

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**MOTIVATING VERY YOUNG LEARNERS OF ENGLISH IN A CLASSROOM
SETTING**

Esmâ BİRİCİK

MASTER OF ARTS

ADANA, 2010

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Supervisor: Asst. Prof. Dr. Yonca ÖZKAN

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To ukurova University Institute of Social Sciences,

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ÖZET

OKUL ÖNCESİ ÖĞRENCİLERİNİN SINIF ORTAMINDA İNGİLİZCE ÖĞRENME MOTİVASYONLARININ SAĞLANMASI

Esmâ BİRİCİK

Tezli Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Yrd. Doç. Dr. Yonca ÖZKAN

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Çocuklar yeni şeyler öğrenme konusunda her zaman istekli görünürler. Ancak dil öğrenimi konusunda onlarda istek uyandırmayacak faktörler olmadığı takdirde bu süreç onlara çok anlamsız gelebilir. Yeni şeyleri farkında olmadan öğrendikleri tartışmasızdır ancak öğrenme ortamında onları güdeleyecek etkenler olması gerekmektedir. 5-12 yaş arası öğrenci grubu için güdülenmenin öğrenme üzerindeki rolü bugüne kadar sıkça araştırılan bir konu olmuştur. Öğretme-öğrenme sürecinde öğrencilerin güdülenme oranlarının o sürecin etkili geçmesi üzerindeki etkisinin büyük olduğu sıkça vurgulanmıştır.

Bu çalışmanın amacı 5-6 yaş öğrenci grubu için İngilizce öğreniminde güdülenmenin önemi, güdülenme eksikliğinin ya da kaybının nedenleri ve öğretmenin öğrencilerde güdülenme uyandırma ve onları ders boyunca istekli kılma adına yapabileceklerini tartışmaktır.

Bu araştırma ile eğitim ve öğretimin temel bir parçası olan güdülenme alanına yeni fikirler ve bakış açıları ortaya çıkartmak amaçlanmıştır. Bu doğrultuda aşağıdaki sorulara cevap aranmaktadır;

- Hangi iç ve dış faktörler güdülenmeyi sağlar?
- Hangi iç ve dış faktörler güdülenme kaybına yol açar?
- Öğrencilerin güdülenmelerinin yüksek olması onların sınıf içindeki etkinlikleri algılayışlarını ve bu etkinliklere katılımlarını nasıl etkiler?
- Öğrencilerin güdülenmelerinin düşük olması onların sınıf içindeki etkinlikleri algılayışlarını ve bu etkinliklere katılımlarını nasıl etkiler?

Bu çalışma, 5-6 yaş aralığındaki 45 öğrenci ile sürdürülmüştür. Öğrencilerin güdülenme seviyeleri öğretmen yaklaşımı, sınıf atmosferi ve derste yapılan aktiviteler&kullanılan materyaller olmak üzere üç ana açıdan incelenmiş ve analiz edilmiştir.

Anahtar Kelimeler: Güdülenme, İngiliz Dili Eğitimi, 5-12 yaş arası öğrenciler, Sınıf Aktiviteleri, Öğretmen Yaklaşımı, Sınıf Atmosferi

ABSTRACT**MOTIVATING VERY YOUNG LEARNERS OF ENGLISH IN A CLASSROOM
SETTING****Esmâ BİRİCİK****Master of Arts, English Language Teaching****Supervisor: Asst. Prof. Dr. Yonca ÖZKAN****August 2010, 86 pages**

Children seem to be motivated to get new things into their lives. However, it may sometimes be meaningless for a child to be interested in learning a foreign language for its own sake. The fact that they catch new things with no consciousness is undisputable but there is a crucial point that in a learning atmosphere, they need to be strongly motivated to learn the language. Role of motivation for young learners in foreign language education has been studied extensively so far. It has been consistently stated so far that the effectiveness of learning and teaching process is measured according to the level of motivation of learners during that process.

The aim of this current study is to discuss the importance of motivation in teaching English to very young learners, the reasons of demotivation and as to what teachers could do to increase motivation and keep students motivated in classrooms of 5-6 year-old learners. With the help of this research, it is aimed to contribute insights to the field of motivation which in fact is regarded as the basis of all kinds of education. Based on this premise, we aim to seek answers to the following questions:

- What internal/external factors lead to motivation?
- What internal/external factors lead to demotivation?
- How does motivation affect learners' perception of and involvement in activities?
- How does demotivation affect learners' perception of and involvement in activities?

The study has been conducted on 45 participants, whose age range is between 5-6 years. The data are based on the performance of the participants analyzed in terms of three main aspects; teacher attitude, classroom atmosphere and activities and materials used in class.

Keywords: Motivation, English Language Teaching, Young Learners, Classroom Language Activities, Teacher Attitude, Classroom Atmosphere.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

It is strongly essential to know the language for communication. At this age, the English language is the only language that most can understand. To express it in another way, it has become the ideal choice to express our feelings. In a situation where English is regarded as the lingua franca of the world, the teaching of this language has gained considerable significance starting from childhood.

Most adults find foreign language learning quite difficult. They struggle a lot to make even small achievements in their abilities in a foreign language. However, a child seems to just pick new things up without any conscious effort in a foreign language. They learn new languages very easily. They are given a magical innate capability to learn languages. This magic, however, may start to disappear year by year. It can be concluded from this fact that language education in childhood is a matter of the utmost importance.

Children seem to be motivated to get new things into their lives. However, since everything has a reason of existence on earth, a child cannot be expected to learn a language without any reason to do so. That is, it is not that likely for a child to be interested in learning a foreign language for its own sake. The fact that they catch new things with no consciousness is undisputable; however, there is a crucial point and at the same time a subtle distinction here: in a learning atmosphere, they need to be strongly motivated to learn the language.

Role of motivation for young learners in foreign language education has been studied extensively so far. Researchers have put forth theories about the reasons of demotivation of young learners in classroom settings. Besides, it is a common fact that it is impossible for learners to go on with their learning process effectively if they feel unmotivated or demotivated. So far, people have suggested a variety of techniques and strategies in order to motivate students. For instance, Dörnyei (2001) states that 'teacher skills in *motivating* learners should be seen as central to teaching effectiveness'. Thus, the value of the result of the learning and teaching process is measured according to the level of motivation of learners during that process.

Therefore, in accordance with all the previous studies and researches, it can be inferred that motivation, which moves learners to act, has the most crucial role for an effective outcome of foreign language education.

1.2. Statement of the Problem

As I started my teaching experience with very young learners of English, I realized that it is a real hard job to appeal to such an age group. In fact, it is good for my future career to face this fact at the very beginning since I decided to find out the most appropriate ways to provide my students with great pleasure of learning English, and accordingly keep them motivated throughout the lessons.

For many years, there has been a wide range of studies discussing the importance of motivation of young learners in settings of foreign language teaching. Many think that young learners' motivation is generally high. However, it is common knowledge that the concentration span of young learners is very limited and accordingly they tend to lose their motivation in a very short span of time. So far, researchers have made studies to identify the effects that cause of demotivation during the learning process. They also pointed out some techniques to avoid this situation which may prevent them from successful learning. However, there are no clear conclusions about the motivation of very young learners of English and it is still not known "to what extent findings are effective" to motivate very young learners of English. That is why it is still a crucial point affecting the value of an effective learning outcome.

1.3. Purpose of the Study

The aim of this particular study is to discuss the importance of motivation in teaching English to very young learners, the reasons of demotivation and as to what teachers could do to increase motivation and keep students motivated in classrooms of 5-6 year-old learners at Bilfen College in Adana, Turkey.

This is realized by highlighting particular factors causing loss of motivation levels and relationship between teachers' reactions to those situations and learners' potential regaining of willingness in a classroom atmosphere.

With the help of this research, it is aimed to contribute insights to the field of motivation which in fact is regarded as the basis of all kinds of education. Albert Einstein states 'the most important motive for work in the school and in life is the

pleasure in work, pleasure in its result and the knowledge of the value of the result to the community (Jaynes, Wlodkowski, 1990 p.3). Thus, it is worthy to gain different insights about this significant issue for effective educational results. Based on this premise, we aim to seek answers to the following questions:

1.4. Research Questions

1. What internal/external factors lead to motivation?
2. What internal/external factors lead to demotivation?
3. How does motivation affect learners' perception of and involvement in activities?
4. How does demotivation affect learners' perception of and involvement in activities?

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

Motivation is a very broad concept in terms of English language teaching and it has been persistently studied by a lot of researchers. That is, there is an extensively existing knowledge of literature about this topic.

Countless people have commented on the definition of “motivation” up to date. However, there is definitely general knowledge on which all people agree: it is the significance of it which moves all learners to act in their efforts of language learning. Therefore, the power of motivation is considered to be a specific criterion for effectiveness of language education. In this section, we will review the existing related literature about motivation of young learners and other related concepts to better see the theoretical background of this issue.

2.2. Defining Motivation

Defining the concept of “motivation” with all its dimensions has been a controversial issue as people have different views and approaches about it. Chambers (1999) describes the experience related to the concept of motivation rather interestingly:

“Have you ever tried to describe “motivation”? I had learned that the establishing and articulating of a concise, clear and accurate definition of motivation was more of a challenge than I had expected.” (p. 13).

One explanation is that motivation, in general, is a limited supply of energy that must be judiciously dispensed among us and our world. Everything around us, including our minds and feelings, competes for motivation. It is hard and almost impossible to do more than one thing at a time competently. Whenever we concentrate on something, it usually means that we do not pay attention to another thing. Thus, it will be right to infer that motivation is an internal guiding mechanism that attempts to keep a child’s focus on the direction of language learning but on its own without other existing attractions (Wlodkowski-Jaynes, 1991).

Another evolving view of motivation is that it is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. However, in a classroom context, the concept of student motivation is used to define the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the teachers. It refers to students' experiences, especially their willingness to engage in lessons and learning activities (Brophy, 1998). Thus, motivation is said to be used to label or identify the relationship between how the young learner performs and what is expected of them, and the degree to which environmental events affect their behavior as expected (Sloane-Jackson, 1932). Steers and Porter (1991) mention three dimensions of motivation in their definitions:

what energizes human behavior,
what directs or channels such behavior and
how this behavior is maintained or sustained.

As another point we can take a look at Dörnyei's (2001) identification of this broad concept. This definition consists of almost all dimensions of the term.

"Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it."

In very general terms, educational psychologists point to three major sources of motivation in learning (Fisher, 1990). Simply put, these are:

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

According to Andrew Littlejohn (2001) there is another perhaps under-exploited source of motivation in language teaching; it is "success in the task". Littlejohn (2001) suggests that as human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort. If we put in more effort, we generally get better, and so this sustains our motivation. He presents this idea in a circulation;

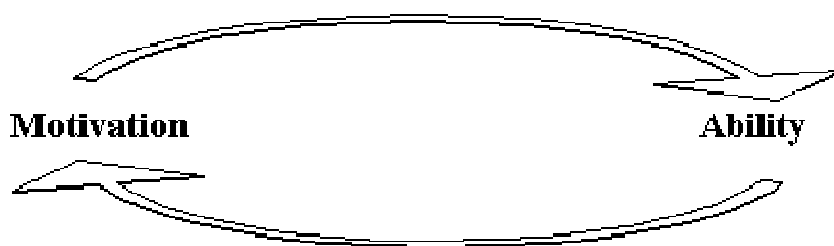


Figure 2.1. Littlejohn's Motivation&Ability Circulation

Littlejohn (2001) states that everything about motivation points to the idea that the importance of self esteem, confidence and a sense of competence in language learning as crucial factors should not be underestimated.

It is an inevitable fact that for failing and discouraged students it is significant that teachers should try hard to develop sense of success and a feeling that they *can* do something rather than a feeling that they *can't*.

Steven McDonough (2007) reveals the four elements that motivation involves;

- The reason why we want to learn,
- The strength of our desire to learn,
- The kind of person we are, and
- The task, and our estimation of what it requires of us

Spithill (2002) puts forward the idea that in order to learn, one must want something, notice something, and do something. It is undoubtedly right that without the first one, the other three cannot follow. Thus, the very initial step of learning is the most fundamental one to carry out the other steps of learning.

As seen, generally, motivation is defined in a number of ways. It is considered as a driving force that initiates and directs behavior. In other words, it is a kind of internal energy which triggers a person to do something in order to get an achievement.

Many people have the tendency to incorrectly view motivation as a personal trait; that is some people have it, others do not. However, as it is stated before, it is not something related with a person's personality; it is a force that causes an individual to behave in a specific way.

Indeed, it is proven that motivation has a lot of sub ideas related to the concept itself. That is, we cannot talk about motivation on its own without its basic dimensions having different roles and effects. Chambers (1999) presents initial brainstorming on “motivation” (p.14):

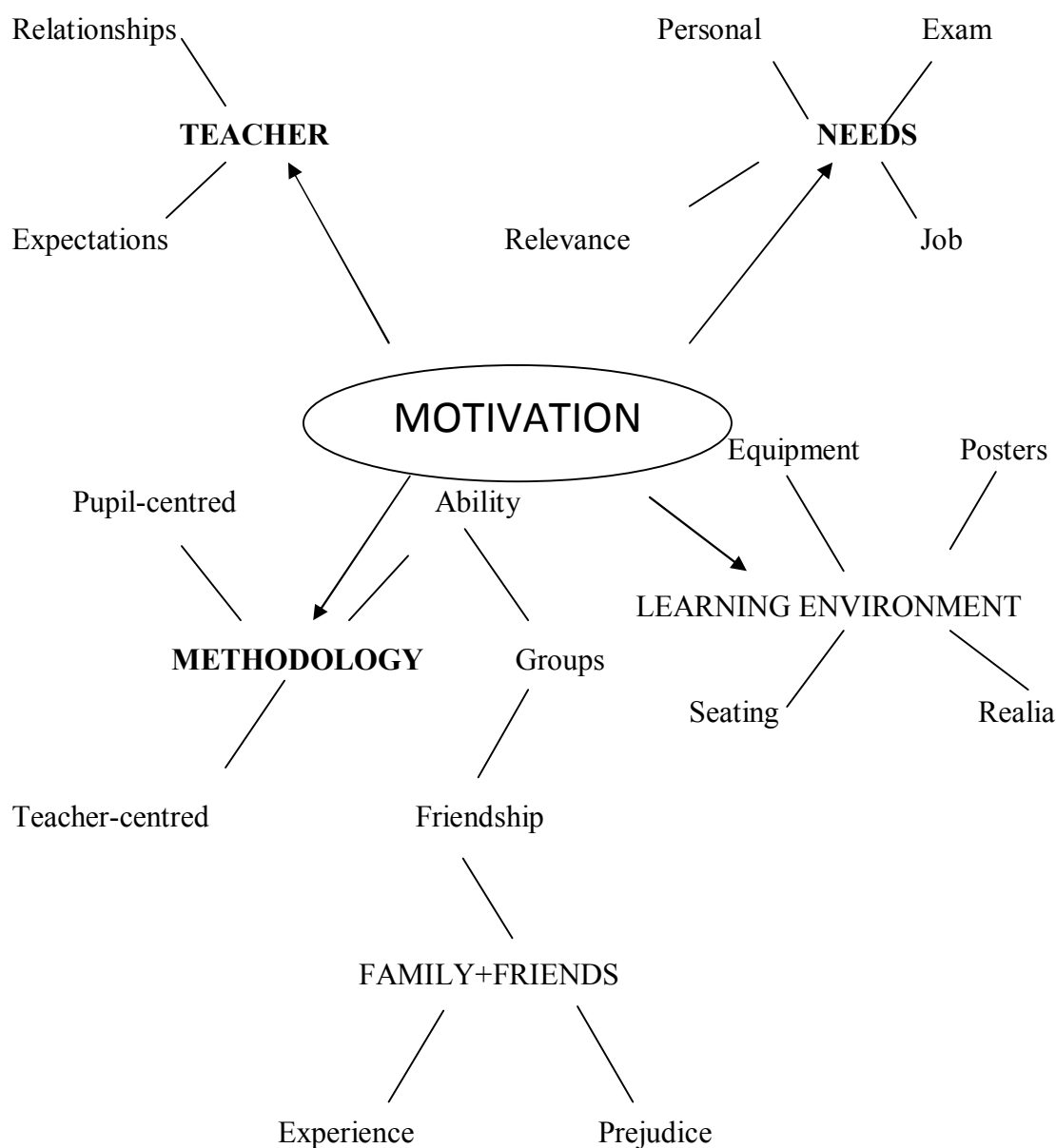


Figure 2.2. Chambers’ Initial Brainstorming on Motivation

In conclusion, considering all these points and discussions, motivation is perceived to be an effective guiding factor of language learning process, as without it, there is no way of mentioning the effective type of that process.

2.3. Theoretical Frameworks

Motivation theories are important in language teaching as everyone has their routes according to them. Teachers rely on these theories consciously or unconsciously as they have always questions in their minds at every phase of their teaching experiences. For instance, they may want to learn what causes some specific behaviors of their students when deciding ways of trying to change such behaviors (Stipek, 2002). Thus, motivation theories are required to supply necessary knowledge for teachers to go on with their ways in their profession.

2.3.1. Behavior Reinforcement Theory

This theory is considered to be a ‘mechanistic’ theory as it is not concerned with beliefs, feelings or any other psychological concepts that cannot be observable. According to this theory, motivation is not a quality of the learner, but rather a set of behaviors and their characteristics. Motivation is conceptualized completely in terms of observable behaviors as the pupil exhibits a particular behavior as a result of being reinforced to behave in that particular way (Stipek, 2002).

Behaviorists stress reinforcement as a primary mechanism to set and maintain behavior. According to this explanation, a reinforcer is anything that increases or maintains the frequency of a behavior (Brophy, 1998).

2.3.2. Need Theories

Need theories identify behaviors as responses to felt needs. Maslow (1962) suggested that needs function within a hierarchy arranged in the following order of priority:

1. Physiological needs (hunger, sickness, thirst, sleep)
2. Safety needs (freedom from danger, threat, anxiety)
3. Love needs (acceptance from parents, teachers, friends)
4. Esteem needs (self confidence)
5. Needs for self-actualization (satisfaction of self-expression) (Brophy, 1998 p.5)

Considering Maslow's theory, we can infer that students who come to class tired, sleepy or hungry are unlikely to be motivated for lessons.

However, Wahba and Bridgwell (1976) argue that learners do not always behave in accordance with Maslow's theory. They may deprive themselves of hunger in order to study for a task. They forget about their physiological needs or personal problems to be involved in lessons.

2.3.3. Goal Theories

Reinforcement theories and need theories both picture learners' motivated behaviors as reactions to some forces either from extrinsic or internally felt needs. However, this theory shifts from mentioning needs to goals (Thorkildsen, 2002). Martin Fold (1992) suggests a theory of motivation including six categories:

1. Affective goals (happiness)
2. Cognitive goals (satisfaction of curiosity)
3. Subjective or organizational goals (experiencing a sense of unity)
4. Self assertive social relationship goals (experiencing a sense of individuality)
5. Integrative social relationship goals (social responsibility)
6. Task goals (managing a task) (Brophy, 1998).

As it is clear from the suggestions, this theory states that learners are motivated to carry out particular tasks by influence of preset goals.

2.3.4. Gardner's Socio-Educational Model

Gardner's (1982) model is specifically about foreign language learning and has much in common with the topic of this present study. The work conducted by Gardner is in the area of motivation as it investigates motivation as an influencing factor in foreign language learning. Gardner in his socio-educational model, identified a number of factors which are interrelated when learning a foreign language. The model attempts to inter-relate four features of second language acquisition (Norris-Holt, 2001).

"The attraction of this model is the central role played by motivation and the social dimension which Gardner sees as a major

part of motivation. With its focus on pupils' views, the experience appears too all-embracing with its inclusion of informal language experience and individual differences" (Chambers, 1999).

Within this model, motivation is inferred to include three elements. These are effort, desire and affect. Effort refers to the time and energy spent for study of the language by the learner, while desire indicates how much the learner wishes to become proficient in that language, and affect shows the learner's emotional reactions to the study of language (Gardner, 1982). Chambers (1999) draws a frame of Gardner's socio-educational model (p.21):

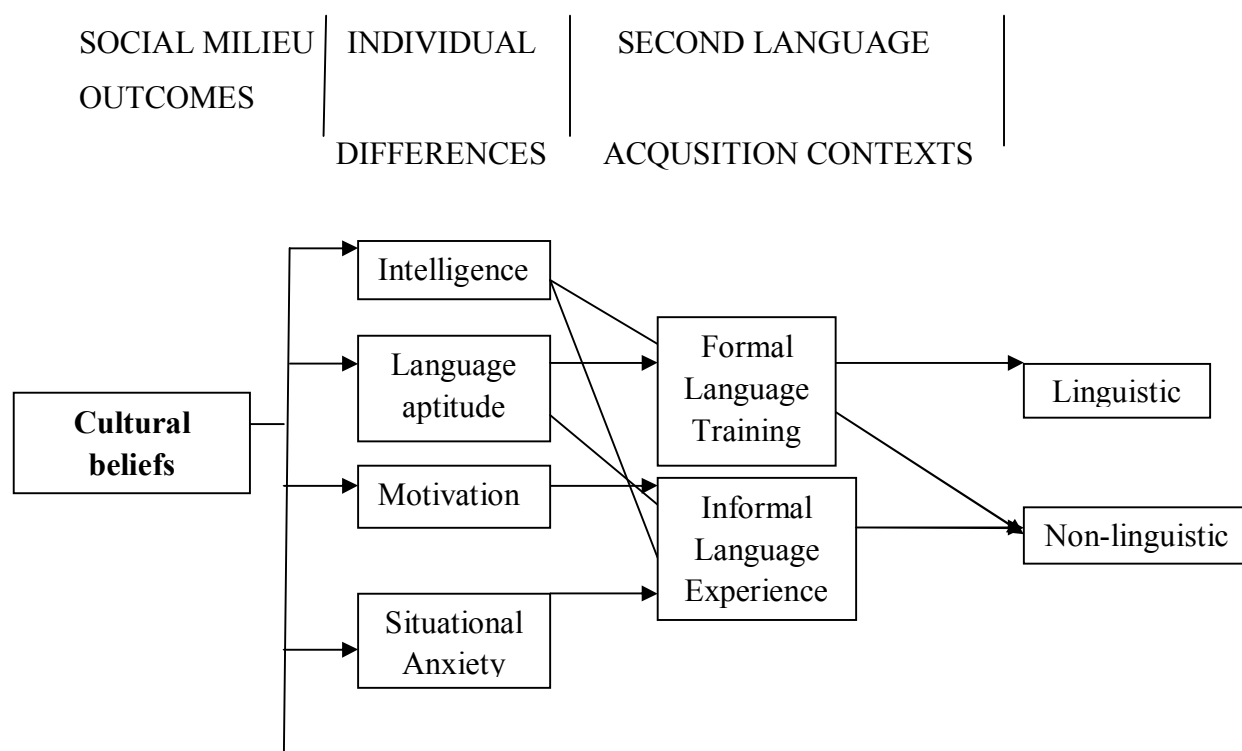


Figure 2.3. Chambers' Frame of Gardner's Socio-Educational Model

2.3.4.1. Integrative Motivation

Learners who have integrative motivation are innately inclined to develop skills and carry out learning related activities. External reinforcement is not necessary because learning is inherently reinforced (Stipek, 2002). Such learners find the process of learning satisfying (Wlodkowski-Jaynes, 1990).

According to Falk (1978), successful learners are those who have friendly approaches to people who speak the language, have admiration towards the culture, and have a wish to become familiar with the society in which the language is used. This type of motivation is known as integrative motivation (Norris-Holt, 2001). The main idea here is that the learners receive a kind of satisfaction from learning and studies for reasons of their own.

2.3.4.2. Instrumental Motivation

In this type, the learner studies or learns for other reasons. Such a student's performance results from the desire to receive a reward or to avoid a penalty (Lile, 2002). It is characterized by the wish to obtain something concrete from the study of foreign language learning. Another purpose of language learning in this context may be the need to meet the requirements for school (Norris-Holt, 2001).

To sum up, in contrast to pupils who have integrative motivation, pupils who have instrumental motivation always need to be guided by outside factors in order to continue with their education of foreign language.

Although, both integrative and instrumental types are essential characteristics of success, it is the integrative motivation which has long-term effects or results. Instrumental motivation can be accepted as useful when there is no aim of communication in the target language such that language learning is realized purposes such as passing classes.

2.4. Who is a “Motivated Learner”?

It is commonly known that behavioral problems always seem to be resultant from lack of motivation. It is important to realize that obtaining effective outcomes from foreign language learning and teaching strongly depends on the degree of the motivation of learners. There are some observable characteristics of motivated pupils.

Motivated learners approach tasks enthusiastically. They smile and get excited very often throughout the lesson (Stipek, 2002).

These kinds of behavior are experienced in everyday classes of young learners. We, as teachers have sometimes motivated, demotivated and unmotivated students. For instance, when we enter the classroom, it is seen that some students immediately get up and run towards their lockers and take their books. They seem to be really motivated

from the very beginning. Throughout the lesson, they listen to instructions very carefully to achieve assigned tasks. They have a natural tendency to enjoy the lesson. It is easily noticed that they struggle to learn very quickly before other pupils and they start to use what is taught and then they become really happy as a result of their achievement in the target language. It is observed that their learning is permanent as they use the means in some situations at different times. These are intrinsically motivated learners. However, there are other students to be mentioned in this context. They are also motivated but the difference is that they are motivated extrinsically. When they see the teacher, the first question they ask is ‘today do you have any stickers or surprises for us?’ When they are assigned some tasks, it is clear that they complete the tasks for rewards. In this respect, Lile (2002) presents an example for an intrinsically motivated learner:

An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning. I have one such student. She never misses a homework, is always using her dictionary when a word comes up she doesn't know, and as a result of these kinds of habits she always does well on her tests. One time I just checked to see if the students had their homework done or not, and after class she asked me if she had any mistakes on her homework or not. She prefers tasks that are moderately challenging. She demands more effort from herself and has a need for deep understanding. To have an intrinsically motivated student is the goal of all motivational development (Lile, 2002).

Considering all these characteristics, it is fair to state that a motivated learner is someone who loves and enjoys the experience of language learning as well as valuing it.

2.5. Who is a “Demotivated Learner”?

Like motivated learners, demotivated ones have also observable characteristics as they always exhibit their level of motivation through their approaches towards the lesson or tasks.

Such kinds of learners may have poor concentration and low self-esteem. They often make little or no effort to learn. They may occasionally distract other pupils, shout out with no reasons, and fail to bring their materials to classes (Chambers, 1999).

Chambers (1999, p.6), in this respect, lists the characteristics of such *disaffected* learners:

- Non-completion of assignments,
- Lack of persistence and expectation of failure when attempting new tasks,
- High level of dependency on sympathetic teachers (needing constant attention, direction, supervision and reassurance),
- Signs of anxiety, frustration and defensive behavior,
- Disruptive or withdrawn behavior,
- Non-participation in the classroom,
- Frequent expression of view that school or the particular task is boring and irrelevant.

2.6. Who is An “Unmotivated Learner”?

Unmotivated learners may be regarded as those hard to cope with. As they do not have any motivation to learn from the very beginning, it may be very struggling for the teacher to make them eager to learn. Thus, it can be inferred that they are different from demotivated learners in that they do not lose their enthusiasm since they had none in the first place.

2.7. Identifying Motivation Problems

2.7.1. Observing Behavior

Whatever the cause of students’ motivation problems, they usually manifest themselves in their behavior. Then, the first step is to do careful and systematic observations. However, this means not only observing their behaviors but also their emotional expressions towards tasks or lessons (Cameron, 2003).

2.7.2. Looking Beyond the Student

Most things seen as students’ motivation problems are often problems about the academic context of the lesson (Cameron, 2003). Most of the time, the teacher should question the educational program to solve problematic situations as well as questioning learner-caused problems.

2.7.3. From Identifying to Explaining

It is not enough for the teacher to observe and identify motivation problems of learners. The next and most important step is to explain them. The most difficult part is to catch the unobservable thoughts and feelings such as levels of self-confidence which may be the very reasons for such problems. Related to this point, Cameron (2003 p.252) presents a checklist to measure and explain learner's motivational levels:

1. _____ Pays attention to the teacher.
2. _____ Begins work on tasks immediately.
3. _____ Completes work.
4. _____ Persists rather than gives up when work appears difficult.
5. _____ Volunteers answers in class.
6. _____ Seeks help when it is needed.
7. _____ Is not upset by initial errors or difficulties.
8. _____ Enjoys challenging work
9. _____ Is reluctant to stop working on tasks when highly engaged.
10. _____ Appears happy, proud, enthusiastic, and eager.

2.8. Who is a “Very Young Learner”?

Young learners are those between five and twelve years of age (Cameron, 2003). In this context, the target group that is called as “very young learners of English” consists of 5-6 year-old learners. This refers to children who have not yet started compulsory schooling and accordingly have not yet started to read. Also, they are absolute beginners of English.

2.8.1. Characteristics of Very Young Learners of English

There is a different mental growth process which all children go through. In that process, they gain different characteristics because of their mental changes.

Levine (2005) presents the unique characteristics of young children as in the following;

They are sensitive to the feelings and opinions of others.

They prefer to work in social groups.

They seek guidance from the teacher.

They perform better when the teacher express confidence in their ability.

They may prefer to work independently.

They are competitive.

Reilly and Ward (2002) present the characteristics of very young learners, who are at the age of 5-7.

Individual Attention: Small children try hard to get the teacher's individual attention as much as possible. Some will demand it by clambering onto your knee or holding your hand, but others need it just as much.

Attention Span: This age group can sit still and listen 10-15 minutes; need frequent change of pace.

Social Characteristics: They are very "self" centered. They can be selfish and uncooperative. They love being praised in front of their peers. They like to work in groups, but always try hard to be the winner even in groups.

Philips (2001) states that when the learners grow older, they start to develop all their skills such as social, emotional, and intellectual. They become aware of themselves in relation to others, to share and co-operate and to be assertive without being aggressive. Another different point is that their attention span increases; they can sit still and listen 20-30 minutes.

According to Parker (1999) young children have also some emotional changes as they grow older. They become more sensitive to criticism; and worry about self-esteem. They may have difficulty in handling failure.

2.8.1.1. Piagetian Viewpoint of Children's Mental Growth

Cameron cites Piaget's explanation about this process:

From a Piagetian viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking. However, gradual growth is punctuated with certain fundamental changes, which cause the child to pass through a series of stages. At each stage, the child is capable of some types of thinking but still incapable of others. In particular, the Piagetian end-point of development – thinking that can manipulate formal abstract categories using rules of logic – is held to be unavailable to children before they reach eleven years of age or more (Cameron, 2003).

As it can be inferred from the citation below, children go through a gradual development in which they acquire various characteristics. First of all, it should be highlighted that these children who are at the age of five have very limited vocabulary knowledge and have not even mastered the grammar of their mother tongue yet (Cheung, 2001). Therefore, these children cannot be expected to have proficiency in their second language.

It is believed that young children are motivated to find meaning in action and interaction. That is, they participate in talk with the expectation that they are involved in meaningful social interaction, they expect to be able to make sense of the talk. They interpret what is said in the light of the action they are involved in. Cameron (2003) states that when they come to foreign language learning, children bring with them this tendency to look for meaning and intention.

How children aged between 5 and 7 see language learning “from the inside” is very different from adults’ perception of this issue. They try to find the meaning how the language is used in action rather than “from the outside” as system and form. Effective language teaching provides opportunities for children to construct meaning in the language by integrating it into purposeful action. As children move to their primary years, they become more able to work with abstract concepts and thus to take an “outside” stance to the language. (Cameron, 2003)

2.8.1.2. Individual Attention

It is very important that little children try to get the teacher’s individual attention as much as possible. Some of them demand it by clambering on to your knee or holding you hand, but others need it just as much. An effective way to provide them individual attention is when they are doing drawing or coloring activities. At these times, teachers can go round talking about what they are doing and maybe some more caring vocabulary. It is mostly at this point children tell the teacher if there is anything worrying them (Reily&Ward, 2002).

2.8.1.3. Attention Span

Another significant point is that they have very short attention span. As teachers, we cannot expect them to be concentrated on a task for more than fifteen minutes. For a

language teacher who is used to an older age-group it can be very unusual and perhaps annoying when a five-year-old child wanders off in the middle of a song or story to play with a toy. In fact, this does not show that the child is not following what is going on; it is most probably because another child had the toy before, which signals him that this is his only opportunity to get hold of it. In this situation, it would be wrong for the teacher to take it as a personal rejection. It is the most difficult thing to maintain the attention of a whole group of small children (Reilly & Ward, 2002).

These groups of learners strongly tend to be distracted by anything. They are full of energy and they always want to do things by themselves without having any aids (Cheung, 2001). The best way to accomplish is to make changes every five to ten minutes unless they become really absorbed in what they are doing; in this case it can go on a bit longer.

2.8.1.4. The “Silent Period”

Other than the issue of their attention span, another important characteristic is their “silent period”. In this respect, Reilly and Ward (1997) give valuable explanation about this silent period of very young learners:

“It is important for the language teacher to remember that young children may spend a long time absorbing language before they actually produce anything. Even if small children are not actually saying anything, they will be still taking it in. Some children say nothing at all in class but go home and tell their parents what they have learnt.” (Reilly, Ward, 1997 p. 7)

It may be a very big mistake to force the little children to talk when they do not feel ready to do so. This may cause very serious problems which can hinder the children’s future studies of the target language. At this point, the teacher should be very careful and understanding in her attitude towards the little learners. She should wait till the learners feel safe to be involved in speaking sessions.

2.8.1.5. Advantageous Characteristics of Pre-School Age Group

There are certain advantages in teaching the pre-school age group. Very young learners are very curious, keen to learn and receptive. Their imagination skills are endless (Cameron, 2003). Such students may be persistently talking about non-existing

things that adults have difficulty in understanding. This shows how creative they may become in language learning.

Another advantage is that children at this age are less inhibited. They are not afraid of being imaginative so they do not feel restricted by the outside factors. They do not have to be logical at all time. They are braver to produce something than the older learners.

Also there is another aspect that there are usually no strict rules such as syllabuses to follow while teaching to this age group. This means there are no tests, no performance objectives and no exams. Anything that the children learn is a gain, which is an enjoyable experience for both the teacher and the pupils without having pressure. If children enjoy a particular activity, the teacher can do it over and over again without worrying about anything (Reilly, Ward, 1997 p. 7).

2.8.1.6. Disadvantageous Characteristics of Pre-School Age Group

There are, of course, some difficulties for the teacher when teaching very young learners. Sometimes, they can be very selfish and uncooperative. If they want something, it is very hard to dissuade them. They may push another child to get what they want without concerning for other child's feelings. In some cases, they may scream and even bite, which is a very difficult situation for the teacher to cope with. Children at this age are rather self-centred and may often want to play alone and may not want to cooperate with other pupils. Also, they can be easily affected by events so it is very crucial to approach them in the right way (Reilly, Ward, 1997 p. 8).

2.9. How to motivate Very Young Learners of English

Young learners are known to be highly motivated to learn and discover new things. However, it is also a known fact about them that they can easily be demotivated compared to other age groups. As they have a very limited concentration span, it is very difficult for the teacher to keep them motivated throughout the lesson. So, the crucial matter is how to motivate them. If they are motivated, they may become very good language learners.

2.9.1. Appropriate Teacher Behavior and Good Teacher-Student Rapport

Teacher's behavior and the relationship between the teacher and the student affect the student's motivation towards the lesson. Teacher behavior is a "motivational tool". The key point is to establish a relationship of mutual trust and respect with learners. This situation may lead to enthusiasm (Thanasoulas, 2002). As at the age of five or six kids are very vulnerable and sensible, it is very important to know as to how one should approach them. They can sometimes consider the teacher as a mother or a father. The most crucial thing is how to motivate them for the lesson; for this, the teacher should be careful in their way they treat them. Below are cited some tips for teachers aiming to motivate students:

- **Keep yourself motivated**

The very first thing for the teacher to do is to keep herself motivated. If the teacher seems to be bored, without any energy, then students will often lose interest in the lesson (Sedlakova, 2007). The teacher should be enthusiastic enough in order for students to be excited for the lesson. Kids become motivated when they see the teacher energetic, jumping, and/or walking around the classroom. Also, the students get motivated and excited when they have a funny teacher. Being funny and happy, which is a sign of motivation, is very appealing for the young children. Shin (2002) states that they love playing with language sounds, imitating, and making funny noises.

- **Encourage your students**

If students do not feel encouraged, they will also not feel motivated to learn. When you see them demotivated and unwilling, a few sentences such as "I know this is very easy for you; you have done more difficult things and it is a piece of cake for you" will be enough to motivate them again. Dörnyei (2001) presents three strategies about encouraging students to trigger motivation:

- Promoting attributions to effort rather than to ability,
- Providing motivational feedback,
- Increasing learner satisfaction and the question of rewards.

İnceçay (2010) states that the features of the teacher's language use facilitate learner involvement and construct potential for learning. According to her, teacher's talk should include content feedback which consists of both negative and positive feedback. However, there is an important point that even though it is right to give negative feedback from time to time, there shouldn't appear obstruction in the involvement.

- **Be a caring teacher**

A caring teacher always tries to develop a good relationship with students. When students know that you are not going to get angry, you are supportive and understanding and the reason you are trying so hard is because it is important for you that students learn well, and then the reaction from your students will be nice and effective in turn in terms of motivation (Lile, 2002). Increased parental awareness is crucial to a child's motivation (Bantjes, 1994)). As they are so young, they sometimes want you to hug and kiss them like their mothers. Even doing this motivates them and provides them with positive feelings towards your lesson.

- **Give proper and comprehensible instructions and use a few words in their mother tongue to make the statements much clearer to them**

Proper and comprehensible explanation is needed, so that students can well understand what is expected of them. As these 5-6 year-old learners are not proficient even in their mother tongue, as teachers, we cannot expect them to fully understand the instructions given in target language so it is inevitable for the teacher to use their native language in these sessions (Leal, 2003). As the explanation part is very important for them to complete the task, if they do not understand it properly, they feel demotivated from the very beginning.

It is believed that communication breakdown is a common feature of L2 classrooms of young learners. It often occurs because of the fact that learners do not know a particular word or phrase or do not recall the necessary information. İnceçay (2010) mentions an important issue called "repairing", which is teacher's role of intervening and providing missing language. That is, the teacher scaffolds the learners when they cannot remember the pieces of language that they have learned before both by the help of students' native language and some key words.

Shin (2002) asserts that it is necessary for the teacher to use L1 for complicated directions for activities. It is better to make a difficult expression comprehensible by translating it into L1.

- **Avoid talking for long periods of time**

Kids get bored very quickly, if the teacher does not know when to stop talking. So, it is better to make short and clear explanations because learners want to go into the activity very immediately. They understand by experiencing so it will have no sense for them to explain it for a long period of time. When they put the things into practice, they enjoy what they deal with (Stocker, 2005).

2.9.2. A Pleasant and Supportive Classroom Atmosphere

A tense classroom atmosphere prevents learners from effective learning as well as demotivating them. On the other hand, the learner motivation will reach to the top in a safe classroom where they can express their views without hesitation of being ridiculed (Thanasoulas, 2002). Students cannot be involved in learning when they feel anxious or alienated. They should be so relaxed and confident that they can talk and express their ideas without any fear. Then, effective learning occurs in a supportive and relaxed classroom setting. It is teacher's very first job to create a climate in which students feel free and encouraged to go on with their language education effectively. It is also important that the teacher should create a cooperative classroom atmosphere rather than a competitive one (Whisler, 1997). When they feel they are in a situation of competition, learners become very nervous and they lose desire to get involved in lesson sessions; therefore, it is important that they should feel they create something together and there is not only individuality but also unity.

It is better to have a classroom atmosphere in which there is a wide variety of instructional techniques. In this variety, the children should be active processors of language – not passive. There should be a supportive atmosphere in which there is teacher trust, guidance and interaction. Also, learning should not be separate from the meaning it conveys. (Levine, 2005)

2.9.3. Methods, Activities, and Materials Used in Classroom

2.9.3.1. Total Physical Response

The method was evolved by James Asher. Nagaraj (1996) gives a summary of pedagogic principles of TPR:

- Meaning in the target language can be conveyed best through actions.
- Learners learn best by doing things.
- Learners must be given time to absorb the new language before they are asked to speak.
- A feeling of success aids language learning. TPR allows learners to achieve a high degree of success. (Nagaraj, 1996 p.67)

One of the best methods a teacher of young learners can apply is TPR. It is very useful for the teacher to implement the principles of this method as young learners have the tendency of acquiring things by actually doing them (Freeman, 2000). Also, as they are too energetic at this age, it is an appropriate method for them to show their energy and be discharged. Also, when they move, they feel more confident, happy and motivated for the activity. In their book Reilly and Ward (1997) mention the appropriateness of this method of TPR for the very young learners:

“Pre-school children learn through direct experience via the five senses, and do not yet understand abstract concepts. For this reason language teachers find it very useful to use what is known as TPR (Total Physical Response). This means getting the children to actually do or mime what we are talking about. If a teacher says: ‘Alexander, open the door, please’ and Alexander opens the door that is an example of total physical response. (Reilly, Ward, 1997 p. 9)

Then, it can be said that the younger the learners are, the more useful TPR is as it presents enjoyable ways for kids to learn the target language.

2.9.3.2. NLP

Revell and Norman (2000) presents that in NLP there are systems called “preferred primary representational systems” that we use to experience the world. Depending to some extent on context, most people tend to use one system more than the others or one system before the others when learning something new. To illustrate, people who experience the world primarily auditorily like to get information through their ears. They prefer hearing things being said listen to cassettes and even having chance to repeat things in their minds. On the other hand, people who experience the world primarily kinesthetically like to get information through their bodies, hands or emotions. They prefer touching things, moving their hands or feet, walking around the room. Some other people who experience the world primarily visually like to get information through their eyes. They like to see things, look at pictures or diagrams. That is, according to NLP, we experience the world through our five senses. The five systems are called “VAKOG” for short;

Visual:	We look and see
Auditory:	We hear and listen
Kinesthetic:	We feel externally (= tactile)
	We feel internally (= visceral or emotional)
	We feel movement (= psycho-motor)
Olfactory:	We smell things
Gustatory:	We taste

It is inevitable that students have different preferred primary representational systems or learning styles. Teachers need to satisfy all of the students and not just the ones who happen to share their own preferences. This means; teaching in multi-sensory ways, using as many channels as you can, stimulating your students visually, kinesthetically, auditorily, and olfactorily or gustatorily (Revell & Norman, 2000). This approach is also supported by Dunn (2002) stating that if the child is not learning the way you are teaching, then you must teach in the way the child learns.

Westwood and Arnold (2004) believe that in an ideal world everyone in the class should be treated differently. It is highly desirable for the teachers to recognize and respond to individual differences in positive ways. It is stated that books, worksheets,

computer programs, videos, games, and VCDs at different levels of complexity often represent the most practical way to differentiate activities.

2.9.3.3. Suitable Activities and Materials for Very Young Learners of English

Here are some suggestions for teachers to choose appropriate types of activities for their very young learners:

- **Play games**

Children learn through games. They even do not realize that they are learning when they are playing because their focus is on the game at that time, and not on the language (Vernon, 2002). Therefore, they unconsciously learn during games. That is, even just playing a game is motivating for them in their language education.

According to Shin (2002) young children learn things through playing; they are not consciously trying to learn new words or phrases – for them it is incidental.

- **Watch cartoons**

According to Arikan (2010) it can be stated that teachers should create learning environments in which children get both aural and visual support in meaningful contexts. While doing that, authentic animated cartoons offer an invaluable way of contextualizing and introducing authentic language by providing audio-visual input.

- **Involve children in hands-on activities**

Children need to be actively involved in their learning. So the teacher should get students up and out of their chairs. That is, activities in which they can move around should be chosen to motivate kids. Even if you just require them to come up to you instead of you going to them for help, the movement can help get them out of the “trance” that they sometimes get from sitting in one spot for too long (Stocker, 2005).

According to Westwood and Arnold (2004) “hands-on” experiences stimulate valuable language interaction in a natural context.

Parker (1999) asserts that young children at the age of 5 to 7

- need physical involvement in learning

- do not sit and listen well
- remember information best when presented in a meaningful context through action

- **Move from Activity to Activity**

Young learners have very short attention spans and a lot of physical energy. For ages 5-7, it is effective to keep activities around 5 and 10 minutes long. Also, using brightly colored visual, toys, puppets, or objects is a very useful way to get them to be motivated. Otherwise, it is indicated that young children get bored very easily and as a result they lose interest. As the activities will be constantly changing, it will be easier for the teacher to appeal all skills. There should be variety including both noisy and quiet activities or both group and individual work (Shin, 2002).

- **Group the kids**

When you group the kids for activities, they become more motivated to act as a group. They talk and move with the group friends so they learn how to work cooperatively. This also becomes a 'motivational tool' for them as they learn better by interacting with each other (Vernon, 2002).

- **Use songs, rhymes, and chants**

Songs, rhymes and chants are fantastic materials to use with very young learners. They really have innumerable virtues. They are sources of motivation, interest and enjoyment. Music and rhythm make it much easier to imitate and remember language than words which are just 'spoken', if you teach children a song, it somehow 'sticks'. Children are motivated by music, by the variety of rhythms, by the instrumentation, by the different voices involved and by the themes (Çakır, 1999).

Shin (2002) put forwards that young children enjoy repetition of certain routines and activities. Having basic routines in classroom can help to manage young learners. It is suggested that the teacher can have a routine of both starting and finishing the lesson with a song or chant. Also the findings show that such routines help learners feel safer as they know what to do at the beginning and at the end. Moreover, being physically

active from the beginning enable them to start the lesson motivated. As they know that they will get out of their seats to sing and dance, they wait the end excitedly.

- **Choose achievable, relevant material**

The materials should correspond to the subject matter. If there is something irrelevant, then there will be no sense for learners. It is also very significant that the activity or material should be at a moderate challenge. When kids easily complete the task, there will be no enjoyment or effort for them in terms of motivation. On the other hand, it is also harmful if the material is too challenging for them since they tend to be demotivated very easily. Thus, difficulty level should be measured very carefully (Lile, 2002).

CHAPTER III

METHODOLOGY

3.1. Introduction

In this particular research, a descriptive study is conducted. It is a descriptive study in design because it aims to identify attitudes of learners in terms of motivation through three aspects which are teacher's attitude towards the students, suitability of the activities and lastly, the classroom atmosphere. First of all, the study intends to observe the causes of students' demotivation in some situations and then how they become motivated again towards the lesson. In general, in this descriptive study the main concern is to identify the most appropriate teacher behavior, the most suitable activities and the best classroom atmosphere to enhance students' motivation for English Language Learning.

3.2. Context of the Study

Çukurova Bilfen is a private school complex in the centre of Adana. It consists of a pre-school, primary school, secondary school, and a high school. It has a population of almost 3600 students. It is also crowded in terms of teachers. Since it is a private school, students' social and economic standards are high. Accordingly, the physical conditions of the school are pretty good. It is rich enough in terms of equipment or materials.

The researcher is also one of the English teachers of the school and has been teaching there for two years.

3.3. Participants

The participants of the study are forty-five young learners who are at the age of five or six. There are two classrooms and in each there are about twenty-two students. As it was mentioned above, the research was conducted at the pre-school section of Çukurova Bilfen Private School complex located in Adana, Turkey. Students come from families living in the centre of the city. Also, as it is a private school, the social and economic conditions of families are considered fit middle-class family standards.

Since the target group taking place in the study is already an existing group, there was no need to implement any sampling methods. That is, the sampling was done for convenience.

All students are at the age of five and six and they speak Turkish as their mother tongue. Also, the fact that almost all of them start to learn English in this year is a very important aspect which needs to be taken into consideration.

3.4. Data Sources

3.4.1. Observation and Video Recording

The data were collected with the help of regular classroom observations. In each classroom, the observations were applied equally. The researcher was the observer of each classroom. The goal was to evaluate the students' motivation in terms of three aspects mentioned above; classroom atmosphere, activities and materials, and teacher attitude.

All lesson sessions were recorded in order to have the opportunity to analyze each section in detail after observation sessions. During these observations, an observation checklist which describes the characteristics of motivated and unmotivated learners was used. Also, through the recordings, each case was examined in terms of the situation, action and the consequence of it. That is, learners' actions, verbal or nonverbal, which resulted from some situations or cases, were examined with the consequences clear from students' signs of motivation and demotivation.

3.4.2. Protocols and Interviews

After each section, both observed and recorded, the researcher had protocols with some specific students whose behaviors were recorded as the signs of motivation or demotivation. Through these sessions of protocols, the researcher aims to identify some underlying causes of learners' motivation and demotivation by asking them some key questions which were related to particular situations.

3.4.3. Questionnaires

After this process was completed, the researcher applied three questionnaires for each student involved in the study. As the learners have not learned how to read and

write yet, the researcher again had protocols with each student one by one to complete the questionnaires. Also, as they do not have proficiency in English, these protocols were held in their mother tongue to have more reliable results. Also, to help them understand the questions better, the researcher gave an example for each question. When necessary, paraphrases of the statements in the questionnaires were used to make clarifications.

3.4.3.1. Classroom Atmosphere Questionnaire

The first questionnaire includes statements which aim to identify the best classroom atmosphere to enhance students' motivation. It consists of possible classroom atmospheres and the students are expected to decide which ones they like and which ones they do not.

3.4.3.2. Teacher Attitude Questionnaire

The second one is about teacher's attitudes towards students. It aims to describe what kind of a teacher the learners like or dislike in that age.

3.4.3.3. Suitable Activities and Materials Questionnaire

The third one is about the activities and materials applied in English lessons. In this questionnaire, the students are asked which activities they like most and least to do in English lessons.

3.5 Data Analysis

After the questionnaire session was over, the researcher evaluated both the results of the video recordings and questionnaires whose consequences should back up the previous ones. First, the researcher analyzed the video recordings. Each video recording was watched for three times. During the first watching, the effect of classroom atmosphere on students' motivation was analyzed. In the second one, the teacher attitude was evaluated and during the last watching the influence of the activity and the material used in the lesson was analyzed.

After the analysis of video recordings and following protocols, the data collected through the questionnaires were entered into SPSS program. Then, the results were

analyzed in combination with the other data collected previously. As a last thing, there were inferences and implications which are believed to be helpful both for teachers and the administration about English Language teaching to very young learners.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

In this section, the data and the related results will be discussed. First, the video recordings, and the observation notes and protocols will be examined; then, the results of the questionnaires will be analyzed. Finally, both the findings of video recordings and the questionnaires will be compared.

In order to validate the study, triangulation was used. Specifically, observation notes, video recordings, interviews, and questionnaires led to more valid, reliable, and diverse construction of realities.

4.2. Analysis of Video recordings and Observations

Each recording is analyzed in terms of three aspects which are classroom atmosphere, teacher attitude and activity.

4.2.1. Analysis of the Activities and Materials

The recordings depict that the teachers in this study tried hard to start the lesson in a different and attractive way for the students. When the teachers were able to attract the students' attention from the very beginning, the children seemed to be much more motivated for the following activities.

To illustrate, in one of the recordings, as a first activity the teacher wanted the students to close their eyes for the first activity. The children closed their eyes, which made them very excited for the coming activity. This was ***a speaking and listening activity***; however, it seemed to be a game for the children because the teacher was using two close friends of the learners; "*tiggy*" and "*birdy*". In this activity it was those two friends coming towards the learners whose eyes were closed. *Tiggy* and *birdy* were choosing a learner to talk and ask some questions to revise a few basic daily language structures. As it was regarded as a game for the children, they really enjoyed it. The materials which were a few colorful toys helped the students feel relaxed and confident to participate in the activity. In the recordings it was obvious to see and understand that

children raised their hands enthusiastically to speak up in the class. This activity lasted for eight minutes, which means the teacher stopped the activity when the students' motivation was still on the top level. It can be clearly understood from the findings that the teacher should;

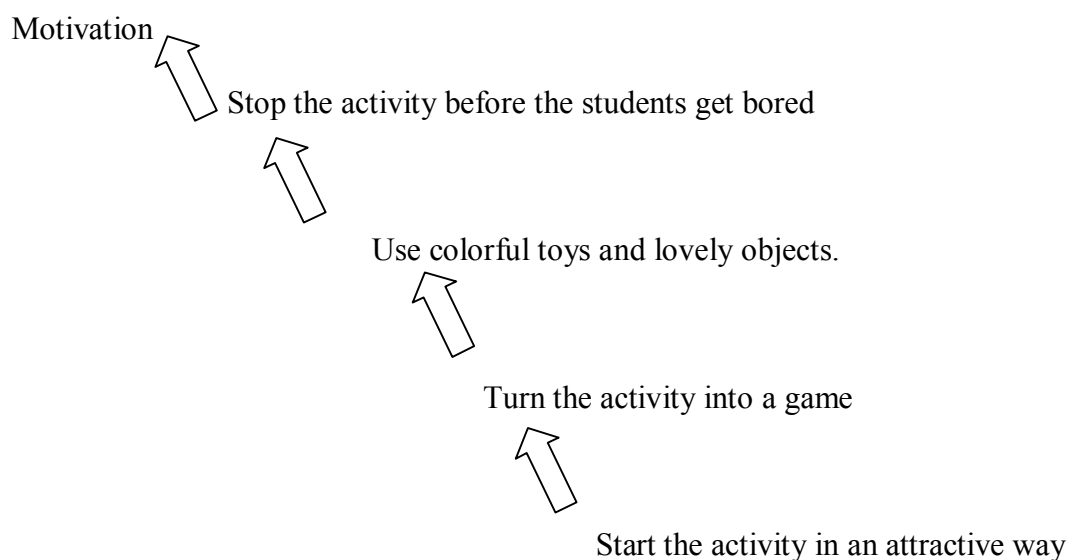


Figure 4.1. Steps of How to trigger Students' Motivation

Another activity was a *competition* in which the students had great fun. For each section of the competition, the teacher was choosing two students who would compete with each other. Not only the students competing were having fun but also the others watching their friends were enjoying themselves and they were calling their friend's names to support them. In this activity, the students who were chosen to get up from their seats and tried to touch the pictures that the teacher told them as quickly as possible. This data shows that the young learners in this study enjoyed competitions. Also, when they moved in an activity, they seemed to be more motivated and willing. However, there were some drawbacks to be faced in competitions, too. If they feel that they lose in a competition, they may become unhappy and discouraged. So the teacher should know what to do in such cases. She may give the losers another chance in the following activities or she may praise them in a way that they do the activity very well. Levine (2005) states that

The findings present that the teacher

- Involved the learners in competitions

- Encouraged the losers and give them some other chances to win

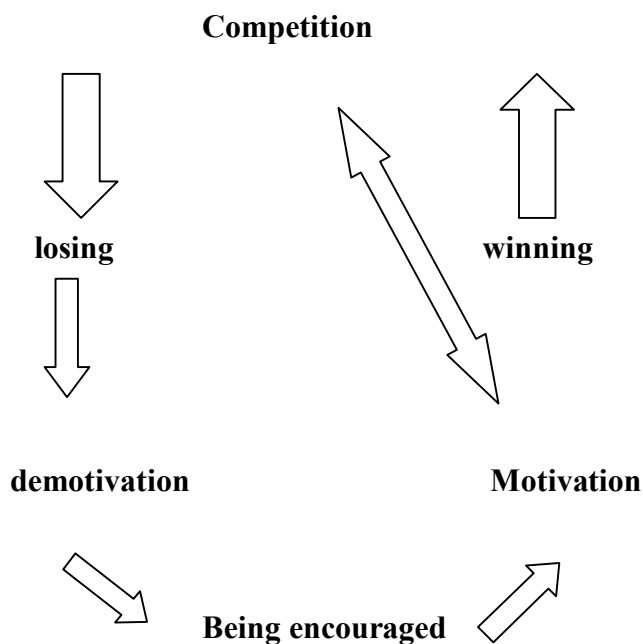


Figure 4.2. Effect of Competition on Students' Motivation

In the following activity, the students were *coloring* a sheet of paper according to the instructions of the teacher. In this session, the aim was to review the numbers and colors. There were pictures on the papers and numbers on each picture. The teacher gave the instructions like “color number one red”. At the beginning, the students seemed to be highly motivated because it was exciting for them to go on with something different. Also, the fact that they were given a material made them more excited. Such material delivered to each student enabled them to feel safe since they were all aware and informed about what to do.

There were ten pictures to be colored. The students had fun while they were coloring the first five pictures. However, after number five almost half of the students started to get bored and distracted. Some of them were wondering around despite teacher's warnings and some of them were chatting or making noise. The teacher was trying to complete the activity. She did not stop until number ten but there were only a few students still exactly doing what the teacher said. The others were not involved in the lesson anymore. Also, the fact that they were sitting in their seats during the activity was one of the factors leading demotivation. As they are very young and full of energy, sitting on their chairs for long periods of time without moving is impossible for them.

Throughout these two activities we observed that children could not participate in the activity since there was no variety integrated into the activity. Jumping into another activity when they were highly motivated was a very effective way to maintain that motivation. Also, the idea that they were given a material that they could show their parents after the lesson made them more motivated. However, it was clearly seen from the findings that sitting on the chair for more than eight minutes to go on the same activity is very hard to realize for children at that age. As their concentration span is very limited, they can be easily distracted if the activity they are involved in is not attractive anymore for them. Shin (2002) states that young learners have very short attention spans and a lot of physical energy. For ages 5-7, it is effective to keep activities around 5 and 10 minutes long.

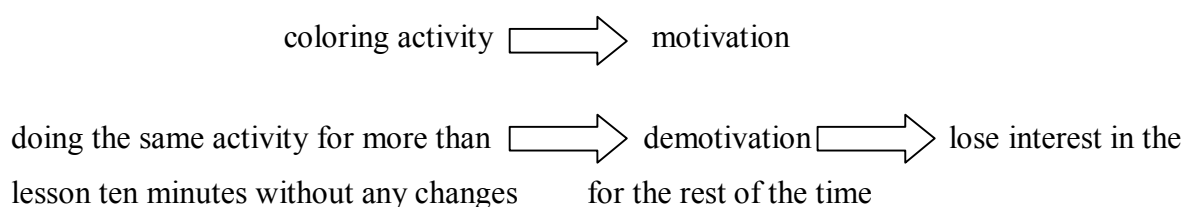


Figure 4.3. Effect of Coloring Activity on Students' Motivation

In the following session, there was *a hands-on activity* in which all the students stood up and moved around the classroom. The objective in this specific activity was to revise the colors and some basic imperative sentences such as “go”, “wait”, and “stop”. The teacher became a traffic light. She held all three traffic lights. When she raised red light, the students stopped immediately and said “stop” for three times loudly. When she raised green, they started to run and said “go” for three times and lastly when she raised yellow they said “wait” doing this action again.

In the previous exercise, as the students got bored of sitting and doing the same activity for almost twenty minutes, they really needed such an activity in which they could move around the class.

Due to the slow pace of the previous activity, their motivation level decreased. Therefore, this hands-on activity increased their motivation level since they enjoyed being active in class.

It was the last session for that day so the English lesson was over when the learners were highly motivated, happy and satisfied. Finishing the lesson with a hands-on activity led the students to decrease their boredom in class.

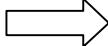
Let the students move around the classroom  motivation

Figure 4.4. Effect of Hands-on Activities on Students' Motivation

Another activity the teacher conducted for another English lesson was a video-based activity. In this activity, the teacher took all the students to the video room. The teacher said that the students had been looking forward to having *a video lesson* for two weeks. They have a DVD of their course book which consists of everything in the course book unit by unit. After each unit they learn in the classroom, they have a video lesson to review it. They have ten units and each unit in DVD includes different games, puzzles, exercises, and short cartoons.

They have a projection device in the room so that they can see everything on a wide screen on the wall, which attracts their attention much more. Every section in DVD is very colorful and vivid, which means they are visually amazing for those very young learners.

Their course book has a very lovely and funny song. Both at the beginning and at the end of each video lesson they stand up and sing that song by doing the actions in it meanwhile they are watching the clip of it on the screen. It is highly desirable for the teachers to recognize and respond to individual differences in positive ways. It is stated that books, worksheets, computer programs, videos, games, and VCDs at different levels of complexity often represent the most practical way to differentiate activities (Westwood and Arnold, 2004).

Following the *song activity*, it is always time to do the enjoyable exercises one by one. Each student participates in the activities equally since they come to the computer and do the exercises there in turn while the others are watching it on the screen.

There was *a role play activity* in one of the sections in which the students came to the stage and did the role playing according to the instructions of the speaker. To illustrate, the speaker directed the students by giving sentences like “Be a monkey” and then the students made great effort to accomplish it.

It is indicated that the learners in this particular study got so much pleasure from role-playing activities in which they performed actions in front of their friends. Also, leaving their seats for a while delighted and motivated them.

Afterwards, there was *a puzzle memory game* which increased students' excitement to the lesson. With this activity, the teacher aimed to revise the names of the animals and their habitats. Each student one by one played the game and they tried to find a couple of pictures and tell their names loudly. This session was a bit harder for the learners because they had difficulty in keeping the pictures in their minds. However, it was observed that the learners became much more excited when they met a challenging task. They were waiting for their turns with great enthusiasm to do the exercise correctly. This proves that very young learners in this research were not only motivated by the achievable tasks but also some challenging ones motivated them by triggering their enthusiasm towards the activities.

Below there is a conversation showing that they really had fun and got excited when they meet a challenging game. Furthermore, it can be inferred that when a girl achieved something in an activity, she was always supported by the other girls, however when a boy succeeded in something, he gained the other boy's support. Then, this exciting and competitive atmosphere motivates the students more increase their willingness.

(In this game the students are expected to find the same two animals from the puzzle. They should keep the place of the animals in their minds to match them with the right picture. Students click one of the pictures and an animal appears there and then they click another picture. If the same animal appears they get points.)

T: (reflects the puzzle memory game on the screen)

Class: (they get excited and applause) Oley!

T: Who wants to come, first? Baran, start with you.

S1: (clicks a picture) Monkey (clicks another one) elephant.

T: OK, Baran, sit down. Damla, it is your turn.

S2: (clicks a picture) monkey (moves the mouse around the pictures)

Class: Hayır o değil! Hayır!

S2: (Clicks another one) Seal.

T: You may sit down, Damla. Thank you.

Class: (altogether raise their hands and shout loudly) Öğretmenim, öğretmenim! Ben biliyorum!

S3: Öğretmenim, ben! İki "*monkey*"i de buldum!

T: Ssssh, wait your turn. İpek come here, it is your turn.

S4: (finds the same two pictures which are monkeys)

Girls: (shout) İpek! İpek! İpek!

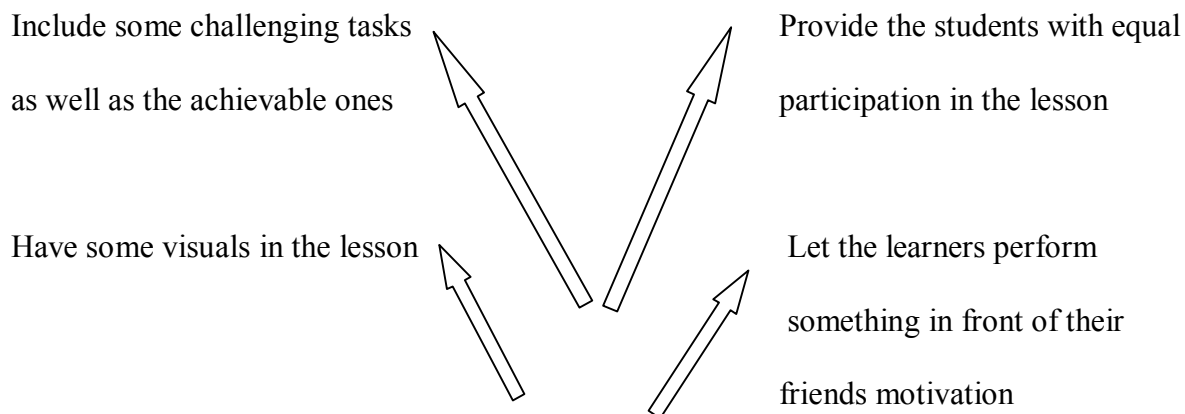


Figure 4.5. Ways to Increase Students' Motivation

4.2.2. Analysis of the Teacher Attitudes

It is inferred from the findings that how the teacher approaches to their students has a significant contribution to their motivation towards the lesson. As they are only five or six year-old learners, they need affection and care. Sometimes, they regard their teacher as their mother. Thus, it may become important for the teacher to know how to deal with them

In one class, the teacher started the lesson in a very friendly and sincere way with a warm welcome. When they saw their teacher at the door, the students got out of their seats immediately to hug her. After they greeted each other, the teacher began the lesson. The students gave the impression that they really would like to have that English lesson. They started to listen to their teacher with great care and attention. It was verified once more that if the students like their teacher and feel closer to her, they also like the lesson and become more willing to do the activities. When the teacher smiled them, they also smiled and felt happier.

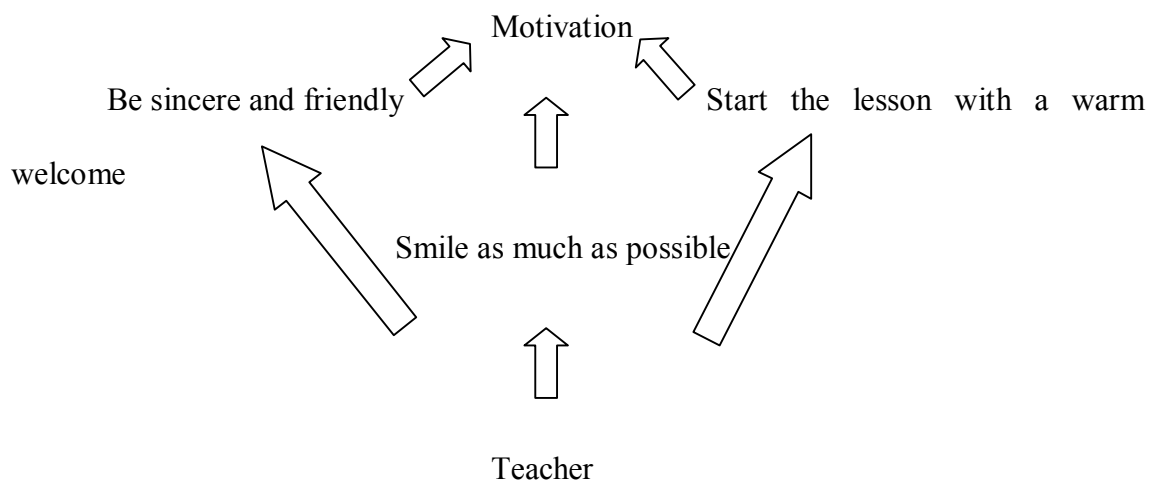


Figure 4.6. Appropriate Teacher Attitude

In one of the speaking and listening activities, the teacher became a bird whose name is *Birdy* and a student became *Tiggy*. They started to chat about a few pictures. In this activity, the teacher changed her tone of voice and talked just like a parrot which was very appealing and funny for the students. As the teacher's miming and body language attracted their attention, all the learners were eager to join in that activity.

In that session, there was a highly-motivated child who insistently wanted to be *Tiggy*. He continually wanted to perform the activity which may imply his motivation towards that specific activity. He started to shout from the beginning that he wanted to be *Tiggy* but the teacher ignored his willingness. She did not choose that highly-motivated child maybe because of the fact that he was shouting to be *Tiggy*. He struggled a lot but the teacher continued to ignore him. As none of his attempts was successful, he stopped shouting. It was clearly seen that he was demotivated because of being ignored. After a few more students, the teacher noticing student's demotivation decided to give him the chance to re-motivate him. Luckily, she was successful in her effort to gain the student's motivation and enthusiasm towards the lesson. However, she may not have been so lucky if the student had been more sensitive or touchy. Instead of ignoring that learner, she could have given him the opportunity to participate in the activity from the beginning by reminding him the fact that he didn't need to shout to be involved in the lesson as they all would do the activities equally.

Conversation between students and the teacher below presents how teacher's ignorance affects students' behavior in class.

T: This is your friend, *Birdy*, you know and this is *Tiggy*.

(*Tiggy* and *Birdy* say “Hello!”)

Now, close your eyes everybody, close your eyes!

OK, good. *Tiggy* is coming to..... *Tiggy* is coming to

S1: Öğretmenim *Tiggy*’i bana verin lütfen. Öğretmenim, *Tiggy*’i bana!

(Teacher ignores.)

T: *Tiggy* is coming to ... Mert!

(Teacher talks with Mert who has got the *Tiggy*.)

T: Hello, *Tiggy*. How are you?

S2: I am fine How are you?

T: Thank you. What is this *Tiggy*?

S2: Lemonade!

T: Right, well done! Next question...

S1: Öğretmenim *Tiggy*’i bana!

(Teacher ignores.)

T: What is this *Tiggy*?

S2: Lollipop.

T: Right! Do you like banana?

S2: Yes yummy!

T: OK, well done *Tiggy*. Kisses... Thank you!

Now, close your eyes again, close your eyes! *Tiggy* flies to ... *Tiggy* flies to...

S1: (stands up and runs towards the teacher) Öğretmenim bana! Öğretmenin *Tiggy*’i bana verin! (Teacher ignores.)

T: *Tiggy* flies to ... İpek!

S1: (seems to be unhappy, bored and tired of shouting to be involved in the activity)
Offf!!!

(Teacher has the same conversation with İpek and then she flies *Tiggy* to Atalay, Perihan, Erdal and then lastly, Arda.)

T: *Tiggy* is coming to... *Tiggy* is coming to...

S1: (stands up and runs to the teacher by shouting) Öğretmenim bana!

T: Sshhh! Sit down! *Tiggy* is coming to ..., *Tiggy* is coming to ... you, Arda!

(Arda sits down getting very happy and excited).

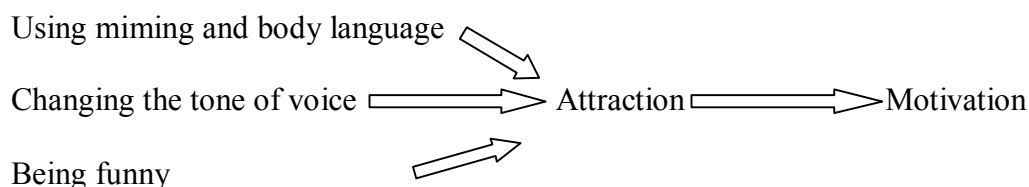


Figure 4.7. Use of Body Language

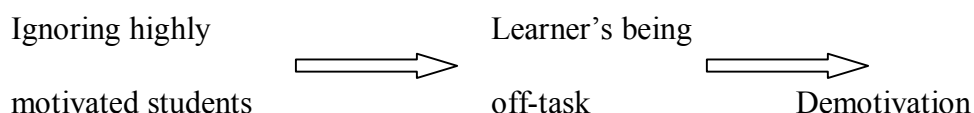


Figure 4.8. Causing Demotivation

In another activity which was a game in which students do not sit on their seats, the teacher moved and changed her location with the students; that is, she played the game with her students. Feeling that their teacher was also enjoying the lesson made them much more motivated and energetic. Based on the recordings when the teacher also played the role as a participant, students became more motivated than the role of being an organizer.

In another session, the teacher was explaining a competition activity. It was a bit difficult for the students to get the rules. Seeing that, the teacher told a few sentences in Turkish and all the students comprehended what to do. First, they were feeling very uneasy and stressed. However, when they were given the instruction in mother tongue, they felt safer. This means that another significant point about teacher's attitude is that she should switch to mother tongue when necessary. Especially, while giving instructions, she should be sure that all the learners understand it well. Not knowing what to do always makes students nervous and anxious which leads to demotivation.

Also, in another lesson, during a drawing and coloring activity, the teacher used mother tongue to help the students understand what they are supposed to. She gave some clues to students in Turkish and it is seen that the students felt better and got motivated. The conversation between the teacher and the students during this activity is below;

T: What can you see in a fire station? Fire station'da ne olur?

Böyle kocaman iki tane ne olur?

Class: Fire truck!

T: Yes, fire truck. Peki, fire çıktığı zaman ne ile söndürürüz?

A few students: Hortum.

T: Peki ne çıkar hortumdan?

Class: Water!

T: Very good! Şimdi fire station'a kocaman bir red fire truck çizelim. Oradan hortumuyla water fişkırtсын fire'in üzerine.

(The students start drawing and the teacher wanders around)

T: Bengisu, beautiful!

S1: Öğretmenim ben çizemiyorum.

T: Peki ben buraya bir tane fire truck çizeyim. Çizmekte zorlananlar buraya baksın.

(draws a fire truck) Look at me. Fire truck'ın aşağıda iki tane circle'ı olur. Here comes the water. Şuraya da fire çizelim. That's good. Look at this.

Another point inferred from this conversation is that teacher's reinforcement and praising for the students' work make them feel satisfied, confident and more motivated. Always using the target language even in instruction

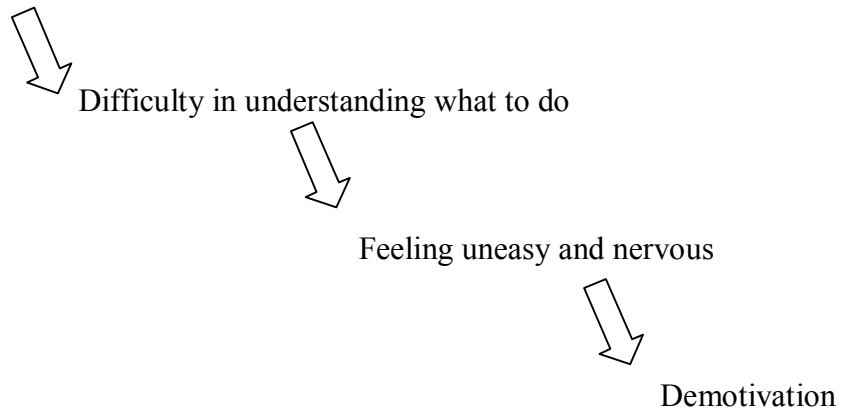


Figure 4.9. Effect of Using Only Target Language

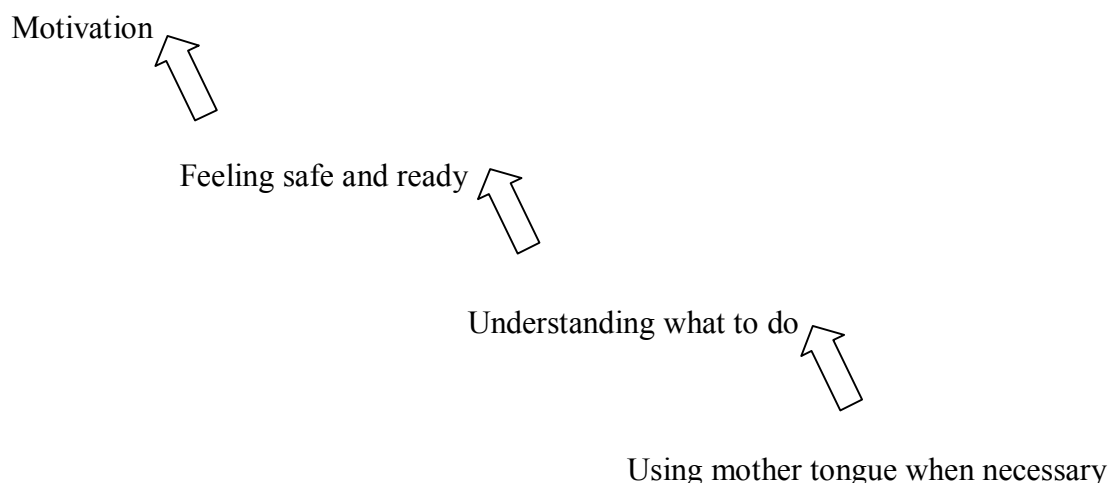


Figure 4.10. Effect of Using Mother Tongue When Necessary

In one of the sessions, the teacher involved the students into a game. In this activity the teacher was holding a few pictures without looking at them. She was showing the pictures to the students and trying to guess the picture. She was telling a word and the students were saying “yes” or “no” according to the pictures. She could also get some clues from the students if she needed by asking some questions such as “what color is it?” However, during this game, a few students were having difficulty in understanding what they were expected to do. To illustrate, when the teacher showed the picture, they said the word directly, but it was the teacher who was going to guess it by asking some questions. Here is a conversation taken from that lesson;

T: (shows a picture of a post office) This is a hospital.

Class: No!

T: This is a fire station.

Class: No!

T: This is an ambulance.

Class: No!

T: Post office?

Class: Yes!

T: Ohh, post office! Yes!

OK, another one. Fire truck?

Class: No!

T: Fire station?

Class: No!

T: Ambulance?

Class: No!

T: What is the color of it? The color?

Class: No!

T: The color?

(A student called Seray raises her hand.)

Seray?

S1: Böyle zıplanan bişe.

T: Ohh, fine. It is a jungle gym.

Class: Yes.

T: Another one. It is a restaurant.

Class: No!

T: What is the color of it?

(Derin raises his hand.)

Yes, Derin?

S2: Yenen bişe.

T: OK, I see it is a food. But what is the color of it?

(Mert raises his hand)

Yes Mert?

S3: Chicken.

T: No, Mert! The color.

It is a chicken, OK.

S2: Ya Mert, niye söyledin?

T: Derin, sshh! It's OK.

(shows another picture.)

S4: Banana!

T: Ohhh! Who is this? Kim söyledi çocuklar? Don't tell it. Eğer söylerseniz heyecanı kalmaz. Unutmayın benim bilmem gerekiyor.

(shows another one) the next one. Banana?

Class: No!

T: Lemonade?

Class: No!

T: What is the color of it?

(A student called Nil raises her hand)

Yes, Nil?

S5: Red.

T: Fire Station?

Class: No!

S6: Yenen bişe, öğretmenim.

T: Nasıl yenir? Show me...

(Most of the students show how it is eaten.)

S7: Circle.

T: Ohh, circle. I see. It is an apple.

Class: Yes!

The conversation presents that it may be better to give the instructions in a very clear way even in their mother tongue if necessary before beginning the activity. They may sometimes have difficulty in comprehending things even they are familiar with it. Although they played that game a few times beforehand, they needed to be reminded the rules of that game again to perform it effectively.

Another point is that they sometimes have problems in understanding the questions of the teacher. In this activity, the students could not get the question of “what is the color of it?” Noticing this, the teacher asked that question insistently for a few times to make them remember it. Finally, one of the students could answer it. The teacher may have given them some example statements by showing them an object and telling its color like “this is red” and then asking the question of “what is the color of it?” As they are at the age of 5 or 6, they may always need sample statements to understand something. Another conversation confirming this view is presented below;

T: (pointing the screen on which there are a father and a daughter in the zoo)) Where is it?

Class: Father!

T: (pointing the father and the girl) OK, this is father and this is girl.

(pointing the zoo) But where are they? Where is it?

Class: Hayvanat bahçesi! Zoo!

T: Zoo, right. Thank you.

Encouraging students also has great contribution to the issue of motivation. It is made clear from the recordings that children at that age always need to be reinforced. When they believe the idea that they will get a “well done”, if they do it well, they struggle to accomplish it. Otherwise, they may feel that their efforts are in vain because they get nothing in return.

The teacher in one of the classes was always praising the students who participated in the lesson. She had a puppet in her hand and when the students did the exercises correctly, the puppet was kissing them and saying well done to the students. They got great pleasure and made strenuous effort to be kissed and praised by the puppet. Also, this teacher was giving lovely stickers to top five students each day. Being aware of the fact that they could be chosen as one of the top five students triggered their motivation. They value being rewarded so much, so they did their best to have more stickers than everyone in class.

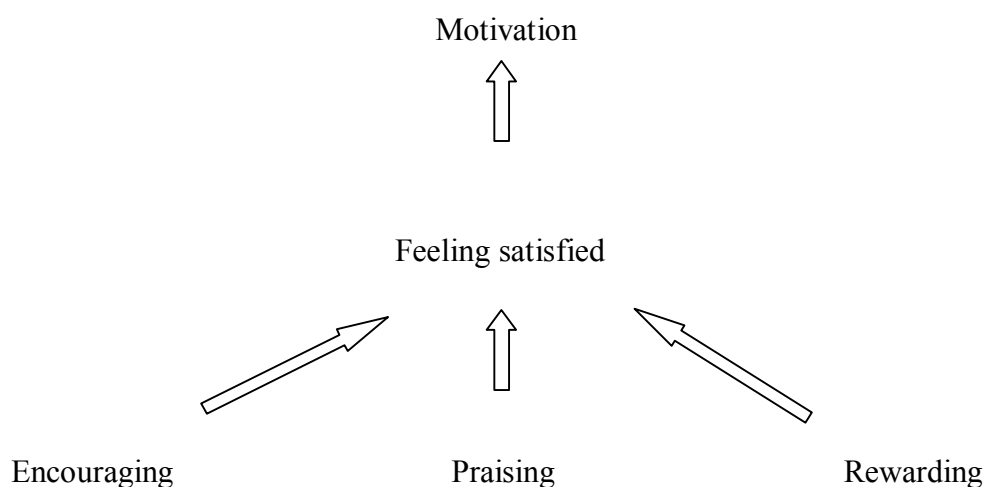


Figure 4.11. Effect of Giving Positive Feedback on Students' Motivation

During a coloring activity in one of the sessions, the students were given the opportunity to choose one of the picture's color by themselves, which made them very happy. This is the evidence of the opinion that children in this study like being given chances to make decisions. It should not be very difficult for a teacher to provide the students with the right of making a few simple decisions during the lesson. Also, the teacher can give them choices to follow in an activity. It is shown that these attitudes always made them feel more responsible and sometimes even important.

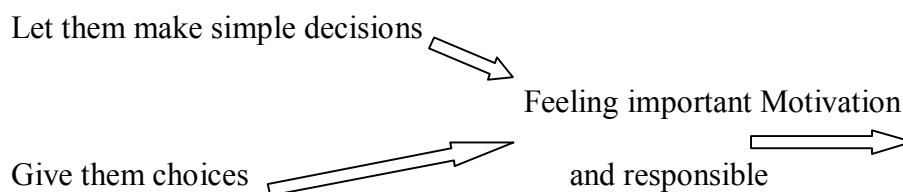


Figure 4.12. Effect of Providing Students with Simple Decisions to Make

In one of the recordings, during a song activity, the teacher was doing the actions and the students were imitating her. After a few practices, the teacher chose a student to do actions like a teacher for their friends. That student came to the board and behaved like teacher. This gave so much pleasure to that student and also reinforcement to the others who struggled a lot to do the actions in a perfect way to be chosen as a teacher. This shows that children at this age love being given some important roles and duties in class. They felt very talented and precious when they were given such roles and duties.

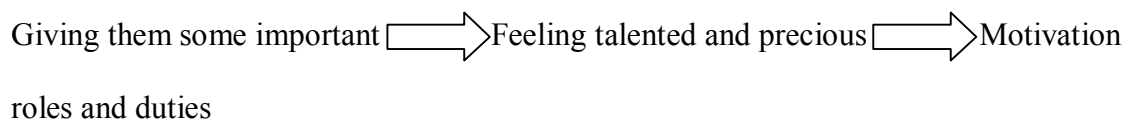


Figure 4.13. Effect of Providing Students with Important Roles&Duties

In one of the sections, while the teacher was trying to explain something, the students got bored and started to make noise. As they wanted to begin the activity immediately, they did not want to listen to long instructions. They did not keep silent for a while and started to deal with some other things.

One of the students was holding a piece of plastic in his hand and playing with it. The teacher noticed that student and took the plastic out of his hand and suddenly threw it to the bin. The student who seemed to be very anxious stood up and tried to explain that that piece of plastic belonged to his pencil case and was very important for him. The teacher was a bit angry because of the noise in class so she did not listen to the child explaining his excuse. She only told him to sit down. The student went to his seat

and sat down. However, after that moment, he put his head on the desk and did not involve in the lesson any more.

In the next activity, all the students got out of their seats to sing their song however; he was still sitting with his head on the desk. The teacher called him for a few times but he did not show any reactions. This was an evidence for the assumption that the children at that age are very sensitive. The things having no value for us may sometimes be very precious for them. Losing that piece of plastic made the little boy very unhappy. Also not being cared by the teacher offended him a lot. Because of that event which may seem to be a trivial one caused him to lose his enthusiasm for the coming sections.

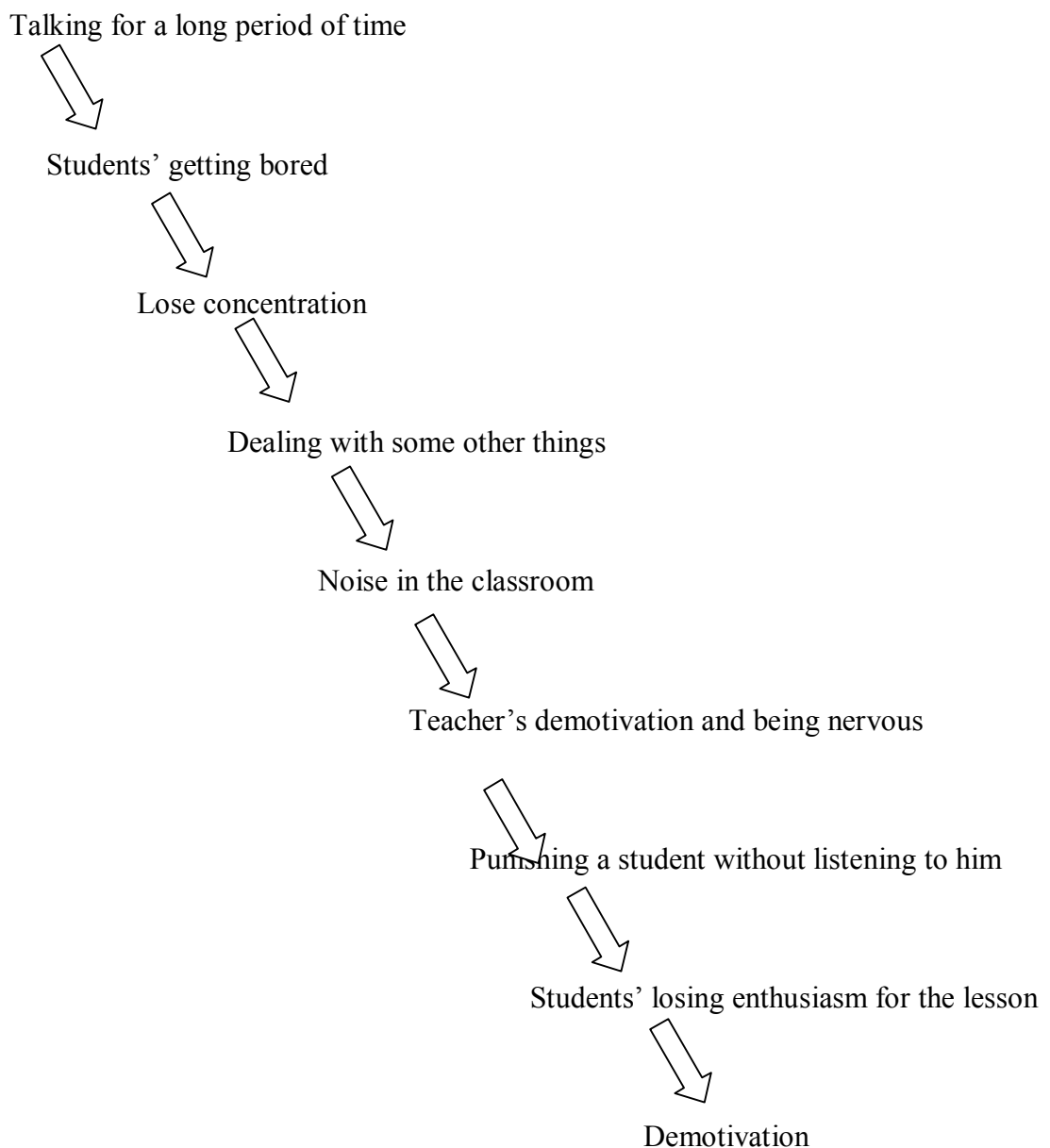


Figure 4.14. Causes of Demotivation Step by Step

In another class, there was a misbehaving student who was not doing anything the teacher said. He was disturbing his friends and spoiling the classroom atmosphere. He was lying on the floor in spite of the teacher's warnings. The teacher noticing that some other students were being affected by the behaviors of that child punished the misbehaving child. She took the child to the back seat of the classroom and also he was deprived of the following activities. It was an adequate punishment and it helped the student be aware of his mistakes. Also, the other students witnessing such an event became more conscious of the fact that they may be punished when they misbehave during the lesson. They tried to be well-behaved students for the rest of the lesson.

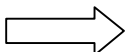
Applying adequate punishments  More motivated and conscious students

Figure 4.15. Effect of Punishment on Students' Motivation

Here is a conversation between the teacher and a student having inappropriate behaviors during the lesson and teacher's punishment;

(During a game activity, one of the students tries to kiss his friend although his friend does not want it.)

T: (goes towards the student) Umut! Ne yapıyorsun? Kalkar mısın? Gel buraya!

(takes the student to the back of the class) Burada oturacaksın sen. Ben sana izinsiz kimseyi öpmemen gerektiğini söylemedim mi? Cezalıydın burada oturacaksın. Bu oyunu oynayamazsın.

(Umut sits down at the back of the class until the end of the game)

4.2.3. Analysis of the Classroom Atmosphere

Both from the recordings and the protocols, it is made clear that the classroom atmosphere may have a direct relationship with the students' motivation.

The first inference is that the students in this study needed a peaceful classroom atmosphere in which they could concentrate on the activities effectively. It is indicated that when the classroom was noisy, the students could not pay attention to the teacher. As they are very young learners, they have not established their own rights yet. Thus, they tend to imitate each other without thinking that what they are doing is wrong.

In one of the lessons, there were a few naughty students who affected the whole atmosphere of the class. One by one, all the students noticing those misbehaving

learners joined that group and there came the chaos in the class which decreased the motivation level of each student.

Even they may sometimes be one of the students making noise in the class; all learners prefer a quiet class to a noisy one. When there are misbehaving students around, they immediately notice those ones and want the teacher to do something to make them well-behaved. Below is a script of the conversation between students and teacher in one of the lessons in which there are a few misbehaving students.

T: (points the computer) Bugün bol bol oyun oynayacağız ama düzeni bozan olursa kesinlikle buraya gelemeyecek. Çok kararlıyım bu konuda ve yaramazlık yapan olursa oyun saatinde bahçeye de çıkamayacak. Anlaştık mı?

Class: Evet!

(One of the students called Sergen lies on the cushion)

T: Yatmak için değil bunlar, lütfen!

S1: Öğretmenim Sergen'e ceza verir misiniz?

T: Sssh! OK. First, sing our song.

(They sing the song altogether)

Class: Oyun! Oyun! Oyun!

T: Sssh! First, remember the animals.

(points the screen) This is water, this is grass, and this is tree.

(Sergen stands up and starts to jump, the teacher ignores him)

S2: Ya öğretmenim...

T: (points the animals on the screen) Let's say the water animals. What are the water animals? Which ones?

Class: Fish!

T: No! No! Raise your hands, please!

Bartu, what are the water animals?

S3: Fish.

T: Yes, well done! Fish is a water animal. What else?

(Sergen stands up and jumps again in front of the screen)

S2: Ya öğretmenim, Sergen şunu yapmasın artık.

T: (points the cushion angrily) Sergen, sit down!

What else? Tell me a water animal, Volkan.

S4: Seal.

T: Yes, very good. Seal is a water animal.

OK, now, let's talk about the grass animals. Who will tell me a grass animal? Cansu?

S5: Giraffe.

T: Yes, thank you. Giraffe is a grass animal.

(points the seal) Is it giraffe?

Class: No!

T: (points to zebra) Is it giraffe?

(Half of the class says "yes" and half of the class says "no".)

T: (asks again) Is it giraffe?

(Most of the students say "no")

T: What is this?

Class: Zebra!

T: (points the zebra and shows its stripes) Oh yes! This is zebra. It is black and white. It has got stripes.

(points the giraffe) Is it giraffe?

Class: Yes!

T: What else? Grass animals... Buse...

S6: Elephant.

T: Right. Elephant is a grass animal.

(points the elephant) it is big.

Now, tell me the tree animals. Özer Emre...

S7: Bird.

T: What else, İlayda?

S8: Monkey.

T: OK, that's good. Sergen, you can come here now.

(Sergen stands up and goes to the teacher)

T: Sergen, please, be a monkey.

(Sergen tries to act like a monkey.)

T: OK, good! Now, be a bird.

(Sergen sounds like a bird)

T: Very good! Now, be a giraffe.

(Sergen starts to think without moving)

T: (walks like a giraffe with her neck in the front)

Class: Sergen, zürafa!

T: Yes, I am a giraffe.

(Sergen walks like a giraffe)

T: OK, Sergen. Thank you a lot. Sit down.

It is shown in the conversation that at the beginning of the lesson the teacher explains the rules of the lesson in advance to prevent the misbehaviors. It may sometimes be the best way for the students to know the results of their actions. If they are aware of the punishments and the rewards, they will be more careful about their actions. There is another dialog below showing that telling the rules in advance is regarded as an effective way for the teacher in this study;

Class: (Most of the students make noise) Öğretmenim! Yine oyun oynayalım lütfen!

T: Peki oynayacağız ama sadece uslu çocukları seçeceğim. Konuşanların hiç ama hiç şansı yok! Sınıf atmosferini bozan ve oyunun kuralları dışına çıkan olursa bu aktiviteye katılamayacak. Seçeceğim ilk uslu öğrencinin adı (silence in the class for a while) ... Tahsin!

Although the warnings, it is seen in the previous dialog that there were still a few students who didn't obey the rules and spoil the atmosphere of the class. They were insistently coming to the board and jumping or doing such meaningless actions. This was recognized by the others and they immediately ask their teacher to stop those children. It is shown that they do not behave patiently towards their peers at this age.

In such a problem, the teacher warned those students seriously to stop behaving in a wrong manner. After a few minutes, this time her solution was to involve those children in the activity physically. She called one of the students for a role playing activity. This helped him to participate in the activity instead of distracting the others.

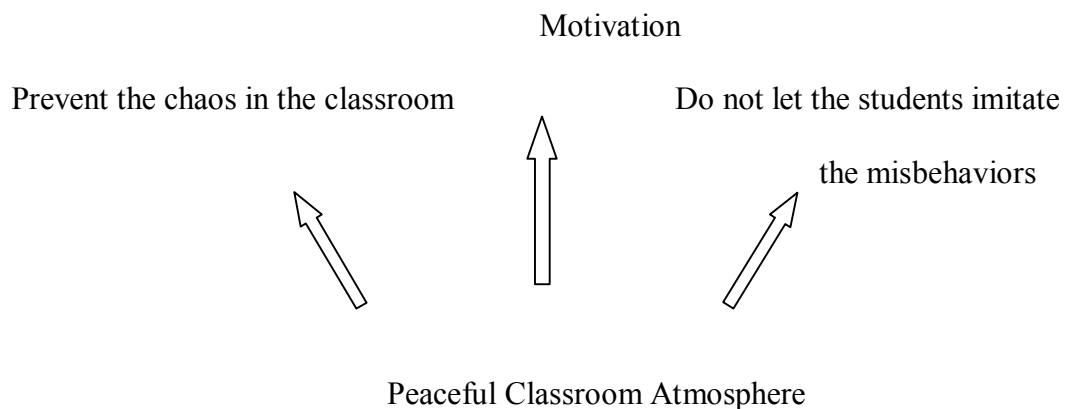


Figure 4.16. Effect of Peaceful Classroom Atmosphere on Students' Motivation

Another finding which is very interesting is that this age group of learners in this study enjoyed taking part in a competitive atmosphere which may contradict with the older age group. According to Reilly and Ward (2002) They are very "self" centered. They can be selfish and uncooperative. They love being praised in front of their peers. They like to work in groups, but always try hard to be the winner even in groups. Their common characteristic is that they are competitive at these ages.

The recordings show that they had great fun when they had competitions. During a competition activity, the students were observed and they were highly motivated and willing to be one of the two learners competing on the board. The teacher was choosing two students for each section of the competition. Not only the ones on the board were having fun but also the others watching their friends were enjoying themselves by calling their friends' names loudly to back them up. After each section was over, the teacher selected new participants and every learner tried hard to be one of them.

Here is a conversation indicating that young students in this study took pleasure in competitive classroom atmosphere.

(In this activity, two players compete with each other. There are pictures on the wall. The teacher says the word and the one who touches the picture with the toy first wins.)

T: I need two players. Who wants to come and play here? Raise your hands!

Yağmur, come here, and... Arkin!

(The students come to the board. The teacher gives *Birdy* to Yağmur and *Tiggy* to Arkin.)

Bu oyunda en hızlı olan kazanır anlaştık mı?

When I say "fire truck", you will touch it! (The teacher shows the activity. She touches the "fire truck".)

Let's start! Well, hospital!

(Yağmur touches the picture more quickly)

Well done, Yağmur! Ten points...

S1: Yağmur mu kazandı ya!

T: (She looks at Arda) Hızlı olmak zorundasın.

Errr.... post office!

(Arkin touches it more quickly)

Well done Arkın, ten points...

Boys: Arkın! Arkın! Arkın!

Girls: Yağmur! Yağmur! Yağmur!

T: Well, hospital

(Both Arkın and Yağmur touch it)

Well done, Arkın and Yağmur ten points!

OK, thank you Arkın and Yağmur. You may sit down.

I need two new players. Who will come?

Lidya, and ... Atalay, come here!

T: Let's start! Ambulance!

(The students touch the picture at the same time but Atalay hits his head on the wall.)

(The teacher hugs Atalay and gently strokes him) Acıdı mı? Canın çok yandı mı?

S2: Biraz.

T: OK. Biraz daha yavaş olabilirsiniz. You two got ten points.

Fire station!

(Lidya touches it more quickly and the activity goes on like this with other players.)

It is also inferred from this conversation that teacher's caring and affectionate attitude towards a student who had even a tiny problem during an activity motivated the student again and made him feel safe. As they may sometimes be over sensitive and touchy, they become easily demotivated when they encounter even a very trivial event. It is seen from the findings that at this point teacher's understanding and supportive manner enables the students to get rid off that psychological state immediately and turn back to activity. Another inference is that the teacher did not only explain the rules of the competition by giving some instructions, but she also showed it by doing the first one as an example.

The students also had pleasure when there was cooperation in the classroom. Specifically, when there was a game element in class they also welcomed cooperation but still there was a strong incentive to be the winner. They would rather do the tasks in groups than do them alone. That is, it may be better for the teacher to have both cooperation and competition in class.

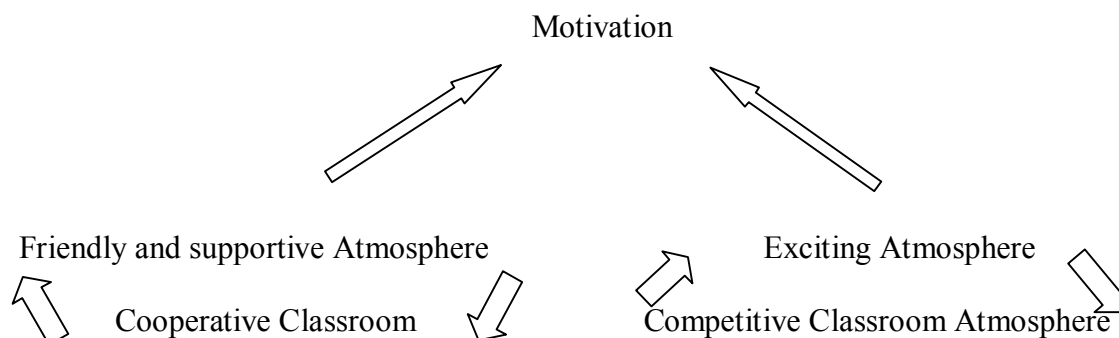


Figure 4.17. Effect of Cooperative&Competitive Classroom

It may be crucial that the students should feel safe and confident to be motivated. This was realized by a supportive and friendly atmosphere instead of a tense one. Since they are at the age of five and six, they may easily get stressed and anxious because of anything. Thus, the learners in this study were able to sustain their motivation as long as the teacher treated their mistakes as a part of language learning process.

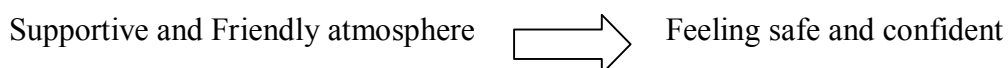


Figure 4.18. Effect of Supportive&Friendly Classroom Atmosphere

4.3. Analysis of Questionnaires

In this research, there are three questionnaires which are about “classroom atmosphere”, “appropriateness of teachers’ attitudes”, and “suitability of the activities and materials”. All the items in the questionnaires include two options: agree, and disagree. These items were also analyzed throughout the observation which validates the study. In order to triangulate the data, quotations were excerpted from the interviews between class teacher and the students (Fraenkel & Wallen, 1990).

4.3.1. Analysis of “Classroom Atmosphere”

This questionnaire includes “agree” and “disagree” questions. The goal is to identify the characteristics of a classroom atmosphere which trigger motivation or cause demotivation.

Item 1 proposes that students preferred the classroom to be quiet in order to learn English more effectively. 88.9% of the students prefer a quiet classroom atmosphere instead of a noisy one. The chi-square result of this item indicates that there is a statistically significant difference between *agree* and *disagree* statements. It is also seen in the recordings that when there was noise and chaos in the classroom, they couldn't concentrate on what they were doing and their attention was spoiled. This point of view is confirmed by the results of item 2 which shows that 77.8% of the students disagree with the idea that it is fun to learn English when the class is noisy.

Table 4.1. Analysis of Classroom Atmosphere Questionnaire

Items	A f/%	D f/%	chi – square χ^2
1	40/88.9	5/11.1	.000
2	10/22.5	35/77.8	.000
3	32/71.1	13/28.9	.005
4	25/55.6	20/44.4	.456
5	1/2.2	44/97.8	.000
6	45/100	0/0.0	.000
7	0/0.0	45/100	.000
8	12/26.7	33/73.3	.002
9	39/86.7	6/13.3	.000

Item 3 and 4 illustrates that 5 and 6 year-old learners in this study are interested in both competitive and cooperative classroom atmosphere. It is observed throughout the classroom observation and recording sessions that these very young learners in this particular research would rather work in groups instead of taking the tasks alone. That is why; they prefer cooperation not working alone. When they were involved in a game, they always wanted to participate in the activity within a group. However, it is depicted that they got great pleasure from the English lessons when they participate in some competitions. It was recorded that they became very excited and willing to have English lessons when they were to compete with each other. The opinion that they were going to

get points and sometimes some rewards as a result of being the winner of the competition makes them highly motivated. In line with these observations, Item 3 shows that 32 (71.1%) out of 45 students favored cooperation to have fun in English lessons. When all the findings are analyzed in terms of cooperation and competition issues, it is indicated that this 71.1% implies that the age group in this study prefers cooperation as long as there is a game element in the lesson. Otherwise they go for competition (Item 4: 55.6%) especially, when there is no game-like activity or task. These results are in line with the statements of Levine (2005) who presents the unique characteristics of very young children. According to this study, 5-7 age groups are not only competitive but they also prefer to work in social groups at the same time.

Item 5 presents that misbehaving students are not favored throughout the class hour since students' motivation is negatively affected. 44 (97.8%) out of 45 students expect standard and common behavior over the course of the lesson. Also, the results of the video recordings support this result. To illustrate, when there is a misbehaving student around the classroom, the students notice him and want the teacher to warn him immediately to be well-behaved.

According to the findings of item 6 and 7, all of the participants (100%) in this study agree with the fact that it is fun to learn English when the classroom atmosphere is supportive and friendly instead of being tense. That is, none of the students (0.0%) prefer a tense classroom atmosphere in which it is impossible to learn English with fun.

According to the results of item 8, 73.3% of the population gets motivated when they are in the center of learning, which underlines the fact that active learning should be favored with this age group. This result is also made clear by the result of item 9 presenting that 39 out of 45 students prefer to learn English in a pupil-centered learning atmosphere. Levine (2005) suggests that it is better to have a classroom atmosphere in which there is a wide variety of instructional techniques. However, in this variety, the children should be active processors of language – not passive.

This age group tends to show off, especially, they desire to come to stage and perform something in front of their friends. The recordings also show that, they get pleasure when they are the active participants of learning process. It was observed that they are motivated when they have some responsibilities and active roles throughout the lesson. In one of the recordings, during a *song activity*, the teacher was doing the actions of the song and the students were imitating them. After a few trials, she chose a student to be the teacher and show the actions to her friends. This role motivated that

learner a lot towards the activity and also the others were trying to do their best to be the teacher. This is the evidence of the fact that the students in this particular research wanted to be in the center of their learning. They do not prefer a classroom atmosphere which is directed only by the teacher. These findings are also supported by Parker (1999) asserting that young children at the age of 5 to 7 need physical and active involvement in their learning.

4.3.2. Analysis of “Appropriateness of Teacher’s Attitudes Questionnaire”

This questionnaire also consists of *agree* and *disagree* statements. The intention of this data tool is to explain the most appropriate teacher’s attitudes to increase motivation of very young learners towards learning English in a classroom setting.

Table 2 below, illustrates the descriptive analysis of this questionnaire and chi-square results.

Table 4.2. Analysis of Appropriate Teacher Attitudes Questionnaire

Items	A f/%	D f/%	chi – square χ^2
1	44/97.8	1/2.2	.000
2	44/97.8	1/2.2	.000
3	45/100	0/0.0	.000
4	30/66.7	15/33.3	.025
5	44/97.8	1/2.2	.000
6	44/97.8	1/2.2	.000
7	44/97.8	1/2.2	.000
8	8/17.8	37/82.2	.000
9	38.84.4	7/15.6	.000
10	43/95.6	2/4.4	.000
11	5/11.1	40/88.9	.000
12	36/80.0	9/20.0	.000
13	3/6.7	42/93.3	.000

As seen in Table 2, the students strongly agreed with the following statements regarding the attitudes of the teacher; *I like my English teacher when she is friendly* (item 1: 97.8%) *and funny* (item 2: 97.8%). All the students are also in the same opinion about another statement which is that *I like my English teacher when she smiles during the lesson* (item 3: 100.0%). The results of these three items indicate that there is a statistically significant difference between *agree* and *disagree* statements. These findings are also supported by the classroom observations. When the teacher seemed to be happy, motivated and friendly, it affected the students in a very positive way. There occurred a nice and effective classroom atmosphere which is a motivating factor for very young learners.

Item 4 proves that 66.7% of the students want their teacher to help them during the English lessons while 33.3% of the students disagree with this idea. The results of both the questionnaire and recordings indicate that these learners who are at the age of 5 or 6 sometimes need help from their teacher to feel safe and motivated, however, it is an also inevitable fact according to the findings that these very young learners may sometimes have very high self-esteem and they desire to do the things alone. They feel very satisfied and confident when they prove that they are able to do a task on their own. When they were asked whether they need help from their teacher or not, 15 (33.3%) out of 45 students told that they do not need any help as they have the talent and capacity to do the things alone. These 15 students said that they know how to do everything. As it is stated below this age group tends to act in class. They may pretend as if they know everything, however, it was also observed that feeling that they will always be helped when they are in need make them feel better and safer. That is, although they may sometimes reject help from the teacher, the fact that they need to be directed should always be kept in mind by the teacher. These young children may lose their interest when they meet an over-challenging task for their levels so the teacher has a crucial role here to interfere in their learning.

According to the results of item 5, 6, and 7, 97.8% of the students are in agreement that they desire to be encouraged, praised and rewarded by the teacher. Accordingly, the chi-square results of these three items indicate that there is a statistically significant difference between *agree* and *disagree* statements. Also, the observations and the analysis of the video recordings are in line with this inference. The learners in this study seemed to be very happy and motivated when they were praised.

Even when they are told that they had a great job during a task, they wait following tasks more excitedly and willingly.

Item 8 proposes that the students strongly disagree with the statement that they like their teacher when she sits on her chair and teaches there. Item 9 indicates that 84.2% of the students prefer a classroom in which the teacher moves around. This analysis is also supported by the classroom observation sessions and recordings which show that the students feel much closer to their teacher when she walks around; observes them and sometimes strokes their faces. It is indicated that when the teacher was motivated and physically active during the activities, the sessions became not only much more attractive but also effective.

Item 10 illustrates that 43 (95.6%) out of 45 students states that they like their English teacher when she uses her body language. The observations and recordings prove the fact that the teacher attracted the attention of the learners in this study when she used her body language. Seeing their teacher so energetic and motivated, they had great fun.

In Item 11, 40 (88.9%) out of 45 students disagree the statement that they get pleasure from the lesson when their teacher talks for long periods of time. During the interviews conducted to fill in the questionnaires, the students insistently said that they got bored when they were expected to listen to their teacher for a long time. They told that they immediately want to start the task instead of listening to their teacher. When the recordings are analyzed, it was also seen that they are eager to deal with a work not to sit-still and listen to the teacher.

Item 12 shows that 80.0% of the students want their teacher to show them how to do the task instead of explaining and giving instructions. It is also confirmed by the classroom recordings that the teachers in this study always preferred showing the things or doing the first activity as an example not just explaining it verbally. Cameron (2003) states that young children are motivated to find meaning in action and interaction. They always need some concrete samples. Their developmental growth requires them to have some concrete examples as they are not able to conceive the abstract concepts yet.

According to Item 13, 93.3% (43 out of 45) of the students state that they do not have fun in English lessons when they are forced to complete a task when they do not desire to do so. The observations also prove that when a child does not want to complete a work, it is inefficient to make him feel that he has to do it. When those young children

do the activities to have fun, they really have fun. Otherwise, they think that they are studying lessons which has negative connotation for them.

4.3.3. Analysis of “Suitability of the Activities and Materials Questionnaire”

This questionnaire has also the same format which includes *agree* and *disagree* statements. With this instrument, it is aimed to describe the most suitable activities and materials to be used in class to increase students’ motivation.

Table 3 below, illustrates the descriptive analysis of this questionnaire and chi-square results.

Table 4.3. Analysis of Suitability of the Activities and Materials Questionnaire

Items	A f/%	D f/%	chi - square χ^2
1	43/95.6	2/4.4	.000
2	42/93.3	3/6.7	.000
3	42/93.3	3/6.7	.000
4	9/20.0	36/80.0	.000
5	40/88.9	5/11.1	.000
6	40/88.9	5/11.1	.000
7	41/91.1	4/8.9	.000
8	39/86.7	6/13.3	.000
9	41/91.1	4/8.9	.000
10	9/20.0	36/80.0	.000
11	25/55.6	20/44.4	.456
12	30/66.7	15/33.3	.025

Item 1 depicts that 43 (95.6%) out of 45 students are in agreement with the statement that *I like English lessons when we play games*. Analysis of video recordings and observations also suggests that the students in this study had great fun when they are involved in any kinds of game activities. The teachers observed and recorded throughout this study tried hard to turn each activity into a game. It was seen that when

the students were told that they are going to play a game, they cheered up at each time. According to Shin (2002) young children learn things through playing; they are not consciously trying to learn new words or phrases – for them it is incidental.

The results of Item 2 present that young children in this study are highly motivated when they learn songs, chants and rhymes. 93.3% of the participants support that they like English lessons when they sing songs, chants and rhymes. In the recordings, it was seen that the teacher in this study established classroom routines. This routine is that the learners began the lesson with a song and also finish the session with another song. The students all stood up and sang the song by doing the actions in each time. Beginning the lesson with a song in which they are physically active, they all had great pleasure. Similarly, they looked forward to having the end of the session to sing and dance. Play and music are a source of motivation, interest and enjoyment (Çakır, 1999).

Item 3 illustrates that 42 (93.3%) out of 45 students get motivated when they deal with an activity in groups. Levine (2005) states that learners at the age of 5-7 prefer to work in social groups. In the observation sessions, it was noticed that the learners always wanted to have interaction with their peers. They have fun while working together. Especially, during the game activities, they insistently wanted to take part in a group. In line with the results of Item 3, Item 4 shows that only 20.0% of the students agree with that they want to do carry out the tasks alone in class.

Item 5 presents that 40 (88.9%) out of 45 students get pleasure from story telling activities. The students' attitudes seen in the video recordings shows that they had fun when involved in story-telling activities. The chi-square result of this item also indicates that there is a statistically significant gap between *agree* and *disagree* results. Stories, which rely so much on words, offer a major and constant source of language experience for children. They are motivating and rich in language experience. Children have a constant need for stories and they will always willing to listen, if the right moment is chosen (Wright, 2003).

In Item 6, it is evident that 40 (88.9%) out of 45 students are in agreement about the statement that they favor being involved in hands-on activities. Similarly, it is possible to infer from the observation and recordings that the students reached the peak level of motivation when they were physically active throughout the lesson. According to Westwood and Arnold (2004) *hands-on* experiences stimulate valuable language interaction in a natural context. Moreover, Parker (1999) asserts that young children at

the age of 5 to 7 need physical involvement in learning, do not sit and listen well, and remember information best when presented in a meaningful context through action.

Item 7 indicates that 41 (91.1%) out of 45 students preferred being agree with the statement that they enjoy doing drawing, coloring, cutting, and sticking activities. The results gained from the other data instruments make this inference much more valid as it is seen that the children in this study worked on such kinds of drawing, coloring, cutting, and sticking activities with great enthusiasm. The chi-square results of this item also indicates that there is a statistically significant difference between *agree* and *disagree* statements.

According to the results of Item 8, 39 (86.7%) out of 45 students have fairly positive perceptions towards role-playing and miming activities. Throughout the study, it was insistently observed that students had great fun from these kinds of activities in which they were physically active. It was seen that they were highly motivated and excited when miming a song or imitating an animal with role-playing. Both the students role-playing and the rest of the class watching their friends were enjoying themselves. To illustrate, when they saw one of their friends imitating an animal according to the instructions of a teacher, they started laughing and wanted to perform it.

Item 9 presents that 41 (91.1%) out of 45 students agree that it is fun to have English lessons when they watch cartoons, videos or movies. It was also supported by the results of video recordings that the young children in this study were highly motivated towards the lesson when they were watching a carton or movie. They were watching the cartoons in the target language without moving their eyes from the screen. According to Arıkan (2010) it can be stated that teachers should create learning environments in which children get both aural and visual support in meaningful contexts. While doing that, authentic animated cartoons offer an invaluable way of contextualizing and introducing authentic language by providing audio-visual input. Also, using the computer or some other technological devices as a tool in the lesson motivates the students. Westwood and Arnold (2004) indicate that activities involving a computer, either individually or with a partner, can be matched to students' current abilities and interests and can also allow for different rates of learning.

Item 10 shows that only 9 (20.0%) out of 45 students agree with the idea that it is a pleasure to sit - still and listen to teacher during the lesson. 36 (80.0%) of the students disagree that it is fun to sit on the chair and listen to the teacher there. That is, the young children in this study were demotivated when expected to sit on the chair

without moving. That is, activities in which they can move around should be chosen to motivate kids. Even if you just require them to come up to you instead of you going to them for help, the movement can help get them out of the “trance” that they sometimes get from sitting in one spot for too long (Stocker, 2005).

Item 11 and 12 indicate that the young children in this study are both interested in challenging and achievable tasks. It is shown in Item 11 that 25 (55.6%) out of 45 students get pleasure from challenging tasks. However, Item 12 presents that 30 (66.7%) of the students favor achievable tasks. These findings make clear that 10 out of 45 students had difficulty in selecting either challenging or achievable tasks. Thus, they preferred choosing both. The recordings and observation sessions also confirm this result because it was seen that the learners in this study got motivated when there was a challenging task. They became very excited and willing to do the task if someone was unable to do it. They started to compete with each other to be the one achieving that challenging task. However, it was also recorded that sometimes achieving a job without difficulty made them motivated. Seeing that they achieved a task very easily helped them gain self-confidence and accordingly motivation towards the lesson. It is very significant that the activity or material should be at a moderate challenge. When kids easily complete the task, there will be no enjoyment or effort for them in terms of motivation. On the other hand, it is also harmful if the material is too challenging for them since they tend to be demotivated very easily. Thus, difficulty level should be measured very carefully (Lile, 2002).

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

The goal of this study is to seek for the answers of four research questions about motivation of very young learners. It has been conducted to find out the factors which lead to motivation and demotivation of 5-6 year-old young learners in class. While identifying these factors, three aspects which are closely related with the students' motivation levels have been taken into consideration. These three aspects are; teacher attitude towards the learners, the activities and materials used in class, and lastly the classroom atmosphere. Also, the relationship between students' motivation and accordingly their attitude towards the lesson has been discussed. In order to collect the relevant data, the researcher has classroom observations, video recordings and interview with students when necessary. Finally, in order to reach a much more reliable conclusion, three questionnaires were applied to each participant of this study.

5.2. Comment On Internal/External Factors Related to Motivation/Demotivation

As stated before, this study aims to identify the factors leading motivation and demotivation. Research question 1 and Research question 2 investigate the internal and external factors leading motivation/demotivation. As responses to these two questions, it is found out that there are some certain external reasons which make student feel motivated or demotivated in class. When the overall results are evaluated, it is observed that teacher's attitude towards the learners has a great role on students' feelings about the lesson. When the teacher seems to be motivated herself, it reflects to her students in the same way. However, when she seems to be demotivated, the students already become unwilling to carry out the tasks. Other motivating roles of the teacher are being a caring, supportive and friendly person. The results of the questionnaire, video recordings and observations present that the students at this age needs a mother-like teacher because of their age characteristics.

Also, it is concluded that the activities and the materials play crucial role on students' attitudes toward English lesson. When they enjoy doing something, it is very

easy for them to learn and for the teacher to teach. Due to the characteristics of their age group, they prefer being physically active and in the center of their own learning.

Another significant point is that when the overall findings are evaluated, it is observed that the atmosphere of the classroom has an essential role in terms of motivation. It is concluded that when there is a relaxing and funny atmosphere, the students may reach the highest level of motivation.

When all the potential motivating factors are available, the internal factors of the young children are activated. All these positive external reinforcements enable the young children to feel excited, happy, safe, confident and very positive towards the lesson. In short, they start to feel ready for the English lesson which will be held in a very friendly atmosphere.

Another conclusion is that when one of those motivating factors explained below is missing, it immediately reflects on the students' feelings in a negative way, which accordingly hinders students' effective learning and enjoyment from the lesson.

In accordance with the findings, it is inevitable to conclude that the students feeling motivated as a result of internal factors are directly in line with the external availability of the motivational tools related with the appropriate teacher attitude, suitable activities and materials and lastly the best classroom atmosphere. The Table below summarizes the overall conclusion about motivation and demotivation in terms of external and internal factors:

MOTIVATION

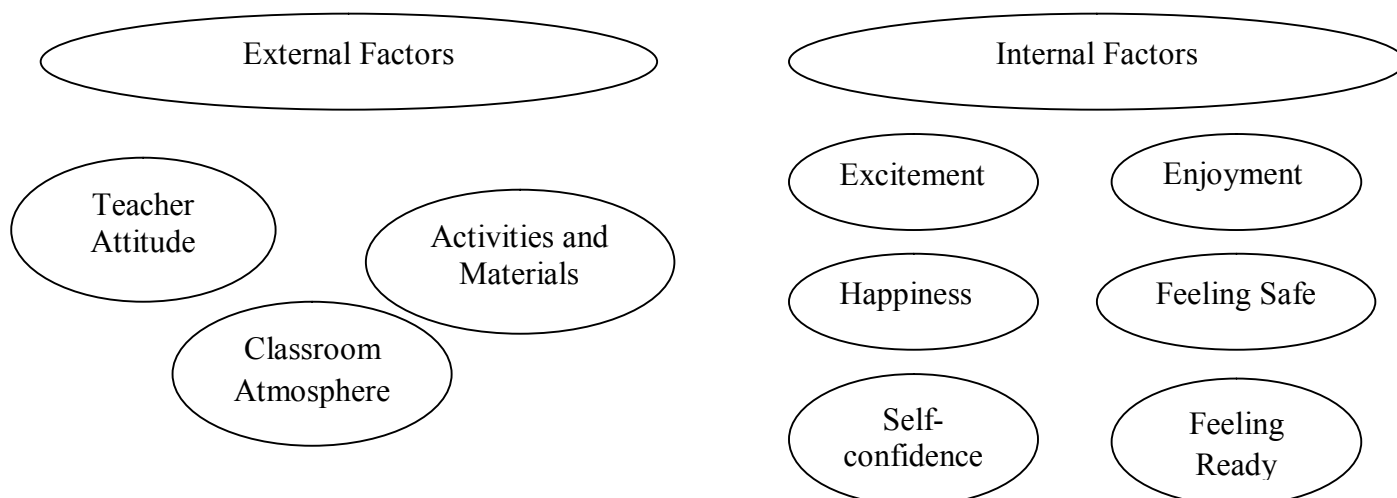


Figure 5.1. External&Internal Factors Leading Motivation

DEMOTIVATION

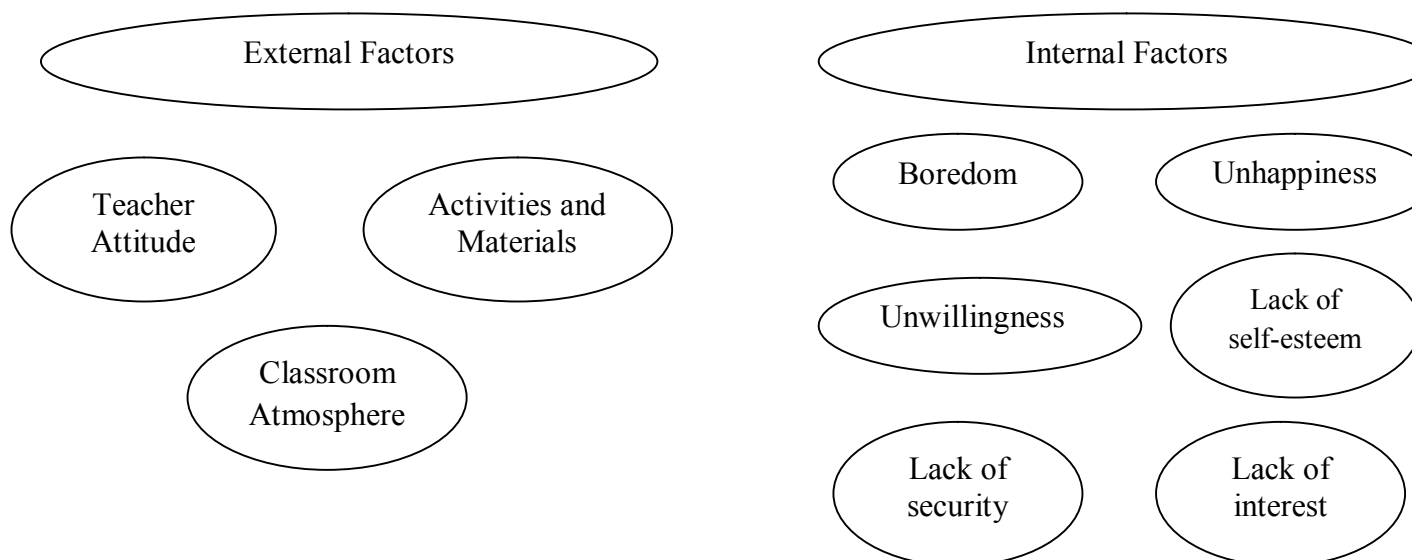


Figure 5.2. External&Internal Factors Leading Demotivation

5.3. Comment On Relationship Between Students' Performance in Class and Motivation

Research Question 3, and Research Question 4 attempt to identify the relationship between students' perception of / involvement in activities and motivation / demotivation. As a response to these questions, it is concluded that there is a close relationship between students' feelings and their performance during the class hour. When they have some positive feelings and attitudes, they get ready very quickly for the tasks and the teacher does not have any difficulties in remaining them in that mood and readiness. The overall findings present that if all the motivational tools such as appropriate teacher behavior, suitable activities, and the classroom atmosphere are available for the young children, teaching and learning process is effectively realized in a smooth way. In conclusion, the students reflect their feelings on their performance in class.

5.4. Implications for ELT Methodology

This study focuses on the importance of motivation in EFL learners' performance especially with young learners. Since there is strong difference between 5-7 and 8-10 year old group, the techniques for developing motivation of students highly

differ. Teachers of young learners do possess different and appropriate techniques to improve their students' performance in language classes.

Although the motivation in class is much discussed, teachers tend to neglect its effect in most of the situations and activities. Such studies indicate that motivation is very influential in students' current success and future attitude towards language and its culture. In order to benefit much from language classes, language teachers should be exposed to psychological training courses or inservice training concerning raising motivational elements in formal settings. Moreover, teachers may follow latest trend in language classes underlining the high importance of motivation of their students so that they can imply the positive effects of motivation and transfer such knowledge and application to their current language classes.

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APPENDICES

Appendix 1

Suitability of the Activities and Materials

	Agree	Disagree
I like English lessons when we ...		
play games		
learn songs, chants and rhymes		
do group activities		
do the tasks alone		
are involved in story telling activities		
are involved in hands-on activities		
do drawing, coloring, cutting and sticking activities		
act out a role play or mime a song		
watch cartoons, videos or movies		
sit on the chair and listen to the teacher		
deal with very challenging tasks		
deal with achievable tasks		

Appendix 2

Classroom Atmosphere

	Agree	Disagree
It is fun to learn English when		
the classroom is quiet		
the classroom is noisy		
there is cooperation in the classroom		
there is competition in the classroom		
there are misbehaving students around		
the classroom atmosphere is supportive and friendly		
the atmosphere is tense		
the teacher is in the center of learning		
there is pupil-centered learning		

Appendix 3

Appropriateness of the Teacher's Attitudes

	Agree	Disagree
I like my English teacher when she ... during the lesson		
is friendly		
is funny		
Smiles		
helps me		
encourages me		
praises me		
rewards me		
sits on her chair and teaches us there		
moves around the class		
uses her body language		
talks for long periods of time		
shows me how to do the task instead of explaining and giving instructions		
forces me to complete the task		

Appendix 4

Classroom Conversation Transcripts

Script 1

T: (reflects the puzzle memory game on the screen)

Class: (they get excited and applause) Oley!

T: Who wants to come, first? Baran, start with you.

S1: (clicks a picture) Monkey (clicks another one) elephant.

T: OK, Baran, sit down. Damla, it is your turn.

S2: (clicks a picture) monkey (moves the mouse around the pictures)

Class: Hayır o değil! Hayır!

S2: (Clicks another one) Seal.

T: You may sit down, Damla. Thank you.

Class: (altogether raise their hands and shout loudly) Öğretmenim, öğretmenim! Ben biliyorum!

S3: Öğretmenim, ben! İki “*monkey*”i de buldum!

T: Ssssh, wait your turn. İpek come here, it is your turn.

S4: (finds the same two pictures which are monkeys)

Girls: (shout) İpek! İpek! İpek!

Script 2

T: This is your friend, *Birdy*, you know and this is *Tiggy*.

(*Tiggy* and *Birdy* say “Hello!”)

Now, close your eyes everybody, close your eyes!

OK, good. *Tiggy* is coming to..... *Tiggy* is coming to

S1: Öğretmenim *Tiggy*’i bana verin lütfen. Öğretmenim, *Tiggy*’i bana!

(Teacher ignores.)

T: *Tiggy* is coming to ... Mert!

(Teacher talks with Mert who has got the *Tiggy*.)

T: Hello, *Tiggy*. How are you?

S2: I am fine How are you?

T: Thank you. What is this *Tiggy*?

S2: Lemonade!

T: Right, well done! Next question...

S1: Öğretmenim *Tiggy*’i bana!

(Teacher ignores.)

T: What is this *Tiggy*?

S2: Lollipop.

T: Right! Do you like banana?

S2: Yes yummy!

T: OK, well done *Tiggy*. Kisses... Thank you!

Now, close your eyes again, close your eyes! *Tiggy* flies to ... *Tiggy* flies to...

S1: (stands up and runs towards the teacher) Öğretmenim bana! Öğretmenin *Tiggy*'i bana verin!

(Teacher ignores.)

T: *Tiggy* flies to ... İpek!

S1: (seems to be unhappy, bored and tired of shouting to be involved in the activity)
Offf!!!

(Teacher has the same conversation with İpek and then she flies *Tiggy* to Atalay, Perihan, Erdal and then lastly, Arda.)

T: *Tiggy* is coming to... *Tiggy* is coming to...

S1: (stands up and runs to the teacher by shouting) Öğretmenim bana!

T: Sshhh! Sit down! *Tiggy* is coming to ..., *Tiggy* is coming to ... you, Arda!

(Arda sits down getting very happy and excited).

Script 3

T: What can you see in a fire station? Fire station'da ne olur?

Böyle kocaman iki tane ne olur?

Class: Fire truck!

T: Yes, fire truck. Peki, fire çıktığı zaman ne ile söndürürüz?

A few students: Hortum.

T: Peki ne çıkar hortumdan?

Class: Water!

T: Very good! Şimdi fire station'a kocaman bir red fire truck çizelim. Oradan hortumuyla water fişkırtсын fire'in üzerine.

(The students start drawing and the teacher wanders around)

T: Bengisu, beautiful!

S1: Öğretmenim ben çizemiyorum.

T: Peki ben buraya bir tane fire truck çizeyim. Çizmekte zorlananlar buraya baksın.

(draws a fire truck) Look at me. Fire truck'ın aşağıda iki tane circle'ı olur. Here comes the water. Şuraya da fire çizelim. That's good. Look at this.

Script 4

T: (shows a picture of a post office) This is a hospital.

Class: No!

T: This is a fire station.

Class: No!

T: This is an ambulance.

Class: No!

T: Post office?

Class: Yes!

T: Ohh, post office! Yes!

OK, another one. Fire truck?

Class: No!

T: Fire station?

Class: No!

T: Ambulance?

Class: No!

T: What is the color of it? The color?

Class: No!

T: The color?

(A student called Seray raises her hand.)

Seray?

S1: Böyle zıplanan bişe.

T: Ohh, fine. It is a jungle gym.

Class: Yes.

T: Another one. It is a restaurant.

Class: No!

T: What is the color of it?

(Derin raises his hand.)

Yes, Derin?

S2: Yenen bişе.

T: OK, I see it is a food. But what is the color of it?

(Mert raises his hand)

Yes Mert?

S3: Chicken.

T: No, Mert! The color.

It is a chicken, OK.

S2: Ya Mert, niye söyledin?

T: Derin, sshh! It's OK.

(shows another picture.)

S4: Banana!

T: Ohhh! Who is this? Kim söyledi çocuklar? Don't tell it. Eğer söylerseniz heyecanı kalmaz. Unutmayın benim bilmem gerekiyor.

(shows another one) the next one. Banana?

Class: No!

T: Lemonade?

Class: No!

T: What is the color of it?

(A student called Nil raises her hand)

Yes, Nil?

S5: Red.

T: Fire Station?

Class: No!

S6: Yeneni bişey, öğretmenim.

T: Nasıl yenir? Show me...

(Most of the students show how it is eaten.)

S7: Circle.

T: Ohh, circle. I see. It is an apple.

Class: Yes!

Script 5

T: (pointing the screen on which there are a father and a daughter in the zoo)) Where is it?

Class: Father!

T: (pointing the father and the girl) OK, this is father and this is girl.

(pointing the zoo) But where are they? Where is it?

Class: Hayvanat bahçesi! Zoo!

T: Zoo, right. Thank you.

Script 6

(During a game activity, one of the students tries to kiss his friend although his friend does not want it.)

T: (goes towards the student) Umut! Ne yapıyorsun? Kalkar mısın? Gel buraya!

(takes the student to the back of the class) Burada oturacaksın sen. Ben sana izinsiz kimseyi öpmemen gerektiğini söylemedim mi? Cezalısın burada oturacaksın. Bu oyunu oynayamazsın.

(Umut sits down at the back of the class until the end of the game)

Script 7

T: (points the computer) Bugün bol bol oyun oynayacağız ama düzeni bozan olursa kesinlikle buraya gelemeyecek. Çok kararlıyım bu konuda ve yaramazlık yapan olursa oyun saatinde bahçeye de çıkamayacak. Anlaştık mı?

Class: Evet!

(One of the students called Sergen lies on the cushion)

T: Yatmak için değil bunlar, lütfen!

S1: Öğretmenim Sergen'e ceza verir misiniz?

T: Sssh! OK. First, sing our song.

(They sing the song altogether)

Class: Oyun! Oyun! Oyun!

T: Sssh! First, remember the animals.

(points the screen) This is water, this is grass, and this is tree.

(Sergen stands up and starts to jump, the teacher ignores him)

S2: Ya öğretmenim...

T: (points the animals on the screen) Let's say the water animals. What are the water animals? Which ones?

Class: Fish!

T: No! No! Raise your hands, please!

Bartu, what are the water animals?

S3: Fish.

T: Yes, well done! Fish is a water animal. What else?

(Sergen stands up and jumps again in front of the screen)

S2: Ya öğretmenim, Sergen şunu yapmasın artık.

T: (points the cushion angrily) Sergen, sit down!

What else? Tell me a water animal, Volkan.

S4: Seal.

T: Yes, very good. Seal is a water animal.

OK, now, let's talk about the grass animals. Who will tell me a grass animal? Cansu?

S5: Giraffe.

T: Yes, thank you. Giraffe is a grass animal.

(points the seal) Is it giraffe?

Class: No!

T: (points to zebra) Is it giraffe?

(Half of the class says “yes” and half of the class says “no”.)

T: (asks again) Is it giraffe?

(Most of the students say “no”)

T: What is this?

Class: Zebra!

T: (points the zebra and shows its stripes) Oh yes! This is zebra. It is black and white.

It has got stripes.

(points the giraffe) Is it giraffe?

Class: Yes!

T: What else? Grass animals... Buse...

S6: Elephant.

T: Right. Elephant is a grass animal.

(points the elephant) it is big.

Now, tell me the tree animals. Özer Emre...

S7: Bird.

T: What else, İlayda?

S8: Monkey.

T: OK, that's good. Sergen, you can come here now.

(Sergen stans up and goes to the teacher)

T: Sergen, please, be a monkey.

(Sergen tries to act like a monkey.)

T: OK, good! Now, be a bird.

(Sergen sounds like a bird)

T: Very good! Now, be a giraffe.

(Sergen starts to think without moving)

T: (walks like a giraffe with her neck in the front)

Class: Sergen, zürafa!

T: Yes, I am a giraffe.

(Sergen walks like a giraffe)

T: OK, Sergen. Thank you a lot. Sit down.

Script 8

Class: (Most of the students make noise) Öğretmenim! Yine oyun oynayalım lütfen!

T: Peki oynayacağız ama sadece uslu çocukları seçeceğim. Konuşanların hiç ama hiç şansı yok! Sınıf atmosferini bozan ve oyunun kuralları dışına çıkan olursa bu aktiviteye katılamayacak.

Seeim ilk uslu ğrencinin adı (silence in the class for a while) ... Tahsin!

Script 9

(In this activity, two players compete with each other. There are pictures on the wall. The teacher says the word and the one who touches the picture with the toy first wins.)

T: I need two players. Who wants to come and play here? Raise your hands!

Yağmur, come here, and... Arkın!

(The students come to the board. The teacher gives *Birdy* to Yağmur and *Tiggy* to Arkın.)

Bu oyunda en hızlı olan kazanır anlaştık mı?

When I say “fire truck”, you will touch it! (The teacher shows the activity. She touches the “fire truck”.)

Let’s start! Well, hospital!

(Yağmur touches the picture more quickly)

Well done, Yağmur! Ten points...

S1: Yağmur mu kazandı ya!

T: (She looks at Arda) Hızlı olmak zorundasın.

Errr.... post office!

(Arkın touches it more quickly)

Well done Arkın, ten points...

Boys: Arkın! Arkın! Arkın!

Girls: Yağmur! Yağmur! Yağmur!

T: Well, hospital

(Both Arkın and Yağmur touch it)

Well done, Arkın and Yağmur ten points!

OK, thank you Arkın and Yağmur. You may sit down.

I need two new players. Who will come?

Lidya, and ... Atalay, come here!

T: Let's start! Ambulance!

(The students touch the picture at the same time but Atalay hits his head on the wall.)

(The teacher hugs Atalay and gently strokes him) Acıdı mı? Canın çok yandı mı?

S2: Biraz.

T: OK. Biraz daha yavaş olabilirsiniz. You two got ten points.

Fire station!

(Lidya touches it more quickly and the activity goes on like this with other players.)

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