. 15 (8,8%) students are neutral.

Table 23. If I find the chance to watch a local English TV, I never miss it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	65	38,2	38,2	38,2
	Neutral	34	20,0	20,0	58,2
	Agree	47	27,6	27,6	85,9
	Strongly Agree	24	14,1	14,1	100,0
	Total	170	100,0	100,0	

Considering the results of the last statement of the questionnaire related to motivation (Table 23), it can be observed that 65 (48,2%) students disagree with the idea that if he/she finds the chance to watch a local English TV, he/she never misses it. On the contrary, 71 (41,7%) students agree with the same idea and 34 (20%) students are neutral.

Table 24. Learning English is fun.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	68	40,0	40,0	40,0
	Neutral	50	29,4	29,4	69,4
	Agree	25	14,7	14,7	84,1
	Strongly Agree	27	15,9	15,9	100,0
	Total	170	100,0	100,0	

According to **Table 24**, observing the results it can be said that 68 (40%) students disagree with the statement that learning English is fun whereas 52 (30,6%) students agree with the same statement and 50 (29,4%) students are neutral.

Table 25. I really enjoy learning English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	11	6,5	6,5	6,5
	Neutral	78	45,9	45,9	52,4
	Agree	65	38,2	38,2	90,6
	Strongly Agree	16	9,4	9,4	100,0
	Total	170	100,0	100,0	

According to **Table 25**, it can be concluded that 11(6,5%) students disagree with the statement that he/she really enjoys learning English, contrarily, 81(47,6%) students agree with the above statement and 78(45,9 %) students are neutral.

Table 26. I'd like to learn more about English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	,6	,6	,6
	Neutral	25	14,7	14,7	15,3
	Agree	95	55,9	55,9	71,2
	Strongly Agree	49	28,8	28,8	100,0
	Total	170	100,0	100,0	

According to **Table 26**, it is resulted that 1(0,6%) student disagrees with the statement that he/she would like to learn more about English, vice versa 144(84,7%) students agree with the same approach and 25(14,7%) are neutral.

Table 27. I would rather spend my time on subjects rather than English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydisagree	23	13,5	13,5	13,5
	disagree	25	14,7	14,7	28,2
	Neutral	7	4,1	4,1	32,4
	Agree	100	58,8	58,8	91,2
	Strongly Agree	15	8,8	8,8	100,0
	Total	170	100,0	100,0	

According to **Table 27**, it is shown that 48(28,2%) students disagree with the approach that he/she would rather spend their time on subjects rather than English, while 115(67,7%) of them agree and 25(14,7%) are neutral.

Table 28. Learning English is a waste of time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydisagree	25	14,7	14,7	14,7
	disagree	22	12,9	12,9	27,6
	Neutral	41	24,1	24,1	51,8
	Agree	50	29,4	29,4	81,2
	Strongly Agree	32	18,8	18,8	100,0
	Total	170	100,0	100,0	

According to **Table 28**, it can be concluded that 47(36,6%) of students disagree with the approach that learning English is a waste of time, while 82(38,2%) of them agree and 42(24,1%) are neutral.

Table 29. When I graduate from university, I will give up the study of English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydisagree	54	31,8	31,8	31,8
	disagree	50	29,4	29,4	61,2
	Neutral	26	15,3	15,3	76,5
	Agree	40	23,5	23,5	100,0
	Total	170	100,0	100,0	

According to **Table 29**, it can be stated 104 (61,2%) of students disagree with the statement that when he /she graduates from university, they will give up the study of English, but 40 (23,5%) of them agree and 26(15,3%) are neutral.

Table 30. I would study English at school even if it were not required.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	37	21,8	21,8	21,8
	Neutral	80	47,1	47,1	68,8
	Agree	21	12,4	12,4	81,2
	Strongly Agree	32	18,8	18,8	100,0
	Total	170	100,0	100,0	

According to **Table 30**, it is illustrated that 37(21,8%) of students disagree with the statement that he/she would study English at school even if it were not required, whereas 53(21,2%) of them agree and 80(47,1%) are neutral.

Table 31. In the future, if I planned to stay in a country where both English and my native language are spoken, I would still make an effort to learn English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	54	31,8	31,8	31,8
	Agree	95	55,9	55,9	87,6
	Strongly Agree	21	12,4	12,4	100,0
	Total	170	100,0	100,0	

According to **Table 31**, it can be seen that 54 (31,8%) of students are neutral with the idea that in the future if he/she planned to stay in a country where both English and Turkish were spoken, he/she would still make an effort to learn English, while 116 (77,3%) of them agree with same idea.

Table 32. Learning English is one of the most important things to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	88	51,8	51,8	51,8
	Neutral	31	18,2	18,2	70,0
	Agree	26	15,3	15,3	85,3
	Strongly Agree	25	14,7	14,7	100,0
	Total	170	100,0	100,0	

According to **Table 32** , it is shown that 88 (51,8%) of students disagree with the approach of learning English is one of the most important things for him/her, but 51 (30,0%) of them agree with the same idea and 31(18,2%) are neutral.

Table 33. Learning English is important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	13	7,6	7,6	7,6
	Neutral	54	31,8	31,8	39,4
	Agree	58	34,1	34,1	73,5
	Strongly Agree	45	26,5	26,5	100,0
	Total	170	100,0	100,0	

According to **Table 33**, it is resulted that 13 (7.6%) students disagree with the statement that learning English is important, whereas 103 (60,6%) students agree with the same statement and 54 (31,8%) students are neutral.

Table 34. I Like talking about the issues related to English language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	38	22,4	22,4	22,4
	Neutral	65	38,2	38,2	60,6
	Agree	36	21,2	21,2	81,8
	Strongly Agree	31	18,2	18,2	100,0
	Total	170	100,0	100,0	

According to **Table 34**, it is demonstrated that 38 (22,4%) students disagree with the statement that he/she likes talking about the issues related to English language, whereas 67 (39,4%) students agree with the same statement and 65 (38,2%) students are neutral.

Table 35. English is one of my favourite subject.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	58	34,1	34,1	34,1
	Neutral	63	37,1	37,1	71,2
	Agree	13	7,6	7,6	78,8
	Strongly Agree	36	21,2	21,2	100,0
	Total	170	100,0	100,0	

According to **Table 35**, it is illustrated that 58 (34,1%) students disagree with the statement that English is one of his/her favorite subjects, whereas 49 (28,8%) students agree with the same statement and 63 (37,1%) students are neutral.

Table 36. Inonu University should save more time for English courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	37	21,8	21,8	21,8
	Neutral	72	42,4	42,4	64,1
	Agree	50	29,4	29,4	93,5
	Strongly Agree	11	6,5	6,5	100,0
	Total	170	100,0	100,0	

According to **Table 36**, it is shown that 37 (21,8%) students disagree with the statement that İnönü University should save more time for English courses, whereas 61 (35,9%) students agree with the same statement and 72 (42,4%) students are neutral.

Table 37. To be successful in English is important to me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	1,2	1,2	1,2
	Agree	105	61,8	61,8	62,9
	Strongly Agree	63	37,1	37,1	100,0
	Total	170	100,0	100,0	

According to **Table 37**, it is clear that majority of the students (168 students, 98,8%) agree with the idea that to be successful in English is important to them. Only 2 (1,2%) students are neutral about this idea.

4.1. Discussion

Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school administrators, and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century.

Of course, the way these various groups of individuals generate and use motivation differs greatly. Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers, and school administrators need it to ensure that every facet of the schools they manage continues to improve.

Despite much excellent research during the last two decades, there is still a great deal we do not know about motivation. It remains a mystery, because we all have it, but we all exhibit it at different times, in different degrees, in different ways, and in different contexts. One aspect of the school administrator's job is to discover and nurture motivation among all the different individuals involved in the educational process. Motivation must be rewarded, increased, and sustained at all levels. However, administrators must not forget about their own motivation. Like those around them, they must find ways to remain motivated in the face of obstacles, distractions, and what may sometimes seem like universal indifference.

This sixth issue of the Trends & Issues series offers an overview of some recent studies of motivation as it operates at both the organizational and individual levels, especially in an educational context. Students in public schools obviously cannot be given the immediate financial and professional rewards given to individuals who display high levels of motivation in the workplace. However, there is a variety of other methods educators can use to awaken and sustain young people's motivation to learn. The greatest challenge educators face is to discover what those methods are and to make them an integral part of our educational system (Ron, 1992, pp-III).

Burstall (1975) claims that indices of attitudes and motivation are strongly related to success in the second language. Likewise, McDonough (1986) and Skehan (1998) assert that second language acquisition is a cyclical process: strong

motivation and positive attitude may lead to the desired level of success in learning a second language process.

One of more study that was monitored by JOF, (2004) was evidenced that workers in Jof Idead Family Farm limited were poorly motivated hence productivity. Most managers have discovered that work cannot be achieved through command or order. Improved employee productivity depends on individual motivation, lies also important to note that the direction of motivation is to work hard, and to do high quality work.

His study confirmed that individual performs at a high level when he is rewarded in the organisation for higher performance. This reward may be in form of pay increase, recognition and praise. Motivation cost very little compared to its reward effectiveness and productivity.

The main scope focus of this study, utmost, is based on attitudinal and motivational levels of two different groups of learners; voluntary and compulsory at Prep Higher School of Inonu University, but we should keep in mind that, I think that it would be more logical to explain motivation term into two different categories: “integrative and instrumental motivation”. Or in another Word .”Instrict or extrinc motivations” as some items of questionnaire are constituted of both fields, and so will results appear accordingly. For examplpe; Table8. “Learning English is important to me in order to be at ease with English speaking foreigners in Turkey or abroad.”(1).The statistical results of this Ítem show that the participants 67(39,4) disagree with it whereas only 53(31,2) agree with the same aspect. If is it to be underlined ,it is representing the instegrative or instrict motivation which is also supported by Gardner’s theory, We con comment that students at prep school are in the tendency of learning English more likely in Instrumental or extrinct purposes.

An other item that is; “**Table 12** ” Learning English is important to me to get to know various cultures and people.” The oucomes of this item also confirm that learners learn English for in Instrumental or extrinct purposes. Because, 81 (47,7%) students disagree with the idea, however 71 (41,8%) students agree with the same approach.One more item of the questionnaire to be put forward will give us a pretty good enough perception that most students of Prep Higher School of Inonu University learn English for their welfare goals to get promotion in their statues and

careers due to earn much more money for keeping their life sustainable. For instance, Table 11 ‘‘Out of my love of English songs/movies. I have developed a great interest in the language.’’ As it is indicated in **Table 11** 101 (59,4%) students disagree with the idea, on the contrary, 48 (28,3%) students agree and 21 (12,4%) were neutral.

Over all, range of this research is to figure out if there is a significant relation of attitude and motivation with each other in respect to foreign Language learning achievement.

In order to reveal the conclusion of the research we have to go in details. So, the main aim of this part is to demonstrate the consequences of this study by means of statistical tables and analysis obtained from two different questionnaires related to attitude and motivation levels of voluntary and compulsory students at Prep High School at Inonu University, afterward, to argue these results via referring to the earlier studies made by different researchers regarding to attitude and motivation whether there is any significant interrelation of two components with one another in terms of language learning achievement.

When review over previous literal studies, we have discovered variety of results and point of views of educators and scholars based on attitude and motivation relevant to the educational zones.

One of the most pioneers of this field, and well known scholars is Gardner. Gardner(1985): states that there have been four important factors for motivational orientation; one is a) reason for learning, b) desire to attain the learning goal, c) positive attitude toward the learning situation, and d) effortful behavior. An other view point is put forward by Oxford and Shearin (1994): They analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

Gardner and Lambert (1972:192) defined attitudes as leading an upholding role as long as motivation is concerned: An attitude is the intention on the part of students to learn the language with various aims in mind to pursue these aims with varying degrees of drives strength facilitates or hinders achievement. Therefore, the attitudes of students toward learning a language other than his native language either leads him to success by means of the positive feelings and opinions he has about the

language, its culture, society, etc. or prevents him from achieving the desired proficiency level, which in fact might have been likely to attain for him.

An other study, carried out by (Aydın, 2007), also has discovered that integrative motivation has stronger impact than that of instrumental motivation and found that females have more positive attitudes than those of male students towards English Language Learning. Her studies results show parallel line with that of theorist Gardner.

Gardner (1985) describes core second language learning motivation as a construct composed of three characteristics:

- the attitudes towards learning a language (affect),
- the desire to learn the language (want),
- motivational intensity (effort).

According to Gardner, a highly motivated individual will enjoy learning the language, and want to learn the language, strive to learn the language.

"An 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 (Gardner, 1985).

The results of a study conducted by Aydın, (2007) demonstrated that the participants' levels of integrative motivations and motivational intensities were moderate while the mean of their instrumental motivations was found at a high level. Furthermore, as for the relations between the students' motivations, attitudes and perceptions and their gender, all the factors of motivation and attitude variables correlated meaningfully and girls tended to have higher scores than boys while the difference between the girls' and boys' scores of perception were not found very significant.

A study that was administered by Gökçe, (2008) points out that a significant difference was found between Anatolian high school and high school sections of vocational high schools in terms of attitudes and motivational intensity. Students at high school sections were observed to have more positive attitudes and more motivational intensity than students at Anatolian high school sections do. Moreover, a statistically significant difference was found between female and male students.

Female students tend to have more positive attitudes and more motivational intensity than male students do.

One more study that draws attention was conducted at Muğla University preparatory school with 36 teachers. For that reason, the results of the study can only be attributed to show that these teachers have positive attitudes towards motivational strategies in their teaching. It would not be appropriate to generalize this situation to all of the English teachers working in preparatory schools in Turkey working in different conditions than the participants of this study. Muğla University is a Turkish-medium university and most of the students attending the preparatory school do not have English teaching medium in their domains (Keleş, 2007).

Troughout the literature, an other striking study conducted by Keleş, (2007) on teachers' attitudes towards motivational strategies at Prep Higher School of Muğla university is also identical with our study that teachers Show great positive attitudes towards motivational strategies.

4.2. Results

According to the result of one more important study, at the Education Faculty of İbrahim Çeçen University carried out by Elkılıç, Akalın, Salman, (2010) had a negative attitudes towards compulsory English courses. The results of the study also showed that there was a significant difference between the attitudes of male students and female ones. Female students had more positive attitudes than male students.

After scrutinizing the literature review thoroughly, at last it is time to raise a question about my own study, or it is high time we answered the research questions that would reveal our study's results' demonstration?

According to the statistical analysis of my study's conclusions, the attitudes and motivational levels of voluntary students were found significantly different. The attitudes level of voluntary students was found much more positive than that of compulsory students in terms of ELT/ESL. Table 5 Furthermore, the motivation level of voluntary students were concluded much higher as well than that of compulsory students'. Table 4. However, when the genders are considered, there is no significant difference between male and female in terms of both attitudes and motivation levels at Prep Higher School of Foreign languages of Inonu University.

If compared my studies' results with other researchers', my outcomes of attitudes towards Language Learning were identical to and supported by some as mentioned above in the text, such as Burstall (1975); Elkılıç, Akalın, Salman, (2010); (Aydın, 2007), Keleş, (2007); Gökçe, (2008).

Finally, after illustrating the results that we obtained from data analysis, we can conclude that the volunteer group who has much higher motivation and quite more positive attitudes than those of compulsory group can be attributed to the density desire of students to learn the language and the motivational intensity (effort) and the attitudes towards learning a language (affect), which are identical with the views of the famous educator Gardner. Because those learners dedicate their whole year of education for the sake of English Language Learning before they enter into their educational department. Of course, a total of whole year sacrificing is done not only for nothing but for promoting their self prestige, for integrating into the community of the aimed language speakers and their culture.

4.3. Suggestions

In order to incite the motivation and aptitude of compulsory group of students and acquire them with the positive attitudes towards English Language Learning, sufficient literatural components such as drama, poet, and creation peaceful climate of classroom, and innovated technological materials, like computer games based teaching, and more proper course books, and finally, music accordance based thechnics are recommended to implementation.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter defines the Discussion and Conclusion of the study, according to the results obtained from data analyses conclusions.

5.2. Answers to the research Questions

Research Question 1: Do the students of the Preparatory Higher School at İnönü University have a positive or negative attitude towards English?

Answer 1: According to the analysis results, it can be said that voluntary students have significantly high more positive attitudes ($X = 53,8367$), whereas compulsory ones have less. ($X = 44,9174$). Considering the attitudes of the total students at İnönü Prep Higher School have moderately positive attitude towards English language learning.

Research Question 2: What are the motivation levels of the Preparatory schools at İnönü University?

Answer 2: According to the results of data analysis it is indicated that there is importantly high positive motivation of voluntary students ($X = 69,2041$) towards English language learning, whereas compulsory have moderate motivation ($X = 49,9752$). As as a total, they both have positive motivation but, voluntary students have much more high motivation than compulsory do.

Research Question 3: Are there any significant differences between male and female students in relation to attitudes and motivation levels?

Answer 3: According to the results of data analysis, it is shown that there is no significant difference between male and female students in both attitude and motivation levels.

Research Question 4: Are there any significant differences between compulsory and voluntary students in relation to attitudes and motivation levels?

Answer 4: Combining the statements in Answer 1 and Answer 2, it can be said that there is importantly significant difference between compulsory and voluntary students related to attitudes and motivation levels at prep higher school of İnönü University. Compulsory students have lower attitudes ($X = 44,9174$) and motivations ($X = 49,9752$) than voluntary students (attitude: $X = 53,8367$, motivation: $X = 69,2041$) have.

5.3. Implications of the Study

The present study is of significant as it presents some new ideas about having positive attitudes and dense motivation towards English Language Learning which involve core affect on acceleration and gaining English Learning. Moreover, it gives us a good perception of learning between voluntary and compulsory students at prep Higher School of Inonu University. In addition, it enlightens us about the attitude and motivation levels of genders attending at prep school at Inonu University.

Finally, the higher motivation and positive denser attitudes students have, towards ELT/ELL, the better level of English Language Learning they have.

It is crucial to investigate the reason why compulsory language learners have lower motivation and almost negative attitudes towards ELL for the long term and benefit of Turkish educational system.

5.4. Limitations of the Study

This study is limited to 170 students enrolled at English Prep School of Inonu University, therefore it cannot be generalized to all Turkey.

5.5. Suggestions for Further Research

This study is targeted to figure out the success level of English acquisition between compulsorily and voluntarily taking English Preparatory Programme at High School of Inonu University. Nevertheless, it would be useful to carry out similar surveys relevant to the students' attitudes and motivations, insights and aspects towards approaches, methods, techniques applied in the classroom, and in addition, attitudes towards administration of the school and instructors teaching English at Prep Programme every year. For the reason that language being human,

social, communicative, changeable, creative arbitrary and role governed, the way of teaching, likewise, can change accordingly. One might advise that another research can be conducted on what the relations of students are like with instructors considering course instruction, and administration of Prep School. In the light of this suggestion, it is argued that developing of a learner capacity to be autonomous is meaningful only in terms of interrelational dynamics; that learner autonomy depends upon the capacity of the learner and the teacher to generate and maintain a particular interrelational climate defined in terms of influence or restraint from influence. The factors that might precipitate the breakdown of the learner-teacher relationship, and thus the educative quality of learning process, are discussed (La Ganza, 2002: p 63).

5.6. Conclusion

At last, observing the results of the statistical analyses we can say that not only the motivation of voluntary students of prep school of Inonu University were found much higher than the compulsory students but also their attitudes were found more positive.

This can be affiliated to inner desire that occurs to achieve learning foreign language. It is because they have positive attitude towards speaker of targeted language and their cultures and the way of their lives.

Regarding to the genders, no significant difference were found male and female students in terms of attitude and motivation.

APPENDICES

APPENDIX 1

MOTIVATION QUESTIONNAIRE

PERSONAL INFORMATION

Type: 1. () Voluntary 2. () Compulsory

GENDER: 1) Female 2) Male

Read each statement below carefully, and circle a number that indicates your opinion of the statement.

1= Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1- Learning English is important to me in order to be at ease with English speaking foreigners in Turkey or abroad.	(1)	(2)	(3)	(4)	(5)
2-I learn English because I am interested in English speaking people and their cultures.	(1)	(2)	(3)	(4)	(5)
3-Learning English is important to me in order to better understand and appreciate English or/and American art and literature.	(1)	(2)	(3)	(4)	(5)

4-Out of my love of English songs/movies. I have developed a great interest in the language.	(1)	(2)	(3)	(4)	(5)
5-Learning English is important to me to get to know various cultures and people.	(1)	(2)	(3)	(4)	(5)
6-I'm learning English so that I can meet foreigners with whom I can speak English.	(1)	(2)	(3)	(4)	(5)
7-Only with good English skills I can find a good job in Turkey.	(1)	(2)	(3)	(4)	(5)
8-Learning English makes me a better educated person.	(1)	(2)	(3)	(4)	(5)
9-I learn English in order to find better education and job opportunities abroad.	(1)	(2)	(3)	(4)	(5)
10-I learn English so as to catch up with economic and technological developments in the world.	(1)	(2)	(3)	(4)	(5)
11-If English weren't taught in school, I would try to obtain lessons in English somewhere else.	(1)	(2)	(3)	(4)	(5)
12-When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help.	(1)	(2)	(3)	(4)	(5)
13-I make a lot of effort to learn English.	(1)	(2)	(3)	(4)	(5)
14-After I get my English assignments back, I always revise them.	(1)	(2)	(3)	(4)	(5)
15.When I'm in English class I volunteer as much as possible.	(1)	(2)	(3)	(4)	(5)
16-If I find the chance to watch a local English TV, I nevermiss it.	(1)	(2)	(3)	(4)	(5)

Appendix 2 ATTITUDE Questionnaire

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1-Learning English is fun.	(1)	(2)	(3)	(4)	(5)
2-I really enjoy learning English.	(1)	(2)	(3)	(4)	(5)
3-I'd like to learn more about English.	(1)	(2)	(3)	(4)	(5)
4-I would rather spend my time on subjects rather than English.	(1)	(2)	(3)	(4)	(5)
5-Learning English is a waste of time.	(1)	(2)	(3)	(4)	(5)
6-When I graduate from university, I will give up the study of English.	(1)	(2)	(3)	(4)	(5)
7-I would study English at school even if it were not required.	(1)	(2)	(3)	(4)	(5)
8-In the future, if I planned to stay in a country where both English and my native language are spoken, I would still make an effort to learn English.	(1)	(2)	(3)	(4)	(5)
9-Learning English is one of the most important things to me.	(1)	(2)	(3)	(4)	(5)
11-Learning English is important to me.	(1)	(2)	(3)	(4)	(5)
12-English is one of my favorite subjects.	(1)	(2)	(3)	(4)	(5)
13-Kafkas University should save more time for English courses.	(1)	(2)	(3)	(4)	(5)
14- To be successful in English is important to me.	(1)	(2)	(3)	(4)	(5)

EK-1. MOTİVASYON ANKETİ

Kişisel Bilgiler:

İngilizce alma durumu: 1.Gönüllü 2. Zorunlu

Cinsiyet: 1. Kız 2.Erkek

Bu anket sizin yabancı dile (İngilizce) karşı olan motivasyon ve tutum düzeyinizi belirlemek amacıyla hazırlanmıştır. Bu ankette birinci bölümde 16, ikinci bölümde 14 olmak üzere Toplam 30 soru bulunmaktadır. Cevaplamanız için süre sınırı yoktur. Önemli olan sorulara içten ve dürüst cevaplar vermenizdir.

Lütfen hiçbir ifadeyi boş bırakmayınız.

KATILIMINIZ İÇİN TEŞEKKÜRLER.

Aşağıdaki cümleleri dikkatlice okuyunuz, her bölümün sorularını aşağıda numaralandırılmış olan ifadelerden sizi en uygun olan seçeneği daire içine alınız.

1=Kesinlikle Katılmıyorum 2=Katılmıyorum 3=Kararsızım 4= Katılıyorum 5= Kesinlikle Katılıyorum

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce öğrenmek benim için Türkiye'ye gelen ya da yurtdışında İngilizce konuşan kişilerle daha rahat olabilmek için önemlidir.	(1)	(2)	(3)	(4)	(5)
2. İngilizce konuşan insanlarla ve onların kültürleriyle ilgili olduğum için İngilizce öğreniyorum.	(1)	(2)	(3)	(4)	(5)
3. İngilizce öğrenmek benim için İngiliz ve/veya Amerikan sanatı ve	(1)	(2)	(3)	(4)	(5)

edebiyatını anlamak için önemlidir.					
4. İngilizce filmler /şarkılar sayesinde İngilizceye büyük bir ilgi duymaya başladım.	(1)	(2)	(3)	(4)	(5)
5. İngilizce öğrenmek benim için değişik kültürler ve insanlar tanımak için önemlidir.	(1)	(2)	(3)	(4)	(5)
6. İngilizce konuşabileceğim yabancılarla tanışabilmek için İngilizce öğreniyorum.	(1)	(2)	(3)	(4)	(5)
7. Ancak iyi İngilizce becerileriyle Türkiye’de iyi bir iş bulabilirim.	(1)	(2)	(3)	(4)	(5)
8. İngilizce öğrenmenin beni daha eğitilmiş bir insan yapacağını düşünüyorum.	(1)	(2)	(3)	(4)	(5)
9. Yurtdışında daha iyi iş ya da eğitim fırsatları bulabilmek için İngilizce öğreniyorum.	(1)	(2)	(3)	(4)	(5)
10. Dünyadaki teknolojik ve ekonomik gelişmeleri takip edebilmek için İngilizce öğreniyorum.	(1)	(2)	(3)	(4)	(5)
11. Eğer İngilizce Üniversitede okutulmuyorsa, başka yerlerde İngilizce dersleri almaya çalışırdım.	(1)	(2)	(3)	(4)	(5)
12. İngilizce sınıfında öğrendiğimiz konuyla ilgili bir sorunun olursa, öğretmenimden hemen yardım isterim.	(1)	(2)	(3)	(4)	(5)

13. İngilizce öğrenmek için çok çaba harcarım.	(1)	(2)	(3)	(4)	(5)
14. İngilizce ödevlerimden geribildirim aldığımda, onları hep gözden geçiririm.	(1)	(2)	(3)	(4)	(5)
15. İngilizce derslerine mümkün oldukça çok katılım gösteririm.	(1)	(2)	(3)	(4)	(5)
16. Eğer İngilizce yayın yapan bir kanalı izleme fırsatı bulursam, bu fırsatı asla kaçırmam.	(1)	(2)	(3)	(4)	(5)

EK-2. TUTUM ANKETİ

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce öğrenmek eğlencelidir.	(1)	(2)	(3)	(4)	(5)
2. İngilizce öğrenmekten gerçekten hoşlanıyorum.	(1)	(2)	(3)	(4)	(5)
3. İngilizce ile ilgili daha fazla bilgi edinmek, edinmek istiyorum.	(1)	(2)	(3)	(4)	(5)
4. Zamanımı İngilizce yerine başka derslere harcamayı tercih ederim.	(1)	(2)	(3)	(4)	(5)
5. İngilizce öğrenmek zaman kaybıdır.	(1)	(2)	(3)	(4)	(5)
6. Kafkas Üniversitesi ve bu bölümden mezun olunca İngilizceyi bırakacağım.	(1)	(2)	(3)	(4)	(5)
7. Okulda zorunlu tutulmasa bile İngilizce öğrenmeyi isterdim.	(1)	(2)	(3)	(4)	(5)
8. İleride hem anadilimde, hem de İngilizce iletişim kurma imkânım olan bir ülkede kalmayı planlasam, yine de İngilizce öğrenmeye gayret ederim.	(1)	(2)	(3)	(4)	(5)

9. İngilizce öğrenmek benim için en önemli şeylerden biri.	(1)	(2)	(3)	(4)	(5)
10. İngilizce öğrenmek önemlidir.	(1)	(2)	(3)	(4)	(5)
11. İngilizce ile ilgili konuları tartışmaktan hoşlanırım.	(1)	(2)	(3)	(4)	(5)
12. İngilizce sevdiğim dersler arasında yer alır.	(1)	(2)	(3)	(4)	(5)
13. Okulda İngilizce derslerine daha çok zaman ayrılmalıdır.	(1)	(2)	(3)	(4)	(5)
14. İngilizcede başarılı olmak benim için önemlidir.	(1)	(2)	(3)	(4)	(5)

REFERENCES

- ABÍSAMRA, Nada Salem. "The Role of Motivation, Gender, and Language Learning Strategies in EFL Proficiency", <http://www.nadasisland.com>. (15 May 2013).
- ACAR, Kezban, "Globalization And Language: English In Turkey", **Sosyal Bilimler, Cilt: 2 Sayı: 1** Celal Bayar Üniversitesi S.B.E Mani Sa (2004) (p.2).
- BAKER, C. **Attitudes and Language**, Library of Congress cataloging in Publication Data, Multilingual Matters: 83, ISBN 1-85359-142-4, 1949.
- BARKER, Chris, **Television, globalization and Cultural Identities**. Buckingham: Philadelphia: Penn: Open University Pres, 1999.
- BURGUCU, A.(2011).The Role of Attitude, Motivation, and Anxiety in Learning English as a foreign Language.Unpublished Masters Thesis. Kafkas University: Institute of Social sciences.
- BURSTALL, C. (1975). **French in Primary School: The British Experiment**. Canadian Modern Language Review, 31, 388-402.
- BROOKFIELD, Stephen, **Adult Learning: An Overview**; in A. Tuinjmans (ed.) 1995. *International Encyclopedia of Education*. Oxford, Pergamon Press. (Forthcoming, (1995).
- BROOKFIELD, Stephen, D., Using the lenses of critically reflective teaching in the community college classroom. *New Directions for Community Colleges*. Wiley Subscription Services, Inc., A Wiley Company (2002). <http://dx.doi.org/10.1002/cc.61> (25 January 2012).
- CLÉMENT, R., Smythe, P. C., & Gardner, R. C. (1978). Persistence in second language study: Motivational considerations. *Canadian Modern Language Review*, 34, 688-694.
- Council of Europe seminar sponsored by the Ministry of Education, Spain 30 September – 2 October 2004.
- CROOKES, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41, 469-512.
- DEMIREL, Ö., **ELT Methodology**, Ankara: Pegem A Publication, 2003.
- DEWEY, J., **How we think: A restatement of the relation of reflective thinking to the educative process**. Boston: D. C. Heath, 1933.

- DÖRNYEI, Z., Motivation in action: Towards a process-oriented conceptualization of student motivation. **British Journal of Educational Psychology**, 70:533-535, (2000).
- DÖRNYEI, Z. (in press to appear in 2007). Innovation in Language Learning and Teaching, 1.
- DÖRNYEI, Z. (2001a). *Motivational strategies in the language classroom*. Cambridge University Press, Cambridge.
- DÖRNYEI, Z., & Murphey, T. (2003). *Group Dynamics in the Language Classroom*. Cambridge University Press, Cambridge.
- DÖRNYEI, Z. (2001b). *Motivational strategies in the language classroom*. Cambridge University press, Cambridge *ELT Journal* 41/1: 3–11.
- DÖRNYEI, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78, 273-284.
- DÖRNYEI, Z. (1998). *Motivation in second and foreign language learning*. Language Teaching, 31, 117 -135.
- DÖRNYEI, Z. (2001). *Teaching and researching motivation*. Harlow, England: Longman.
- ELKILIÇ, G. & SALMAN, R. M. and AKALIN, A. Attitudes of Education Faculty Students towards Compulsory English Courses: The Case of Ağrı Ibrahim Cecen University, Assist. Kafkas University, Faculty of Science and Letters, Department of Science and Letters Kars, Turkey. 2nd International Symposium on Sustainable Development, June 8-9, Sarajevo, 2010.
- FISCHL, Alfred I. **Drama in Modern Language Teaching Vorwort**. Leiter der Abt. I/4 im BMBWK, Kulturpädagogik, Kreativitäts- und Begabungsförderung zur vorliegenden Publikation, 2007.
- GAN, ZHENG DONG. Understanding Successful and Unsuccessful EFL Students in Chinese Universities.
- GARDNER, R. C. Attitudes and Motivation. Annual Review of Applied Linguistics, 9, pp 135-148 doi:10.1017/S0267190500000854 (25 January 2012) 1988.
- GARDNER, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13, 57-72.
- GARDNER, R.C. **Motivation and Second Language Acquisition**, University of Western Ontario, Received: 26-1-07/Accepted version: 10-02-07 ISBN: 1697-7467, pp. 9-20.

- GARDNER, R. C., & Smythe, P. C. (1981). On the development of the Attitude/Motivation Test Battery. *Canadian Modern Language Review*, 37, 510-525.
- GARDNER, R. C., & Lysynchuk, L. M. (1990). The role of aptitude, attitudes, motivation and language use on second-language acquisition and retention. *Canadian Journal of Behavioural Science*, 22, 254-270.
- GÖKÇE, S. *Attitudes And Motivational Intensity of Foreign Language Learners At Vocational High Schools*. Middle East Technical University, Graduate Thesis, Ankara, September, 2008.
- HARTLEY, James & DAVIES, Ivor K., *Preinstructional Strategies: The Role of Pretests, Behavioral Objectives, Overviews and Advance*, 1976. Organizers Author(s): James Hartley American Educational Research Association Stable URL: <http://www.jstor.org/stable/1170040> Accessed: 22/01/2012 16:44.
- HARTLEY, James & DAVIES, Ivor K., *Preinstructional Strategies: The Role of Pretests, Behavioral Objectives, Overviews and*, (1976).
- IŞIK, A., Where Do the Mistakes in Our Foreign Language Education Source from? *Journal of Language and Linguistic Studies*. (4) 2. (2008).
- KELEŞ, Y. *Attitudes Of English Language Teachers To Motivational Strategies In Language Learning*, Master Thesis, 2007.
- KRASHEN, S.D. “*Second Language Acquisition and Second Language Learning*”, University of Southern California, 1981. First printed edition 1981 by Pergamon Press Inc. http://sdrashen.com/SL_Acquisition_and_Learning/SL_Acquisition_and_Learning.pdf. (27 July 2013).
- LA GANZA, W.T, Maintain Learner Autonomy online. The teacher's (CD-ROM). In Meeting the Challenges of Research and Practice. L. Mak, S. chung, P. Foe, J. Hunter. M. Keoing, J. Lee. M. W& N Noaker (eds). Hong Kong: Hong Kong University of Science and Technology 2002. <http://site.ebrary.com/lib/inonu/Doc?id=10212578&ppg=71> (19 January 2012).
- LITTLE, David. *European Language Portfolio*, 2004.
- LITTLEJOHN, Andrew. “English Teaching Professional”, Issue 19, November 2001.
- Maslows Hierarchy of Needs, <http://www.examstutor.com>, (15 May 2013).
- ONI, O. “The Impact Of Employees’ Motivation On Productivity In An Organization”, Federal University of Technology, Akure, Ondo State, Nigeria, 2004.

- OXFORD, REBECCA L. and EHRMA, Madeline, **Second Language Research on Individual Differences**. Annual Review of Applied Linguistics, 13, pp 188-205, 1992, doi:10.1017/S0267190500002464 Reviewed work(s): Source: Review of Educational Research, Vol. 46, No. 2 (Spring, 1976), pp. 239-265 Published by: American Educational Research Association Stable URL: <http://www.jstor.org/stable/1170040>. Accessed: 22/01/2012 16:44 Your use.
- RAMANI, E. 'Theorizing from the classroom'. 1987.
- RENCHLER, R. **Student Motivation, School Culture and Academic Achievement What School Leaders Can Do**, ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT University of Oregon, 1787 Agate Street, Eugene, Oregon 97403. (503) 346-5043 February 1992 PP:2-3.
- RICHARDS, Jack. & RENADYA, Willy A **Thories of Teaching in Language Teaching, -Methodology In Language Teaching-** An Anthology of Current Practice. Cambridge University Press, Cambridge (PP 19-23), 2002.
- SKEHAN, P. (1998). **A Cognitive Approach to Language Learning**. Oxford: OUP.
- TOSUN, C. Problem of Education in a Foreign Language, **Journal of Language and Linguistic Studies**. (2) 1. (2006).
- University of Western Ontario*, Received: 26-1-07/Accepted version: 10-02-07 ISBN: 1697-7467.
- VOLKWEIN, J. F.; KING, M.C.; TEREZINI, P.T. Student-Faculty Relationships and Intellectual Growth among Transfer Students. **The Journal of Higher Education**, Vol. 57, No. 4 (Jul. - Aug., 1986), pp. 413 – 430. Ohio State University Pres. <http://www.jstor.org/stable/1980995> (25 January 2012), (1986).
- WIDDOWSON, H. G., **Aspect of Language Teaching. Hong Kong**: Oxford University Press. 1990.
- Wikipedia, "History of English" World Englishes, 25 October 2011, http://en.Wikipedia.org/wiki/World_Englishes (23 January 2012).
- WILSON, Reid." A Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition", <http://www.languageimpact.com/articles/rw/krashenbk.htm> (20 April 2013).

ÖZGEÇMİŞ

- 1963 Adıyaman ili Kâhta İlçesinde doğdu.
- 1975 Atatürk İlk Okulu'nu bitirdi.
- 1978 Atatürk Ortaokulu'nu tamamladı.
- 1981 Atatürk Lisesi'ni bitirdi.
- 1991 Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi İngilizce Öğretmenliği Bölümünden mezun oldu.
- 2013 Kafkas Üniversitesi Batı Dilleri ve Edebiyatı Anabilim Dalı, İngiliz Dili ve Edebiyatı Bölümünde Yüksek Lisansını tamamladı.