

IDENTIFICATION OF MOTIVES FOR LANGUAGE STUDY
AT THE POLICE ACADEMY

A THESIS
SUBMITTED TO THE FACULTY OF LETTERS
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF A MASTER OF ARTS IN
THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY

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August 1990

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BILKENT UNIVERSITY
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MA THESIS EXAMINATION RESULT FORM

August 31, 1990

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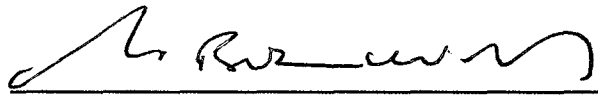


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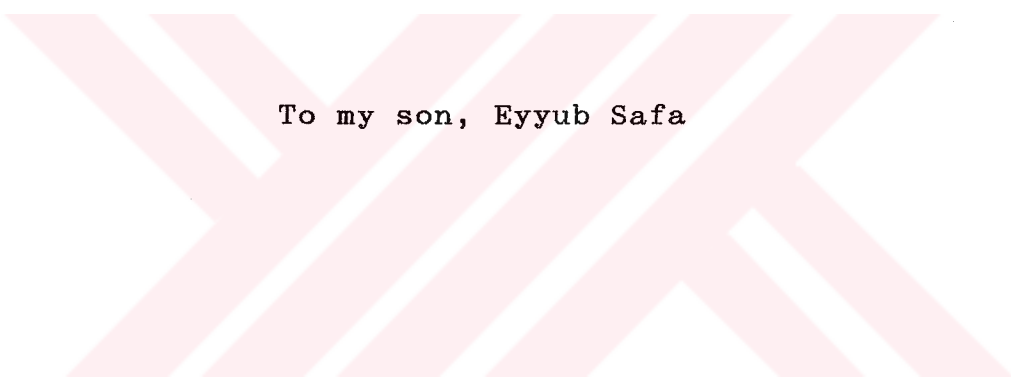


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To my son, Eyyub Safa

ACKNOWLEDGEMENTS

I would like to express my greatest gratitude to Dr. Aaron S. Carton and Dr. Esin Kaya-Carton for their unprecedented support and patience.

I am grateful to Dr. John Aydelott and Dr. Lionel M. Kaufman, Jr. for their helpful suggestions and guidance.

I would like to thank Ms Nevin İnal for her endless encouragement and support.

I would like to thank Mr. Süleyman Aydın and Mr. Ali Tekçe, my colleagues, for their assistance in administration of the questionnaire.

I am especially indebted to Mr. Naci Mustafa Kayaoğlu for his computer assistance and Ms. Nalan Kırbıyık for her printing assistance.

My very special thanks go to my wife for her understanding, endless patience and encouragement.

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CHAPTER 1

INTRODUCTION

The English language program at the Police Academy is a general one concerning itself with the four basic language learning skills--listening, speaking, reading and writing.

Most students, about 83 percent (according to the data collected for this study), come to the Police Academy from the Police Colleges. These are English--medium secondary schools having preparatory classes for one year to teach general English. A smaller group comes from general high schools (lise). The academy offers the same EFL programs to both the students from the Police Colleges and those coming from high schools. Thus, the difference between proportions in English medium schools and high schools, which only offer three years of limited classroom instruction is not taken into consideration. All of the students are considered to be intermediate in English and, they are all supposed to reach advanced level at the end of the Police Academy's undergraduate program.

Although the time (six hours a week in all academic years) allocated to EFL in the academy's total curriculum is greater than the time allocated to all the other courses (international law, public administration, vocational subjects, and so on) in the undergraduate program of the Police Academy, and although the students are provided with a

great variety of facilities, the achievement scores in English are considerably lower than expected.

There are, however, some students (considerably smaller in number) who make great progress in English and reach advanced level. It is a fact that those who appear to be contented with the feeling of success have either intrinsic instrumental or incentive--oriented motivation, which explains why they are successful in their language study. On the whole, students, however, do not seem to reach advanced level as stated in the overall goal of the EFL program.

When they finish the program, the students are supposed to have acquired good command of English both written and oral so that they can work in cooperation with the other security organizations throughout the world. The students who achieve proficiency in English are very likely to take jobs that offer high promotion prospects. They will also take the opportunity to go abroad to study in their field of interest, which results in many other opportunities like getting rapid promotions.

Statement of the topic

The problem of not reaching the level planned may arise because of the lack of motivation on the part of the students at the Police Academy. Motivation is often missing in EFL classes in Turkey for reasons other than the ones which apply to the Police Academy.

The topic of this thesis is the problem of motivation with the focus on identification of motives of the students for language study at the Police Academy.

Motivation, as an umbrella term, has to do with the why of the behavior rather than the what and the how of the behavior as Mc Clelland (1987) states. It is, therefore, necessary to point out that students' conscious intents, which refer to the perception of their wishes by making inferences from their behaviors about their intent, are of primary importance. Among other determinants of behavior, motives appear to be the most important that can be said to be the core of motivation.

It is, therefore, crucial to identify students motives expected to be of some major types as a basis for language study. What should be done next is to find ways to promote language learning, which requires a suitable method including effective techniques in line with the text books in use and with the objectives based upon the needs of the students, the institute and the society.

This thesis, however, does not deal with the motivational techniques to be used in EFL classes to promote motivation. This study is devoted to identification motives considering the relations among motives, needs--referred to as broad motives--incentives that are very high offered to the

security organization. Attitudes toward the target language and the foreign culture are also considered to be of major determinants of human behavior and, therefore, should be taken into account.

Statement of purpose

As stated in the paragraph above the issue concerns motives and incentives for language learning in non--academic governmental service settings teaching foreign languages throughout the world e. g., the USA Defence Language Institute. English is taught in non--academic settings, so motivation is a basic issue in any form of classroom learning.

The underlying purpose of this study is to focus upon the motivation in general to set up basis for further study on English teaching at the Police Academy.

Motivation has got to do with the classroom instruction regarding effective techniques and the materials used but, the underlying fact is that motives of students should be identified first since '...when motives are ignored or thwarted the learner may show resistance to learning' as Harvey (1986) points out. Motivation is thought of as the essence of language study since 'If a student does not want to learn no--one can make him' as Sharp (1976) asserts. It is apparent that motivation is nessary for students to be

successful in their effort to learn a foreign language. Incentives ranging from high promotion prospects to the opportunity to study abroad may not get the learners motivated when they do not care about them. Lack of motivation on the part of the learners often results in poor progress made in language learning. Thus, study that provides the teachers with the information about major types of motives of the students is needed in order for them to conduct their classes properly as they should. This thesis is also intended to provide an understanding of the importance of identifying motives of future classes, which entails designing EFL courses around the needs and the motives of the students to promote motivation for language study.

Statement of Method

First a review of literature was conducted. The review first concerned with motivation and then the examined literature concerned with the motives of the students for language study. An outline of the review is given below.

A) What is motivation?

a) meaning

b) kinds of motivation

B) The relationship between motivation and its determinants

C) Theories of motivation

D) Conclusion

Next, a questionnaire derived from the theoretical notions encountered in the review was prepared for administration to students in one class of each academic year at the Police Academy. The questionnaire also contained a number of items concerned with related issues which will not be of concern to us in the present report.

The two significant sections of questionnaire were a) self--report language proficiency scale and b) an instrument consisting of eight Likert--type items concerned with language motivation. The first section was designed to ascertain what students think they can do. The second section was designed to identify the major language study of students at the Police Academy.

Statement of limitations

This study is limited to the following

- a) not relevant to academic settings
- b) findings may not be generalizable beyond the categories of people who are likely to attend the Police Academy.

Organization of the study

Chapter 1 is devoted to the introduction and explanation of the topic.

Chapter 2 is the review of the literature related to the topic.

Chapter 3 is about explanation of the methodology used for the study.

Chapter 4 deals with the presentation of the data collected through the questionnaire, and the analysis of the data.

Chapter 5 is focused on drawing conclusions and suggestions based on the conclusions.

Statement of expectations

The findings through the questionnaire are expected to be reliable in order that suggestions based on them are worth mentioning. The motivational techniques that can be developed around the motives and the needs for language study will be successful on condition that this study provides useful information. It is expected that this study will help find solutions to the problem of language learning. It is also expected to find no more motive types among the students at the Police Academy.

CHAPTER 2

LITERATURE REVIEW

Motivation is an important factor that affects attitudes toward language learning just as it plays significant role in other subjects studied at school.

Studies that have been done so far on identification of human motives show that 'motives differ from other determinants of action and relate to other motivation-type variables such as emotions, incentives, values, casual explanations, and conscious and unconscious intents' as McClelland (1987) asserts. The umbrella term-motivation-should therefore be the major focus of this study, and different points on it should be carefully studied.

The term 'motivation' translates itself into a number of different manifestations depending upon what researchers in psychology understand by it. It can either be 'total desire to learn', an interest coming from 'inward drive', 'emotional interest' that appeals to one, 'natural incentive', 'wanting to please someone', 'wanting to please one's super ego' or 'wanting to learn' are considered to be different sources of motivation. In language learning 'wanting to learn' seems to be the real motivation type which refers to inner drive. McClelland referring to

Marshall Jones'(1955) study on motivation asserts that 'the subject matter of motivation has to do with " how behavior gets started, is energized, is sustained, is directed, and is stopped". To put it another way, motivation has to do with the why of the behavior as opposed to the how or the what of the behavior'(p. 4).

For the foreign language educator certain questions that come to mind motivation: For learning to take place is it enough to arouse a generalized form of motivation? Does motivation also have to be directed in a certain way? Does motivation have to be maintained? What is meant by 'the motivated learner'? Can motivation be increased by techniques which the educator can use? Is motivation affected by the learning atmosphere in the language class? What is the relationship between the motivation of students and teacher's attitudes? Answers to such questions above will not only help understand what motivation is, but also lead to practical applications. For the present study an understanding of the components of motivation can help in the development of suitable measurement instruments to identify the nature of motives of students for language study at the Police Academy.

Meaning of motivation

Motivation refers to a construct which is internal to the organism. Sharp (1975) asserts that 'wanting to learn ' is

real motivation. In his psychological analysis of motivation Mc Donough (1989) refers to the term as 'a cover--blanket term-- that includes a number of possibly distinct concepts' which are as follows:

- a) energy
- b) willingness to learn
- c) perseverance
- d) interest
- e) enjoyment of lessons
- f) incentives
- g) benefits of knowing the language

In addition to his assertion, he says that 'the origin of any of these variables for any particular learner may well be different from that of other learners'(p. 149). McDonough also states the importance of distinguishing between the variables since 'there are some dangers inherent in the term' (P. 148). McClelland (1987), following Hull's example, refers to the term as 'aroused motive' rather than 'any factor that moves a person to act' as Atkinson and Weiner (1978, 1980) assert (p. 84). McClelland goes on to say that

If the term motivation already has been used to describe any factor that moves a person to act, it is no longer available to describe an aroused motive, for all these reasons we will

use the term motivation to describe an aroused motive and such terms as 'excitatory potential' or the 'impulse' or 'tendency to act' to describe the effect of the sum of the total of determinants of action (p. 85).

Rogers (1986) refers to the term as force within the individual that moves him or her to act in a certain way. In addition, Rogers speaks of factors that energize and direct behavioral patterns organized around a goal. Rivers (1984), like Rogers, refers to motivation as the energizing force each entity possesses. Gardner (1984), referring to the studies he did with Lambert sees motivation as effort plus desire to achieve the goal. Chastain (1976) clarifies motivation as achievement motivation which leads one to participation in an activity to learn. Harvey (1986), speaking of learning motivation, refers to the term as 'desire to act' which acts as impulse to human behavior influenced by internal and external stimuli. She goes on to say that 'all human behavior is more or less motivated and more or less directed' (p.28). Stevick (1976) refers to motivation as 'desire to learn aroused by a reward'. Brown (1987), with reference to Ausubel's identification of human desires and Maslow's hierarchy of human needs, he generalizes the meaning of motivation as 'inner drive, impulse, emotion, or desire that moves one to a particular action' (p. 114). The meaning of motivation varies in a number. Therefore, it

is also necessary to look into the types of motivation in order to understand the whole issue thoroughly.

Kinds of motivation

The question kept in mind in relation to motivation is if motivation comes from within oneself or from external world. The answer to the question is both since motivation can be regarded as 'controlled' which comes from within oneself and 'uncontrolled' which comes from the outside world.

Sharp (1975) refers to kinds of motivation as internal motivation which is the desire to learn coming from inside through interest, curiosity, pleasure in the achievement or in the acquiring of skills, and external motivation which is the desire to please parents or teachers, desire to avoid disapproval, and desire for a good mark or an examination success. The types of motivation cited above can also be referred to as intrinsic motivation that stems from within oneself--and extrinsic motivation--one that comes from external incentives, rewards, punishments and school requirements as described by Kathleen Baily (Brown, 1987). Brown (1987), with reference to the studies carried out by Lambert and Gardner, states that motivation is a factor of a number of different kind of attitudes which fall into two types of motivation: instrumental and integrative.

Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth.

Integrative motivation is the one which is employed when 'learners wish to integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society'(Brown, 1987, 114). Speaking of the kinds of motivation, Harvey (1986) prefers to distinguish between the two types of motivation according to the stimuli which may be either internal or external. In education, therefore, both intrinsic motivation that results from internal need (the need to know and understand), and extrinsic motivation that is the result of external factors (the fulfillment of institutional requirements) are spoken of equal value. This means that instrumental motivation does not always have to be intrinsic only, and integrative type motivation can never be extrinsic.

Bailey's dichotomy of motivation types illustrates the fact that integrative and instrumental motivation can be both intrinsic and extrinsic.

The studies carried out by Lambert and Gardner in ESL (English as a second language) settings such as the USA and Canada show that integrative motivation is accompanied by

higher scores on the proficiency test in second language learning. Yasmeer Lukmani's study (1972), as cited by Brown,

INTRINSIC	EXTRINSIC
Integrative: L2 learner wishes to integrate with the L2 culture (e.g. , for immigration or for marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e. g. , Japanese parents send their kids to Japanese-language school)
Instrumental: L2 learner wishes to achieve goals utilizing L2 (e. g. , for a career)	External power wants L2 learner to know the L2 (e.g., corporation sends Japanese businessman to U. S. for language training)

Figure 1: Bailey's classification of motivation types (Brown, 1987)

carried out in India shows that Indian students learning English with instrumental motivation scored high on English Proficiency Tests. The findings, however, indicate that the two types of motivation can not be mutually exclusive. Arabic students learning English in English speaking countries may have come up with both of the motivation types.

Brown (1987) speaks of the 'identity crisis' among those learning a foreign language in some language learning settings like India and French speaking Africa. Kachru's studies show that an identity crisis may be minimized in legitimate language learning context. Second language

learning is often seen as emotional activity which generally entails taking on a new identity. In this context, therefore, integrative motivation might well be thought of as assimilative motivation which is a drive to become an indistinguishable member of a speech community.

Graham (1984), as cited by Brown (1987), says that assimilative motivation is 'the characteristic of those who learn English at a very young age', and that 'one can be integratively oriented without desiring "to lose oneself" (Brown 1987, 117). In connection with the types of motivation Brown asserts that teachers need to find out the source of the students' motivation in order to meet the particular needs.

From these remarks cited above one can easily come up with the idea that motivation type varies from one to another depending upon the distinct factors--willingness, benefits of knowing the language, energy, interest, enjoyment of lessons. Sharp states that internal motivation can be increased by making learning interesting, using different effective teaching techniques, and making learning rewarding. External motivation can also be increased by parents' and teachers' encouragement of recognition of students' success. According to Rogers, in each type of the motivation, motives can be classified according to their importance in the given situation.

It is necessary to go deeper into the study of motivation so as to find out the relationship among the major determinants of it.

Relations among the major determinants of motivation

Rivers (1983) refers to Frymiers' definition of as "that which gives direction and intensity to behaviour" (p. 108).

She goes on to say that

... by the direction and intensity of the behavior we try to infer something about the inner state of the organism... studying this something in more detail, we realize it as a complex of factors many of which are intensely personal (p.108).

Rivers (1984) sees motivation as the private domain of the learner using the term 'natural motivation' that refers to the energizing force each living entity possesses. Thus, to study motivation in detail, it is necessary to consider it in relation to motives, incentives and needs.

Motives

As motivation is considered to be something that comes from within oneself, according to Lott are 'the factors which incite a person's will to do something. He appreciates the importance of motivation since 'the more highly motivated people are to do something, the better they will do it' (p. 87).

Mugglestone (1977) believes that 'motives can be changed and new ones learned' , which applies to secondary motives that are related to social motivation (p. 112). She concentrates on a primary motive which she calls 'curiosity motive' that is innate, not necessarily human specific though its strength varies from person to person.

Rogers (1986) states that 'parental encouragement' is a low-level intrinsic motive that can be considered important to some extent. He adds as follows:

A desire to please some other person that keeps student attending even when bored with the subject is seen as an intrinsic motive of a lower order than a desire to complete a particular task within the learning context (p. 62).

Speaking of parental encouragement, Lott (1978), referring to a quotation from a study carried out in Jordan, points out that 'children in school courses have shown that parental encouragement is generally conducive to success (p. 90). It really is important in a language study that students can achieve better results if they have the powerful motivation of their parents' wish for them to acquire skills in English use. McDonough (1987) also stresses the significance of parental encouragement saying that 'willingness to learn may be related to parental encouragement (not necessarily positively)'... (p. 149).

Incentives

It is of no doubt that there is a strong relationship between incentive and motivation since incentive incites a person's will to do something as best he can. Dry (1977) feels a need to make a distinction between motivation and incentive because motivation is 'the internal drive affected of course by incentives which are external system of rewards and punishments, both immediate and prospective, which operate to induce a learner to learn' (p. 190). Dry continues to say that

incentive is external and real ranging from the negative "if I do not learn this, I shan't be able to do that" to the positively specific "if I learn this to this level, I shall get that (p. 191).

Dry finds a direct relationship between the nature of incentives and the situation in which one learns a language. Dry comes up with the comparison that one with high incentive who comes from a society which regards language learning as normal is likely to experience less difficulty than the one with low incentive coming from society which considers language learning to be a high academic phenomenon.

Pattison (1976) also believes that 'a direct desire to learn the language usage seems to be a greater incentive than a long-termed need to learn it in order to do something with it' (p. 289). He makes his own remark by saying that trying out what has been learned is itself an incentive, if it does

I. Needs and Expectations
(Internally or externally produced)

Teacher intervention:

(i) Identify , assess and translate learner's needs into skills to be developed in order to meet his expectations. (ii) help students be aware of the nature and scope of their needs and expectations.

II. Motivation

(Desire to act, a psychological state reflected in learner's attitude toward the learning process.)

Teacher intervention:

Create a motivating atmosphere by making the learner aware of the relevance of the syllabus to communicative needs and real-life situations.

III. Learning Activity

(Linguistic realization which satisfies communicative needs and expectations.)

Teacher intervention:

Help the learner focus on a specific type of learning activity which:
(i) considers the most efficient means of reaching the end; (ii) takes into account individual learning styles; (iii) involves the learner in the process.

IV. Fulfillment of a Specific Goal

Figure 2: A general model of learning motivation

not result in too many failures, and that it depends on interest and confidence about being on the right route which are the driving wheels of motivation.

Needs

Needs play a key role in motivating students since they are the real energy that instigate behaviors and direct them towards the goal. Needs vary from person to person depending on the physical and psychological states of people. Harvey (Peterson, 1986) calls needs broad motives and appreciates the importance of identification of motives in language class. She asserts that

awareness of pervasive nature of motives and goals is the first step for teachers in acquiring control of classroom learning. The teacher must be skillful enough to identify and use motives present in students because when these motives are ignored or thwarted, the learner may show resistance to learning (p. 28).

Harvey sees teacher's role as significant since it is the teacher's responsibility to create an environment in the language class where students and teachers interact in order to meet students' needs and goals. In figure 2 Harvey presents a motivational model in which needs are either internally felt (desire to communicate, desire to know and understand foreign culture) or externally created by environmental factors (economic and employment conditions,

academic requirements which result from the use of English in the country).

When speaking of responsibility of the teacher, she means that teachers do not create needs of the students but rather they help students to identify their needs and also they honor students' own internally felt wants or needs for English. Needs are the very first things together with expectations to take into account in language study since they lead to motivation that is desire to act which results in attitudes towards the learning a language. Wlodkowski (1989) refers to the term need as 'the energy behind behavior'. He states that

a need is a condition experienced by the individual as a force that leads the person to move in the direction of a goal. The achievement of the goal is capable of releasing or ending the feeling of the need or its related tension (p.21).

Needs are of two types, learned needs (the need to achieve) and unlearned needs (thirst, hunger). Wlodkowski gives the example of hunger to explain the process beginning with the need that arouses and instigates behavior, ending with the fulfilment of the need. Hunger (a need) leads to a search for food (a goal) that is achieved when the food is eaten. According to him, a sequential pattern of motivation in learning is as follows:

Energy—>Volition—>Direction—>Involvement—>Completion

Like Harvey, Wlodkowski sees the need as the factor that energizes human behavior, which deals with the issue of motivation.

Among the need-based theories of learning, he tends to favor Maslow's theory based-upon hierarchy of needs since it is 'the most dynamic, offering and interrelated set of guidelines to enhance student motivation' (p. 60). According to the need--based theory, students take the shortest way to goals which are based on their internally or externally felt needs. Maslow's hierarchy of needs (figure 3) is based on the belief that need gratification is the most important principle underlying all human development.

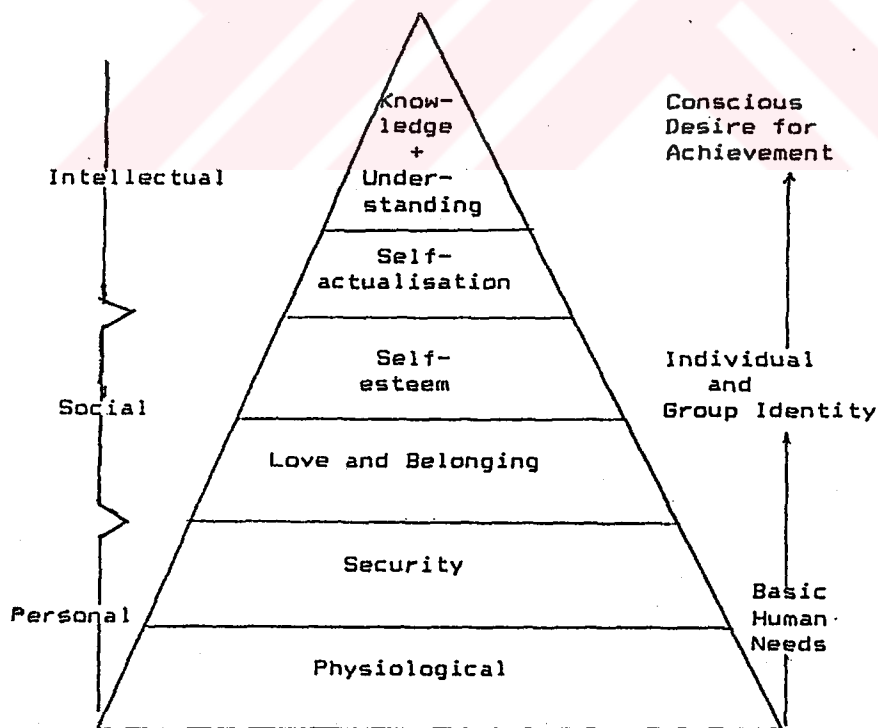


Figure 3: Maslow's hierarchy of needs

The principle is that when needs are met at one level, the next higher order of needs becomes predominant in influencing human behavior. If a lower need is not fulfilled, the next need higher can never influence the person's behavior.

There are five basic needs put in hierarchical order in Maslow's motivation pyramid. These basic needs are as follows:

- Physiological: needs for food, water, air, activity and sensory satisfaction
- Safety: needs for security, protection, freedom from fear, anxiety and chaos
- Belongingness and love: needs for finding a place in a group, developing one's own sense of identity
- Self-Esteem: desire for achievement, adequacy, confidence and independence, desire for reputation
- Self-actualizing: needs for self fulfillment, tendency to become actualized, realization of one's own unique capabilities, achievement of goals, seeing one's life as making sense in a satisfying way (Stevick. 1976, 50).

HIGHEST	SELF-ACTUALIZING NEEDS	(G)
	ESTEEM NEEDS	(D)
	LOVE NEEDS	(D)
	SAFETY NEEDS	(D)
	PHYSIOLOGICAL NEEDS	(D)
LOWEST		

Figure 4: Wlodkowski's interpretation of needs

Wlodkowski (1989) basically divides needs into deficiency and growth. Figure 4 illustrates which are deficiency and which are growth needs. He mentions three ways by which deficiency needs differ from growth needs.

1. People try to get rid of deficiency needs and satisfy them to avoid problems. Satisfaction of growth needs produces health, and leads to pleasure and desire for further fulfillment. Passing a test meets a deficiency need but creating a poem meets a growth need.

2. Deficit needs tend to be selfishly centered and dependent on others for fulfillment. Growth needs tend to be self directed and based on personal standards.

3. Learning from deficient needs tends to be extrinsically rewarding while learning from growth needs tends to be intrinsically rewarding. In the former, the student is dependent on teacher approval, grades, test scores for a sense of satisfaction. In the latter, the student feels satisfied with what he learns.

As is seen from figure 3, human needs are given in order of importance and in relation to each other, which emphasizes that satisfaction of a lower level need is prerequisite for satisfaction of a higher level need. The highest level can be reached on condition that all lower level needs are satisfactorily met. If the motivation

pyramid is interpreted in terms of language learning, the highest level - knowledge and understanding- can be attained when all the lower levels of needs are fulfilled.

There is no doubt that a learner's behavior can be explained by inferring a need for the goal. If learning a language, say, is the need, then the goal is to try to satisfy that need, which requires the student's effort to reach it.

If the ultimate choice is made by the student, then what teachers should do seems to be a real question. Maslow implies that the answer is in what the environment (parents, teachers, therapists) should do. Wlodkowski uses Maslow's approach to explain what should be the job of teachers in the process of language learning.

The teacher's goal is, when arranging learning opportunities, to increase the safety and attractiveness of those choices that allow student growth as well as to decrease the safety and attractiveness of those choices that prohibit student growth. Figure 5 illustrates that process.

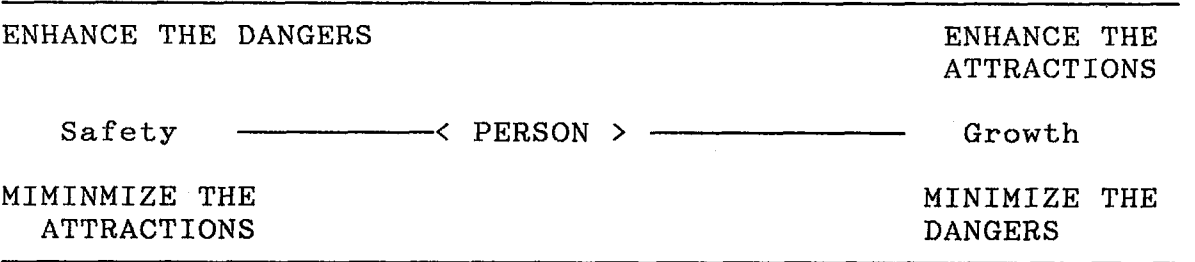


Figure 5: Maslow's approach for gratification of needs

Thus, the environment (parents, teachers) can

1. gratify the learner's basic needs for safety, belongingness, love and respect so that he can feel unthreatened, autonomus, interested and spontaneuos for choosing the unknown.

2. help by making the growth choice positively attractive and less dangerous, and by making the regressive choice less attractive and more costly.

The two types of strategy to be followed are to select the content of the subject relevant to a specific need, and to present it using an appropriate approach to learning in such a way as to enhance motivation with respect to that specific need.

McDonough (1989), however, finds the need-based theory insufficient giving two reasons why the theory is of no importance in human motivation. The first reason he mentions is that drive to act is reduced when the need is reduced, so giving rewards reduces learning instead of increasing it. He adds that

although human learners often have well defined aims and objectives, the satisfaction of homeostatic needs (air, water, food and constant body temperature) is irrelevant to them (p.150).

He goes on to say that learning part of a language may increase motivational strength which may make the learner to learn the rest. The second reason he puts forth is that

need-based theory sounds to be mechanical although the drive results automatically from the needs requiring no sophisticated set of values. He further claims that 'in humans, the effect of any reward of knowledge of results is dependent on values and perceptions rather than mechanistic reactions' (p. 150).

Attitudes

Attitudes are also major components regarding motivation. Lambert and Gardner appear to be the most consistent researchers in motivation in ESL settings with the focus on attitudes in language learning. They simply classify attitudes as social attitudes towards the community and the people who speak the target language, and the attitudes toward the learning situation. Their studies carried out in French Canada regarding the attitudes of English-speaking students learning French are of significance to some extent in language study since they study motivational characteristics in relation to attitude, motivation and personality. McDonough (1989), referring to the studies of Gardner and Lambert, states that

achievement in the second language is related either to a desire to use the language in the context of the student's own community, for business, or promotion, or simply to possess

a prestigious qualification; or to a desire to become accepted by, or even become a member of, the community that speaks the other language (p. 157).

It is evident that motivation for language learning can either be instrumental or integrative coming from within oneself or from outside of the learner. Integrative and instrumental motivation can be intrinsic and extrinsic although Lambert and Gardner insist on the two types of motivation. Attitudes toward community affect learning of the target language to a great extent, which may be related to historical relationship between the countries. Attitudes toward culture of the people who speak target language are also important in both ESL and EFL settings since language can not be separated from its culture.

Theories of motivation

Except for the need-related theory, there are other theories regarding motivation. Chastain (1976), referring to Weiner, lists four basic theories of motivation. They are as follows:

1. Associative theory, which postulates specific responses connected to certain stimuli
2. Drive theory, which postulates drives triggered by a need to correct some type of imbalance in the organism.

3. Cognitive theory, which stresses purposive behavior based on plans, cognitive drive, level of aspiration, need for achievement, and need to avoid failure.
4. Psychoanalytic theory, which is a psychological theory of motivation stressing internal processes (p. 73).

McDonough (1989) lists four theories including the drive theory as follows:

1. Attributive theory deals with the motivated behavior in terms of cause to which the individuals attribute, or ascribe, their own ability, effort, intention, or others' ability or intention, luck, and so on.

2. Achievement theory is based on the idea that the learner appreciates the value of success which is the essential component of motivation.

3. Aspiration theory is focused on the assumption that success raises the level of aspiration while failure experienced previously lowers it.

CONCLUSION

As is seen from the lists of motivational theories of learning, each of the theories is based on intrinsic or extrinsic motives according to the originators' considerations of value placed on them. The theories can be of importance in the explanation of motivation type depending on the determinants of motivation involved in the situation.

It is, therefore, the teacher's responsibility to identify the types of motives of the students in order for him/her to create environment for language study that both the teacher and the students can benefit from to the fullest extent. This will in turn enable the teacher to be aware of the psychological state of students for the sake of a stress-free atmosphere that can never be ignored in language class.



CHAPTER 3

METHODOLOGY

Introduction

Our literature review not only established the fact that motivation plays a key role in the achievement of students in their language study, but also revealed that there are several types of motives for teachers to identify in order to develop appropriate instructional techniques.

With this idea in mind, I felt sure that identification of motives for language study at the Police Academy would be the first step in order to find a solution to the motivation problem. The study was planned to identify motives of the students through a questionnaire based on the literature review related to the topic.

Literature review and analysis

What I did was to find the published materials--books, journals, periodicals and so forth--related to the topic to provide the information necessary to develop a questionnaire.

Therefore, I went to the libraries available in Ankara including university libraries like Bilkent, the Metu, Gazi and Hacettepe. In addition, USIS library, Turco--British Association library and Turkish--American Association libraries

were all surveyed in order to find the materials pertaining to the related area.

It was of great use to consult the staff members of the universities in Ankara, I, therefore, consulted some of them about the steps in carrying out the research. The suggestions given were all helpful. The earlier theses on motivation guided me, to some extent, through the stages of the study. They were all related to EFL settings in Turkish universities. The studies carried out by Lambert and Gardner were mainly in French Canadian settings and did not seem to apply to the EFL setting at the Police Academy since the motivation type, the incentives for, and the needs of the students might be completely different in Turkey from those of students in French Canada.

As the literature review progressed, it was interesting to find out that the same concepts associated with the topic were assigned different terms by different authors. The main point that motivation is of two types, intrinsic to the learner or extrinsic, remained the same.

Developing and administering the questionnaire

Literature review analysis provided the foundation for developing a questionnaire to be administered at the Police Academy.

The questionnaire was made up of four sections which are (a) self--report for the respondent's English ability, (b) Likert scale type motive questions, (c) the importance of different English skills and (d) teaching behaviors to be ranked by the students in order of importance. Also included were demographic data such as grade, academic background.

Since the questionnaire was rather long, the analyses of self--report regarding English ability and of the section for identification of motives, interests, attitudes and the needs of the students were emphasized at the data analysis stage. Also the relationship among the variables mentioned was examined through statistical methods so as to come up with sound conclusion which, in turn, would help form the basis for recommendations.

I thought that it would be practical to administer the questionnaire (see Appendix B for original Turkish version administered and Appendix A for English version) to a class during each academic year since the classes are comprised of two different groups in terms of their backgrounds--lise background and college background. So, the total number of students, who the questionnaire was administered to, came to about 230.

The first and second year students are accommodated at Golbasi campus of the Police Academy, which is 25 kms away

from the main campus at Anittepe where the third and fourth year students are accomodated.

I, therefore, felt that I had to ask a colleague to administer the questionnaire to a first year and a second year class at Golbasi campus. I also explained the instructions to him so that the students involved would have no trouble in understanding the instructions in order to give appropriate answers.

Judging by the answers the first and the second year students gave to the items, I realized that they got the instructions wrong. Therefore, I went to Golbasi campus and explained the instructions to the students in each class. I waited for all the students to finish answering the items, and I made sure that I collected all the papers.

Before administering the questionnaire to the third and fourth year students at the main campus, I explained the instructions to the students in each class and made sure that they understood the instructions absolutely in order not to have any trouble in analyzing the data. I also waited for the respondents to finish answering the items and collected the papers. When I checked all the papers to see if there was anything wrong with the responses, I found nothing wrong.

Obtaining and presenting results

The process of obtaining and presenting results was

carried out in three steps:

- 1) Data processing and analysis--counting/frequencies/
percentages/statistical analyses and tests.
- 2) Data presentation--tables/charts/texts
- 3) Data interpretation--conclusions/suggestions

During the data collection process it seemed logical to administer the questionnaire to one of the classes from each grade level since classes within levels are formed in nearly the same way, having more or less the same features in terms of the backgrounds, age, and standing of the students.

Later on, after having examined the data by age, grade level and academic background, I realized that there were no age differences among the students of the same class and, age level went up in accordance with the academic year level.

One hundred cases comprised of 25 cases from each grade including all lise graduates were selected at random from 230 people that were tested reducing the sample to a manageable size for purposes of analysis.

Statistical treatment of the data included checking frequencies and percentages, as well as doing statistical tests using the method of analysis of variance (ANOVA). The self--report results were correlated with the scores obtained from motivation questions.

The actual data analysis, results and interpretation are presented in the next chapter.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This chapter presents the results of the questionnaire study. The analyses and discussions which follow are illuminating by what was found in the literature review.

Presentation and analysis of the data

The analysis and discussions are presented in three steps; (a) analysis of the motive questions, (b) analysis of self report; and (c) the interrelation between motive questions and self report.

Table 1: Numbers of Students for each Academic Year level by Background and Age

Academic year	Secondary School Background		Age group		T o t a l
	Lise	College	18--20	21--23	
I	10	42	49	3	52
II	12	45	42	15	57
III	12	48	6	54	60
IV	5	56	----	61	61
TOTAL:	39	191	97	133	230

Table 1 shows the numbers of students who responded from all academic year--levels. It is broken down to present the

number of students from each academic background, and age group. The percentage of lise students who came from various lises was 17 while the percentage of students who came from the Police Colleges was 83. Thus, three fourths of the students, in this example, came from English medium schools. The number and proportion of students from the lises was more or less the same for the first three academic years. The proportion dropped markedly for the last year only because the particular class selected for the questionnaire had had a smaller number of students with lise background assigned to it as a result of administrative procedure for fourth year students which takes into consideration which are of no significance for this study.

As may be expected the table shows that proportion of students in the higher age category increases systematically over the four years. Thus, academic year could as readily be used as an independent variable as age in the analyses which follow. The consideration of age is excluded from subsequent discussions.

Analysis of motive questions

An analysis of the motive questions is necessary to draw some conclusions about the motive types of the students from both lises and colleges. Table 2 presents the data with means and standard deviations for each motivation item by academic year and school of origin.

An analysis of variance (ANOVA) was conducted based on the data summarized in Table 2. The purpose of this "ANOVA"

Table 2: Means (M) and standard deviations (SD) for each motivation item by academic year and school of origin (L=lise, C=college)

scale number		1st L	year C	2nd L	year C	3rd L	year C	4th L	year C	Tot
1	M	2.9	3.27	3.1	3.4	3.4	3.07	3.4	2.6	3.09
	SD	.87	1.27	1.59	1.45	1.17	1.62	1.18	1.27	
2	M	4.4	2.27	2.1	2.07	2.8	2.2	1.8	1.45	2.29
	SD	1.26	1.16	1.44	1.33	1.13	1.47	1.30	.75	
3	M	1.8	2.6	2.8	3.53	2.67	2.6	2	2.65	2.65
	SD	.91	1.24	1.78	1.68	1.79	1.74	1.63	1.34	
4	M	4.1	4.46	3.7	4.86	4	4.2	3.8	4.2	4.20
	SD	.99	.83	1.76	.51	.94	.88	1.30	.99	
5	M	4.9	4.13	4.1	4.6	4	3.42	4.8	4.45	4.22
	SD	.33	1.28	.77	1.09	1.21	1.91	.79	.77	
6	M	3.3	4.13	3.8	4.33	4.3	4.26	4.5	3.85	4
	SD	1.40	1.09	1.63	1.24	1.11	1.48	.66	1.38	
7	M	2.4	2.26	3.1	3.13	3.3	2.8	2.4	2.4	2.71
	SD	1.50	1.58	1.60	.66	1.57	1.62	1.14	1.46	
8	M	3.6	3.53	2.3	3.2	3.8	4.26	4	3.65	3.55
	SD	1.13	1.22	1.57	1.80	1.29	.82	1.11	1.46	

was to determine if the observed differences among the means reported in Table 2 were statistically significant. Table 3 below presents the results of the ANOVA.

The first column of Table 3 shows the source of the variation that may be significant. The second column shows the degree of freedom (d.f.) for that source. The third column gives the sum of the deviation squares for the specific source and the fourth column gives the variance due to that source. The last column of Table 3 shows the F-values and the level of confidence at which the value is

Table 3: Source Table for the ANOVA of differences among items, grade levels, and academic background

Source	d.f.	ΣX^2	$\Sigma X^2 / D.F.$	F-Value	
Bet. all grps	63	600.64	9.53	5.84	
Within grps	734	1199.21	1.633		
Bet. items	7	414.8	59.26	36.29	(.001)
Bet. schools	1	0	0	0	(n.s.)
Bet.years	3	8.53	2.84	1.74	(n.s.)
Int.item X yr	21	177.31	8.44	5.17	(.01)
Int.item X sch	7	185.84	26.51	16.23	(.001)
Sch.X yr	3	592.11	197.11	120.70	(.001)
In.itm X yr X sch	21	177.31	8.44	5.17	(.01)
Result	786	1377.32	1.75		
Total	797	1799.85			

statistically significant. For example, an F-value which is significant at the .01 level means that the probability of the observed difference occurring by mere chance is one in a hundred. If the F-value is significant at any level beyond .05, the difference among the means of that source variable may be interpreted as a reliable or true difference with acceptable confidence.

The discussion below combines the findings presented in Tables 2 and 3 since Table 3 is based on the data summarized in Table 2.

According to Table 3, differences among the items are highly significant. It may be seen from Table 2 that the occupation oriented motive question (item five) received the highest mean score when considering the total mean for the entire group. Need--based motivation seems to evoke a very strong feeling to do job well as needs are referred to as 'energy behind the behavior'. This preference may imply that the students are aware of the incentives ahead of them ranging from rapid promotion to high salary.

It is interesting to note that family gratification (item 4) has the second highest mean, which indicates that families generally support English learning. It is obvious that those who have family support can achieve better learning than those who are not supported by their families.

To please others sometimes plays a major role in the success of the doer, and so does such a feeling to please the family. Family gratification can either be intrinsic or extrinsic, or both, which provides positive attitude on the part of the learner toward language learning.

Item six--study abroad--is also a need--based motivation type which appears to be both instrumental and intrinsic. This item has the third highest mean, which implies that they are aware of their need for English if they want to go abroad for further study.

Attitude oriented motive question (item eight) has the fourth highest mean. It refers to intrinsic integrative type motivation. Attitudes towards foreign people are affected by historical relations between the two nations, which results in positive or negative attitudes toward language learning. It is clear that learners develop negative attitudes, which results in poor progress in the target language, if the historical relations have been negative or poor.

Item one, "I enjoy studying English", placed to be the fifth, serves as a basis for fine distinction between 'why' and 'how' of the behaviour so as to find out the exact attitude of the students using 'enjoy learning' rather than 'want to learn'. It is assumed that if one really enjoys doing something, he/she tries hard to do it better, which may

result in a high achievement score.

Item seven, " I enjoy learning something...", is culture oriented motive question that has received one of the lowest mean scores. This indicates that the students are for the idea of learning a foreign language while being against the foreign culture. This finding may imply that they do not want to be exposed to the foreign culture through culture--based language materials. Intrinsically they are not motivated to integrate themselves into the culture of the target language for which they are extrinsically motivated.

Item three, " I plan to work ...",--placed to be the seventh--is an occupation oriented motive question that has received a low mean score. The students do not seem to be instrumentally motivated enough for a job requiring high level of English. It would be interesting to discover what they feel about using their English, if in fact the low mean can lead to the conclusion that English taught at the Police Academy will not be of any use in the security organization. It seems as if they want to learn English and enjoy learning it however, they do not want to use it in their future job.

Item two that can be referred to as willingness to learn a foreign language requiring intrinsic type motivation has received the lowest mean score. In fact, it is rather confusing to observe that they enjoy learning English without

listening to English programs, tapes or reading English materials other than English text books.

As may be seen in Table 2 first year students from both lise and college report the occupation oriented motive item to be high and both of groups have the lowest mean for item three. This implies that there seems to be no significant difference between the groups, and the observation is supported by the results in Table 3. However, lise graduates say that they do not enjoy studying English, but that they listen to English programs, tapes and read English materials other than text books while college graduates report their preferences to be the other way around. This result is supported by a significant interaction between school background and item type in Table .3

Second year lise and college graduates appear to be aware of the incentives considering item five one of the most significant one among all the others. Item two is placed to be the last and, that means that both of the groups do not do any additional study. In general, the answers given to the items by both lise and college graduates are more or less the same, that is to say that there is no significant difference in motivation type of the second year groups.

Third year students, regardless of school background

have the highest mean for item six. This means that they are all intrinsically and instrumentally motivated since they are planning to go abroad for further study. More over, they all consider that going abroad for further study is a good chance for promotion which is a high incentive. It is interesting to see that for both groups item eight " If I learn English well ...", has one of the highest means. Compared to first and second year students, they all have more intrinsic integrative motivation that indicates positive attitude toward language learning. This finding is supported by the significant interaction of school of background by year and by item as reported in Table 3. Judging by the means of items two and three as the lowest two, it can be said that third year students have poor intrinsic instrumental motivation for additional study outside the class and for a job requiring a high level of English.

In case of fourth year students, regardless of school background, item two, being the last one, has received the lowest mean score within the year as well as throughout all four academic years. In general, the students lose interest in additional study outside the class year by year, which means that either instrumentally or integratively they do not feel motivated enough to do anything on their own except as first year like graduates.

When all four years are combined, items five and six have the two highest means. This implies that all students are aware of the incentives for promotion and for further study and that they consider studying a foreign language as important. It can also be said that they have intrinsic instrumental motivation for such issues. The culture oriented item, item 7, has received one of the lowest mean score, which implies that they want to learn English without being exposed to foreign culture. Judging by the mean score item eight received, it can be said that integrative motivation is high. Fourth year students also have positive attitudes toward foreigners, which results in positive attitudes toward language learning. Comparing all the scores each item received it seems that there is no significant difference between the groups; as confirmed by the statistical test.

It is clear that lise graduates' interest in the study of English increases year by year since the mean scores given to item one get higher and higher. They, however, lose interest in studying English outside the class, which can be judged by the scores item two has received. Lise graduates show little interest in working in a department requiring good command of English. Item four receives high scores from all the lise graduates that indicates that they can be

motivated by the fact that they receive parental support for the language study. The promotion related item seems to be most significant one that can motivate them since it really plays a key role for any kind of study. They seem to be really interested in study abroad. However, foreign culture does not seem to be interesting for them to learn a language. Lise group seems to have a positive attitude towards foreign people and their language leaving culture aside. It can be seen from the scores college graduates give to item one that they lose interest in studying English as they do in the study outside the class year by year. They also seem to have little interest in working in a department requiring high level of English except for those second year students. They are also encouraged by their parents, which is really important in terms of motivation. Promotion is an incentive that can motivate the learner to do his best, and they, especially fourth year students, give priority to item five. Study abroad is also considered to be highly motivating for all college graduates since they show interest in item six although the scores change year by year. Only second year students are interested in the culture oriented item but, on the whole, they seem to lose interest in culture. That item has the lowest mean in the fourth year. Attitude oriented item too has received importance from all of them, which is

something necessary in motivation.

Analysis of self report

Considering the total mean scores presented in table four for each academic year, it is apparent that the entire group gains self confidence from the first to the fourth year. However, it decreases in the last year. This seems to be rather interesting because their attitudes about English may affect their study habits or their morale.

After this general remark considering the entire group, it is necessary to look over the scores with the standard deviations in order to draw some conclusion for each group. Lise graduates seem to gain confidence up to the fourth year where the score has decreased to 5.6. However, that is still higher than the first and the second year scores. It is apparent that they make steady progress in the ability of using their English throughout the first three years, which is comprehensible and easy to interpret. However, they reach the highest score in their third year that means that they have absolute confidence, which changes right after one year. It is surprising to see such a fall within a year, which implies that they feel completely disappointed to have found out that they can no longer use their English as well as they did in the previous year.

It seems to be different for college--bound students judging by the scores that are up or down, changing year by year, which means to say that they do not make steady progress in language study as the years pass by. It is known to the author that especially the college group loses

Table 4: Means (M) and standard deviations (SD) of self report scale by academic year and school of origin

		N	M	SD
1st Year	Lise	10	2.8	.972
	Col.	15	7.8	1.86
	Tot.	25	5.91	2.93
2nd Year	Lise	10	4.9	3.57
	Col.	15	6.7	2.58
	Tot.	25	5.96	3.08
3rd Year	Lise	10	7.8	3.56
	Col.	15	6.9	2.60
	Tot.	25	7.28	2.98
4th Year	Lise	5	5.6	4.16
	Col.	20	6.1	2.40
	Tot.	25	6.0	2.74

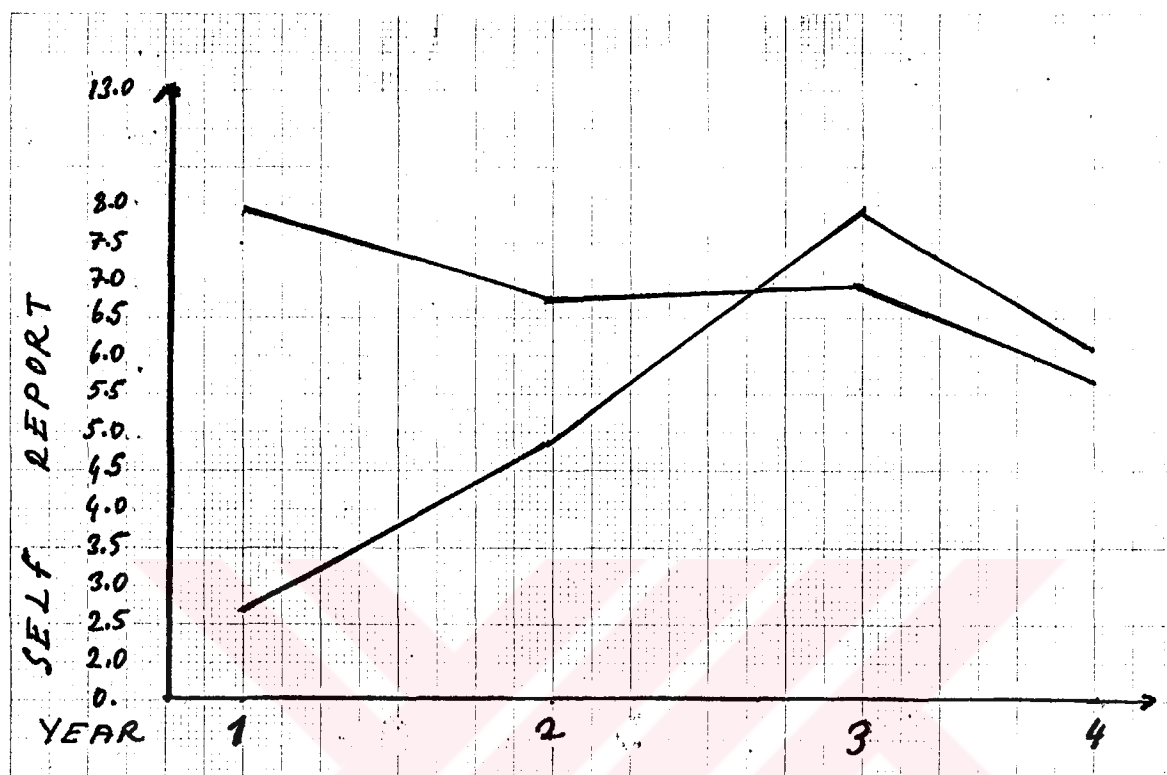


Figure 6: Self-report scores of students from lise (lower curve) and students from the Police colleges(upper curve) plotted against academic years

interest in English learning because of the fact that they do not study higher level of English based upon what they have already studied at the Police Colleges, which turns out to be demotivating factor. It is often discussed that they do not go one step beyond what they know, which results in that they do not keep up with the level they have at the present. It does not, however, seem to be as surprising as it is in the case of the students with lise background.

Interrelation between the self report and the motive questions

As lise graduates gain confidence up to the fourth year making steady progress, they enjoy learning English more and more. However, they lose interest in studying English outside the class.

It seems that family gratification play an important role in their effort to learn English, yet they do not seem to be confident enough to take a job requiring high level of English. High promotion prospects have a very positive impact to keep them motivated throughout the years. The incentive of studying abroad seems to be a real motivating factor since the scores of motive item go in line with the self report sores as the years go on.

Culture related motive scores go higher year by year, which, however, does not mean that learning something about foreign culture is also motivating since the scores are not as high as the others.

Attitude oriented motive reveals integrative motivation that does not seem to be motivating as much as the occupation related motive that reveals instrumental motivation because the scores change year by year and do not go in line with the self report scores.

Self report scores imply that college graduates do not

seem to be confident as the scores go up and down depending on the academic year. It is interesting to see that last year students are not happy with what they have studied so far. It is clear that they lose interest in English study as the years go by, which is due to the fact that the study of English at the Police Academy is not based on the study at the Police Colleges, as stated above.

Table 5 : Means, standard deviations and interrelations between self report scores and motivation test scores by year--level and school of origin in language class of the Police Academy

Year	Origin	N	Self Report M	SD	Motivation M	SD	r
1	Lise	9	2.78	.972	23.78	4.493	.356
	PC	15	7.8	1.86	26.00	6.64	.410
	L+PC	24	5.92	2.73	25.17	5.92	.304
2	Lise	10	4.9	3.57	24.9	5.93	.492
	PC	15	6.67	2.58	28.8	6.25	.650
	L+PC	25	5.96	3.08	27.24	6.31	.606
3	Lise	10	7.8	3.56	28.3	7.12	.438
	PC	15	6.93	2.60	26.67	6.91	.715
	L+PC	25	7.28	2.98	27.37	6.93	.585
4	Lise	5	5.6	4.16	25.60	6.52	.857
	PC	20	6.1	2.40	25.05	6.72	.466
	L+PC	25	6.00	2.74	25.04	6.54	.549

They appear to have low interest in studying English, which results in low intrinsic instrumental motivation to improve their ability to use English. Interest in working in a department requiring good command of English does not seem to have any effect on language study since the scores change year by year and are not in line with the self report scores.

Family gratification increases their intrinsic motivation for language learning that has a major role in keeping them confident. High scores of promotion related motive, like study abroad, indicate high instrumental motivation which yields to improvement of language use.

Foreign culture does not seem to make them develop positive attitude in which integrative motivation is inherent. Integrative motivation inherent in attitude towards foreigners is higher than the motivation revealed by culture related motive, which implies that the idea of dealing with foreigners may keep them motivated to improve their English.

CHAPTER 5

CONCLUSIONS

It is found in the literature related to motivation that the personal motivational system is composed of three different types; assimilative, integrative and instrumental. These can be either intrinsic or extrinsic, or both. The nature of the motivation type of the students can be identified on the basis of (a) the relation between their language learning and the jobs they expect to have, and (b) the nature of their personal motivational system.

It would seem that in an EFL classroom settings the motivation type is often instrumental rather than integrative or assimilative. Integratively and assimilatively oriented individuals are more likely to gravitate to a natural approach in natural settings. The relation between the language learning and the job expectation presumes that the students at the Police Academy should have instrumental motivation that might extend into a general, societally oriented instrumental motivation. When human motivation is deeply studied, it is found that the nature of motivation develops from the kind of needs for the target language. If one sees language learning as emotional activity, he/she seems to have assimilative motivation that results in assimilative attitudes toward the language. People who have

assimilative motivation may suffer from identity crises.

The need for the target language may come from the desire for integration into the society that speaks the target language. The historical relations may be a factor influencing integrative motivation. Culture of the target language plays a key role affecting language learning. Attitudes toward the society may result in attitudes toward the language, which formulates the motivation type.

The following are the points that are taken into consideration in deriving conclusions from the study.

1. Validity of the motivation scale

Some of the items were borrowed from scales of other researchers and their validity was presumably established in previous studies. It was assumed that the respondents were telling the truth in answering the questions. It is necessary to determine the predictive validity to make sure that the instrument measures the motivation of the respondents. Predictive validity would be determined by observing and measuring indications in the behavior of students of their motivation in language study. Such a study remains to be done.

A presumption of validity of the motivation scale was found in the study in the correlation between the motivation scale and self--report scale. However, the validity of the

self--report scale remains to be established and this presumption can only be tentatively held. Further, it is not necessarily the case that a positive correlation between self--report on language proficiency and a language motivation scale are an indication of the validity of either.

It is possible, for example, that very highly motivated students will --precisely because of their high motivation-- be dissatisfied with their achievements in language study no matter how high their achievement is and tend to underrate their achievements. The opposite is also possible: people's responses to a self--report scale may be affected by their motivation and wishful thinkers may allow themselves to think of themselves as knowing more English than they actually do.

The fact that the analysis of variance found statistically significant differences among the items on the language motivation scale allows us to believe that each item does, in fact, measure a somewhat different aspect of motivation. These differences suggest that the individual items may be valid but do not confirm the overall validity of the scale.

2. The nature of language motivation at the Police Academy

Examination of the items reveals generally that the

language motivation of the Police Academy students is essentially instrumental or utilitarian and that students have comparatively little interest in English speaking culture or in language study for its own sake. Students interest in language seems to be mainly based on upon interest in advancement of their job pleasing their families, and gaining recognition.

The literature review suggests that such instrumental motivation is not as powerful as intrinsic motivation and it is easy to see that students would lose some of their motivation for language study if the incentive system were changed and rewards were offered for achievement in other areas. On the other hand, if incentives and real rewards for achievement in English study are increased, students whose motivation is instrumental would be expected to become more motivated.

The policy implications for the Police Academy seem to be:

(a) to recognize that the maximum level of achievement in English by students at the Police Academy is limited by the fact that their motivation is instrumental and not integrative. Thus, it is recommended that the Academy:

i. set its goals accordingly

ii. find ways of identifying the motive system of students (such as using the scale developed in this thesis together

with personal interviews) and attempt to select students with more intrinsic motivation.

3. Validity of the self--report scale

The validity of the self--report scale remains to be established. The establishment of the validity of a self--report scale depends on correlating with actual language proficiency. Unfortunately the types of tests which would easily and efficiently measure the kinds of proficiency behaviors listed on the self--report form are not readily available. Such tests need to be developed and studies validating the self--report scale need to be conducted.

There is a presumption of validity in the self--report scale to be found in the patterning of scores by years of study. Table 4 and the figure 6 illustrate this presumption although there are problems in interpreting it. The scores of the students with Lise background on the self--report scale seem to rise fairly regularly from year to year and such a rise would be coherent with their increased proficiency over the years.

Yet the scores for the Police Colleges do not show the same pattern and it is not clear as to whether this pattern is an indication of lack of validity in the instrument or actually reflects an actual possible (and unfortunate) situation at the Police Academy, namely that students from

the Police Colleges lose some of their proficiency in the years at the Police Academy.

4. As noted above (last paragraph of 3) it is possible the self--report scale yields something of a valid picture of levels of proficiency of the groups with lise background and the groups with the Police College background from year to year. If this is the case, it suggests that the plan of placing lise graduates in the same classes with those from the Police Colleges may lead to deterioration and diminution of their proficiency.

Such a loss of proficiency would result from the possibility that when teachers set their expectations for their classes they are influenced by the average ability of the class. If the average ability of the whole class is less than the average ability of the Police College graduates (who come from English medium secondary schools) the PC (Police College) graduates are motivated to perform not at their highest level of ability but at a level that corresponds to the expectations of their teachers, which is lower than their highest level.

Since the data are only suggestive, further study is called for. Such studies would involve the developing or locating highly valid English proficiency tests and administering them to various groups at the different grade

levels at the Police Academy. The studies would also involve examination of the materials and interviews with teachers to explore how they set their expectations about their students and how they adjust their teaching to the students from the two groups. Since the picture suggested by the self--report data imply considerable educational loss and waste, the conduct of studies to confirm or disconfirm the possibility should be undertaken promptly.



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APPENDICES



APPENDIX A

Dear Respondent:

In order to be able to teach you better, your teachers should know as much as they can about how people choose what they study and what makes them like to learn. For my master's thesis at Bilkent University I am doing a study on motivation for learning a foreign language. Your frank and honest answers to the questionnaire below will provide the kind of information I need. So that you can feel free to answer with what you really feel and think, your answers will be kept anonymous. I need to know your age and class as part of the study but, this information will not be used to identify you. Thank you for your help.

Necat Kumral
Bilkent Uni. MA TEFL Student
Police Academy Staff Member

Age:

Class:

Please write your grade in English in the appropriate place below.
High school graduate:_____ Police college graduate:_____

Irrespective to your grade answer the questions below as they relate to your ability to use English. Please tick (✓) the following which apply.

I can

- ☐ read a text on a familiar topic.
 - ☐ read a newspaper.
 - ☐ write a letter to a university for study in my field.
 - ☐ correspond in English.
 - ☐ fill out an application form.
 - ☐ give street-directions to a foreigner.
 - ☐ talk about
 - ☐ the news
 - ☐ the weather
 - ☐ politics
 - ☐ follow a movie.
 - ☐ understand a text recorded on a tape by a native speaker.
- ☐ a play
 - ☐ a technical matter

For each item below, circle the number in the right column which best reflects your opinion. (1 = "not at all; 5 = very much).

- | | | | | | |
|---|---|---|---|---|---|
| 1) I enjoy studying English | 1 | 2 | 3 | 4 | 5 |
| 2) I listen to English programs/tapes and read English materials other than English text books. | 1 | 2 | 3 | 4 | 5 |
| 3) I plan to work in a department requiring high level of English | 1 | 2 | 3 | 4 | 5 |
| 4) My parents are pleased by the fact that I study English. | 1 | 2 | 3 | 4 | 5 |
| 5) Promotion prospects will be high for me if I know English well. | 1 | 2 | 3 | 4 | 5 |
| 6) I am planning to go abroad for additional study | 1 | 2 | 3 | 4 | 5 |
| 7) I enjoy learning something about foreign culture while learning English. | 1 | 2 | 3 | 4 | 5 |
| 8) If I know English well, I can deal with foreigners. | 1 | 2 | 3 | 4 | 5 |

9) Which language skills do you think are most important? Please rank order them. (1= least important 5= most important)

- ___ Grammar
- ___ Listening
- ___ Speaking
- ___ Reading
- ___ Writing

10) Please rank order the teaching behaviors below.
(1= least important 5= most important)

- ___ To provide feedback in a timely and appropriate manner.
- ___ To use a variety of instructional techniques.
- ___ To adapt instructional materials to the levels and needs of the students.
- ___ To allow time for students to practice new learning in class.
- ___ To have a positive attitude about students and interact with them.

APPENDIX B

evgili öğrenciler,

Sizlere daha iyi öğretebilmek için, öğretmenleriniz, kişilerin alışma sahalarını nasıl seçtikleri ve onlara öğrenmeyi sevdiren şeyin e olduğunu ellerinden geldiğince bilmelidirler. Bilkent Üniversitesi İngilizce Dili Öğretimi Master Programında 'yabancı dil öğrenmede otivasyon' konulu bir tez hazırlamaktayım. Aşağıdaki anket'e ereceğiniz içten ve dürüst cevaplar gerekli olan bilgiyi edinmemi ağılayacaktır. Rahatça ve içinizden geldiğince cevaplayabilmeniz için nket isimsiz olarak istenecektir. Çalışmamın bir parçasını teşkil ttiğinden yaşınızı ve sınıfınızı bilmem gerekmektedir. Bu anket'e ereceğiniz bilgiler hiç bir şekilde sizleri tanıtmak için ullanılmayacaktır. Yardımlarınıza teşekkür ederim.

Necat Kumral
Bilkent Üniversitesi
Master Öğrencisi
Polis Akademisi Okutmanı

aş:

ınıf:

sağıda uygun olan yere İngilizce notunuzu yazınız.

ise mezunu _____ Polis Koleji Mezunu: _____

sağıdaki soruları İngilizce notunuzu dikkate almaksızın cevaplayınız. ygun olanları (✓) ile işaretleyiniz.

- ___ Bildiğim konudaki bir metni anlayabilirim.
- ___ Bir İngilizce gazeteyi okuyup, anlayabilirim.
- ___ Bir üniversiteyle orada çalışma yapabilmem için yazışabilirim.
- ___ Bir arkadaşına mektup yazabilirim.
- ___ Bir başvuru formu doldurabilirim.
- ___ Bir yabancıya yolu tarif edebilirim.
- ___ Aşağıdaki konu/konularda konuşabilirim.
 - ___ haberler
 - ___ hava durumu
 - ___ politika
 - ___ bir tiyatro oyunu
 - ___ teknik
- ___ Bir yabancı filmi takip edebilirim.
- ___ Bildiğim konuda yabancı bir kişi tarafından hazırlanmış bir kaseti anlayabilirim.

Aşağıdaki her madde için sağ tarafta verilen rakamlardan düşüncenizi en iyi göstereni daire içine alınız. (1= en az; 5= en çok)

- | | | | | | |
|--|---|---|---|---|---|
| 1) İngilizce çalışmayı seviyorum. | 1 | 2 | 3 | 4 | 5 |
| 2) İngilizce programları/kasetleri dinler, ders kitapları haricinde İngilizce materyalleri de okurum. | 1 | 2 | 3 | 4 | 5 |
| 3) İleri derecede İngilizce bilgisi gerektiren bir birimde çalışmayı düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 4) Ailem İngilizce öğrenmemden memnundur. | 1 | 2 | 3 | 4 | 5 |
| 5) İyi derecede İngilizce bilmem meslekte yükselme şansımı artırır. | 1 | 2 | 3 | 4 | 5 |
| 6) Meslekte ek çalışma yapmak için yurt dışına gitmeyi düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 7) İngilizce öğrenirken o dilin kültürü hakkında bilgi edinmekten hoşlanıyorum. | 1 | 2 | 3 | 4 | 5 |
| 8) Eğer İngilizceyi iyi öğrenirsem yabancılarla ilgilenirim. | 1 | 2 | 3 | 4 | 5 |
| 9) Hangi dil becerileri size göre önemlidir? Aşağıdakileri önemlilik derecelerine göre sıralayınız. (1= en önemsiz ; 5=en önemli) | | | | | |

- ___ Gramer
- ___ Dinleme
- ___ Konuşma
- ___ Okuma
- ___ Yazma

- 10) Aşağıdaki öğretim davranışlarını önemlerine göre sıralayınız. (1= en önemsiz; 5= en önemli)

- ___ Zamanında ve uygun bir tavırla olumlu ve/veya olumsuz değerlendirmeleri (feedback) göstermek.
- ___ Çok çeşitli öğretim ve değerlendirme teknikleri kullanmak.
- ___ Öğretim ve değerlendirme materyallerini öğrencilerin seviyelerine ve gereksinimlerine göre uyarlamak.
- ___ Yeni öğrenilen şeyi uygulamak için öğrencilere zaman tanımak.
- ___ Öğrencilere karşı olumlu tavırlı olmak ve onlarla beraber çalışmak.

RESUME

I was born in Tokat in 1957. I completed my primary education in Tokat and my secondary education in Balıkesir. The same year--1976--I graduated from high school I started my higher education in ELT at Gazi Educational Institute, and I earned a diploma in 1979 for English teaching. I spent four years in my hometown teaching English at Gazi Osman Pasa Lisesi before coming back to Ankara to work at Ataturk Anadolu Lisesi for about two years. In 1984, while working in Tokat, I participated in Fulbright English teaching seminar held in Istanbul for six weeks, and the following year I went to Philadelphia as a Fulbright grantee to participate in the American Studies Program at Temple University sponsored by USIA. It was 1986 when I won the examination for a teaching position at the Police Academy where I have been working ever since. In 1988 I attended the Faculty of Education of Gazi University for one academic year to get my BA degree in ELT.

Necat Kumral

August, 1990