

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

**MOTIVATION OF YOUNG LEARNERS TOWARDS LEARNING ENGLISH
IN TURKISH STATE SCHOOLS**

Edge BAHAR

MASTER OF ARTS

ADANA / 2018

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MASTER OF ARTS

ADANA / 2018

To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ÖZET

TÜRKİYE'DEKİ DEVLET OKULLARINDA ÇOCUKLARIN İNGİLİZCE ÖĞRENMEYE KARŞI GÜDÜLENMESİ

Edge BAHAR

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Prof. Dr. Yasemin KIRKGÖZ

Temmuz 2018, 128 sayfa

İngilizce öğrenmeye yönelik güdülenme dil öğrenmede önemli bir faktör olarak kabul edilir. Bu çalışmada, ilköğretim okullarındaki öğrencilerin İngilizce öğrenmeye ilk başladıkları dördüncü sınıftan sekizinci sınıfa kadar devam eden beş yıllık süreçteki, güdülenmeleri üzerine çalışmayı amaçladık. Güdülenme ölçeğine, 2011-2012 eğitim öğretim yılında, ilköğretim okullarında İngilizce eğitimi gören 500 katılımcı katkıda bulunmuştur. Bu çalışmanın amacı doğrultusunda hazırlanan ölçek katılımcılara dağıtılmış ve bulguları desteklemek için görüşmeler yapılmıştır.

Bu çalışmada, nitel ve nicel araştırmaları birleştiren karma bir yöntem kullanılmıştır. Veriler, bu çalışma için geliştirilen bir güdülenme ölçeği ile toplanmış ve nicel olarak analiz edilmiştir; ayrıca, bulguları desteklemek için açık uçlu sorular ve görüşmeler uygulanıp, nitel olarak analiz edilmiştir. Toplanan veriler SPSS 17.0 istatistik paket programı ile analiz edilmiş, frekans, yüzde, standart değişkenlik, t-testi ve tek yönlü varyans analizi uygulanmıştır.

Araştırmanın bulguları, Türkiye'deki devlet ilköğretim öğrencilerinin İngilizceyi yabancı dil olarak öğrenmeye yönelik güdülenme konusunda genel olarak olumlu görüşlere sahip olduğunu ve tutum, öğrenme ortamı, araçsallık faktörleri açısından yüksek güdülenmeye sahip olduklarını ortaya koymuştur. Öğrencilerin İngilizce öğrenmeye yönelik güdülenmeleri sınıflara ve cinsiyete göre anlamlı bir farklılık göstermiştir ve kız öğrencilerin daha yüksek güdülenme düzeyine sahip olduğu görülmüştür. İlköğretim öğrencilerinin güdülenmelerini etkileyen faktörler arasında en önemlileri öğretmen tutumları, DynEd programı, İngilizce dersinin zorluğu, arkadaşlar ve ders kitabıdır. Bu çalışma, genç öğrencilerin öğretmenler ve öğrenme ortamı (sınıf)

üzerindeki bağımlılığını doğrulamıştır. Öğrencilerin büyük çoğunluğu dışsal olarak motive olmuşlardır.

Anahtar kelimeler: Güdülenme, çocuklar, tutum, öğrenme ortamı, araçsallık.



ABSTRACT**MOTIVATION OF YOUNG LEARNERS TOWARDS LEARNING ENGLISH
IN TURKISH STATE SCHOOLS****Edge BAHAR****Master Thesis, Department of English Language Teaching****Supervisor: Prof. Dr. Yasemin KIRKGÖZ****July 2018, 128 pages**

Motivation towards learning English has been considered as an important factor in language learning. In this study, we aim to study motivation of the students from grades fourth to eighth at state schools when they first start to learn English and continue for five years. 500 participants studying English at state schools contributed to the motivation scale in the academic year 2011-2012.

The design of the present study is a mixed method design, which combines and associates both qualitative and quantitative designs. The data were collected through a motivation scale developed for this study by the researcher which was analyzed quantitatively; also, open-ended questions and interviews were used to support the findings which were analyzed qualitatively. The data collected through the motivation scale was analyzed by SPSS 17.0 statistical package program, and frequency, percentage, standard variation, t-test, one-way variance analysis were used.

The findings of the study revealed that overall state school students in Turkey had positive perspectives on motivation towards learning English as a foreign language and they had high motivation level in terms of three factors, that is, attitudes, learning environment and instrumentality. Students' motivation towards learning English significantly differed across grades and there was a significant gender difference in that female students had higher motivation level. The factors that influenced state school students' motivation mostly were teacher attitudes, DynEd program, the difficulty of English lessons, friends, and the course book. This study confirmed the dependency of young learners on teachers and learning environment (classroom). The vast majority of the students were highly motivated extrinsically.

Keywords: Motivation, young learners, attitudes, learning environment, instrumentality.



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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLL: Foreign Language Learning

L2: Second Language

f: frequency

SD: Standard Deviation



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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Motivation is a concept that has been given utmost importance in language learning (Gardner, 1985; Dörnyei, 1998, 2001). Although the term ‘motivation’ is commonly used in all areas of education and language, researchers and educationalists still find it difficult to define. The word motivation derives from the Latin word "movere" which means ‘to move’. Dörnyei (2011, p.3) defines motivation as “what moves a person to make certain choices, to engage in action, to expend effort and persist in action”.

As a highly complex phenomenon with many aspects, motivation has a remarkable role especially in foreign language learning. Gardner and Lambert were the first to suggest that motivation played an important role in learning a second language (L2) when they conducted research on bilingual students in Canada in 1959 (Dörnyei & Ushioda, 2011, p.40).

There are some distinctions made between different types of motivation in the literature as ‘integrative’ and ‘instrumental’ motivation or ‘intrinsic’ and ‘extrinsic’ motivation. Integratively motivated learners acquire the language in order to better understand the people speaking that language, their attitudes and the world view of that community. Nonetheless, learners with an instrumental motivation acquire a language due to some practical reasons like getting a good salary, getting into university or communicate with other speakers of that language. A further classification is made between intrinsic versus extrinsic motivation. Brown (2000, p. 162) suggests “those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated”.

The largest ever study on motivation was conducted by Dörnyei, Csizer, and Nemeth (2006) to investigate social, cultural, and political factors affecting the motivation of around 13000 Hungarian learners of five languages. This comprehensive research showed that local context and (in)adequate contact with the target language have a crucial role to play when it comes to motivation in foreign language learning.

This study was also important as it inspired the researcher to develop a motivation scale specific for Turkish context.

Age is also considered to be a key component of motivation, and young learners are known to have higher motivation towards learning English compared to older age groups (Harmer, 2007; Mihaljević Djigunović, 2015). It is vital that this motivation be sustained to later stages of language learning when students move towards high school or tertiary level English language classrooms. Therefore, this study elaborates on the factors affecting the motivation of young learners studying English in Turkey, where English is the leading foreign language.

In Turkey, English is offered as a compulsory subject in the national curriculum from the second grade of state to higher education. The English language is introduced as a compulsory subject starting from grade two in state education and continuing the high school curriculum. As for higher education, it is usually offered as a compulsory subject during the first year of the associate degree programs in vocational schools and in the first and second year of most undergraduate programs at universities.

Believing that it would be more feasible to determine the factors and related problems affecting learners' motivation at the very beginning of language learning process, this study aims to describe the motivational factors that shape young learners' motivation towards learning English across grades at state schools. The study also offers implications for language teachers to improve their teaching strategies in a way to enhance students' motivation for learning English.

1.2. Statement of the Problem

In Turkey, people who graduate from high school or universities complain that they cannot speak English or pass the exams required for job applications, or applications for graduate programs. That is, although Turkish students study English starting from the second grade of state education and continue to study it at high school, vocational school, and universities, they cannot attain the desired level of proficiency in English upon completing their higher education. There might be countless factors leading to this problem. In this study we aim to investigate the main reasons of the problem related to students' motivation towards learning English at state schools. Believing that possible reasons of the problem may have largely to do with early years

of language education, we decided to conduct our study with the participation of young learners attending state schools.

1.3. Purpose of the Study

In the present study, we aim to examine the motivation of Turkish state school students towards learning English. Some studies have been conducted on students' motivation and attitudes about foreign language learning in Turkey (Engin, 2009; Karahan, 2007). However, they mostly dealt with motivation of students attending only to one of the grades at state school or at university. Also, the number of the participants was quite restricted. This study, on the other hand, is intended to analyze perceptions of a total number of 500 students attending to grades four to eight at state schools that offer English as a compulsory school subject in the curriculum. The fundamental objectives of the study were to learn the motivation levels and perceptions of state school students towards learning English as a foreign language (EFL) in Turkey and to investigate whether students' motivation towards learning English significantly differed across grades.

1.4. Research Questions

In order to accomplish the aim of this study, the following research questions were addressed:

1. What are the motivation levels of state school students towards learning EFL in Turkey?
2. Is there a significant difference in motivation levels of students across grades?
3. Is there a significant gender difference among students in terms of their motivation levels?
4. What factors influence students' motivation towards learning EFL?

1.5. The Significance of the Study

This study is significant in the sense that there has not been sufficient research related to motivation of students towards learning English as a foreign language (EFL) at state school context in Turkey.

Differing from the other studies in the field, the researcher aimed at including grades ranging from four to eight at state schools in this particular study. Since this research was carried out in 2011-2012 academic year, English was offered as a compulsory course in public schools starting from fourth grade and continue to eighth grade at that time. Thus, to find out the motivation level and perceptions of state school students towards learning EFL in Turkey, this study comprised all the grades at state schools.

1.6. Operational Definitions

Attitude: Attitudes “form a part of one’s perception of self, of others, and of the culture in which one is living” (Brown 2000, p. 180)

English as a foreign language (EFL): It is a term used when English is taught in a country where English is not the country's first language. EFL is usually taught by teachers whose native language is not English.

English as a second language (ESL): It is a term used when English is taught in a country where English is the country's first language. ESL is usually taught by teachers whose native language is English.

Motivation: Gardner (1985, p. 10) defines motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”.

Extrinsic Motivation: Extrinsic motivation is influenced by external sources like some other authority (teachers, parents), a reward from outside, passing exams, or earning money (Brown, 2000, p.164).

Intrinsic Motivation: Intrinsic motivation is defined as “doing something because it is inherently interesting or enjoyable” (Ryan & Deci, 2000, p.55).

CHAPTER II

REVIEW OF LITERATURE

This chapter looks into some important notions in motivation that are of relevance to the study and reports important findings of studies previously conducted on young learners and motivation in EFL contexts both in Turkey and other countries.

2.1. English as a Second Language (ESL) or English as a Foreign Language (EFL)

Although in many cases *English as a second language (ESL)* and *English as a Foreign Language (EFL)* are used interchangeably, the distinction between these terms is an important issue in this study since English is only offered as a foreign language at schools or private courses in Turkey.

As defined by Saville-Troike (2006, p. 4), “a second language is typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively”. In an ESL situation, English is the language of environment; as such it is used on a daily basis. ESL is generally taught to people in English-speaking countries. Thus, the learners can find native models outside the classroom easily.

According to Saville-Troike (2006), English can be regarded as a foreign language (EFL) when it is not widely used in the learners’ immediate social environment but is used for purposes of travel, cross-cultural communication situations, or studied as a curricular obligation in schools. In Turkey, English is taught in an EFL situation; in a school or a language course but it is not acquired by naturally being exposed to it. EFL programs usually have one similar group of students of the same language and cultural background unlike ESL programs. Unlike most of their ESL peers, many EFL students do not have direct contact to native speakers for real communication as it is not used on a daily basis. Once students are out of the classroom, they join the speakers of their native language, so they have almost no chance to use what they learn in a communicative way or in social situations. EFL is taught to people in non-English-speaking countries. Therefore, it is not used by the learners as a communicative tool for their survival within the society. For example, for

Turkish people English is taught as an EFL but for a Turkish immigrant who goes to Canada to work, English becomes ESL.

2.2. Motivation

Motivation is described in many different ways by many scholars. Gardner (1985, p. 10) defines motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. From a behavioristic perspective, reward leads to motivation. Positive reinforcement and reward for behavior help further reinforcement (Brown, 2000, p.160). From a cognitive perspective, motivation is triggered by personal decisions. Experiences or goals and the degree of effort depend on the choices people make (Keller, 1983, p.389). From a constructivist perspective, further emphasis is put on social context in addition to personal choices (Williams & Burden, 1997, p. 120). Ryan and Deci (2000, p.54) states “to be motivated means *to be moved* to do something”.

A clear explanation on the definition of motivation is given in Dörnyei and Ushioda (2011, p. 4) as follows:

Perhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the *direction* and *magnitude* of human behaviour, that is:

- the *choice* of a particular action,
- the *persistence* with it,
- the *effort* expended on it.

In other words, motivation is responsible for

- *why* people decide to do something,
- *how long* they are willing to sustain the activity,
- *how hard* they are going to pursue it.

Gardner (2010) views motivation as an abstract and complex concept that is used to describe human behavior and states that learners’ motivation in L2 is affected by individual attitudes and willingness to engage in the language learning process, suggesting that motivation is strongly associated with attitude. Gardner and Lambert

(1972) distinguish between attitude and motivation defining attitude as the persistence shown by the learner in striving for a goal, and motivation as an overall goal. Gardner (1985) suggests that attitudes are related to motivation as they serve as a supportive base of the learners' motivational orientation. In the field of language research, the terms attitude and motivation often appear together without discussion of the extent of difference, this specific study being not an exception.

A lot of studies by Gardner and his colleagues (1972), and by other researchers in the field (e.g., Dörnyei, 1998; Keller, 1983), have found that motivation is usually a strong sign of successful language learning. Not surprisingly, motivation is associated with second and foreign language performance as language learning demands a long-term commitment, and motivated students tend to dedicate the time and self-devotion necessary to learn a language. To have a particular aim in language learning helps students concentrate on their goals and keep their motivation high. Various recent studies have found that motivation is strongly related to achievement and performance in second and foreign language learning (e.g., Dörnyei, Csizer and Nemeth, 2006; Dörnyei & Ushioda, 2009; Enever, 2011; Mihaljević Djigunović, 2015; Nikolov, 2009). Some distinctions in motivation have been made in the literature as 'integrative' and 'instrumental' motivation or 'intrinsic' and 'extrinsic' motivation which is dealt with in detail in the following section.

2.3. Different Types of Motivation

There are different types of motivation as defined in the literature. As a result of the detailed research by Gardner and Lambert in 1972, motivation in language learning is termed as integrative and instrumental. Later, in 1990s, researchers studied on different perspectives; that is to say, intrinsic and extrinsic motivation. This section intends to examine these concepts and analyze how such factors affect language learning as well as the learners.

2.3.1. Instrumental and Integrative Motivation

The seminal work of Gardner and Lambert in 1972 made language teachers and researchers recognize the significant role that motivation has in language learning. They classified two types of motivation: instrumental motivation and integrative motivation. Integrative motivation relates to second/foreign language culture and its people in that

people study the language to be familiar with the culture and people of that language. Gardner (1985, p. 54) further states that “an integrative orientation refers to that class of reasons that suggest that the individual is learning a second language in order to learn about, interact with, or become closer to, the second language community”.

Instrumental motivation, on the other hand, is related to personal needs. Dörnyei (2001, p. 16) describes instrumental orientation as “where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary”. Instrumental motivation is extremely significant in the societies that practice English as a foreign language; for example, in Japan success in employment and education depend on accomplishment in English (Williams & Burden, 1997). Gardner and Lambert (1972, p. 132) also make the distinction between these two phenomena informing that an instrumental perspective expresses “the practical value and advantages of learning a new language;” whereas an integrative perspective expresses “a sincere and personal interest in the people and culture represented by the other group”.

Both integrative and instrumental motivations are respectively inclusive. In most language learning situations, we encounter a mixture of both integrative and instrumental motivation. Therefore, it is difficult to attribute language learning success to a certain type of motivation. The importance of integrative and instrumental motivation depends mostly on situations or contexts, whether learning language functions more as a foreign language or as a second language (Gardner & Lambert, 1972). Integrative motivation is much more associated with second language learning as learners study the language to reside in a new geography and communicate smoothly in the target language than it is associated with foreign language learning where learners are away from the target culture.

2.3.2. Intrinsic and Extrinsic Motivation

Brown (2000, p. 162) differentiates between intrinsic and extrinsic motivation stating that “those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated”.

Based on the self-determination theory, intrinsic motivation is defined as “doing something because it is inherently interesting or enjoyable” (Ryan & Deci, 2000, p.55).

That is, a person is intrinsically motivated by the need or enjoyment to learn and feelings of capability or effectiveness. Intrinsic motivation is related to an internal wish to do something. Deci (1975, p.23) defines intrinsically motivated activities as “the ones for which there is no apparent reward except the activity itself”. Extrinsic motivation, on the other hand, requires some sort of rewards such as passing an exam or earning money.

According to self-determination theory, which was developed by Deci and Ryan (1985), motivated actions can be either self-determined or controlled. Self-determined actions are those which individuals freely choose and want to do coming from one's enjoyment and interest in a particular activity as a result of intrinsic motivation. As highlighted by Ryan and Deci (2000, p.65), “intrinsically motivated behaviors, which are performed out of interest and satisfy the innate psychological needs for competence and autonomy are the prototype of self-determined behavior”. Controlled actions, on the contrary, are those which are determined by an external force coming as a result of extrinsic motivation. The researchers state, “[e]xtrinsically motivated behaviors ... can vary in the extent to which they represent self-determination. Internalization and integration are the processes through which extrinsically motivated behaviors become more self-determined” (p.65). Ryan and Deci (2000) classify extrinsic motivational styles into categories whereby pupils begin as externally stimulated and end up being internally stimulated.

Intrinsic and extrinsic motivations have always aroused interest in EFL learning. Oletić and Ilić (2014) examined intrinsic and extrinsic motivation and the interaction between motivation and success in foreign language learning. The focus of the research was to investigate how self-determination theory offered by Deci and Ryan (2000) for L2 learning motivation operated with Serbian students of English. The post-experimental Intrinsic Inventory test was given to high school and university students with the aim of examining intrinsic and extrinsic motivation and to find out the extent of motivation. The results presented that intrinsic motivation among both high school and university students were generally low although university students were expected to be more motivated especially for Interest/Enjoyment results. There was almost no difference in motivation in relation to gender.

A study by Carreira (2011) investigated children's motivation for learning EFL and intrinsic motivation for learning in general. The participants were third-sixth graders in a public school in Japan. The results indicated that both motivation for

learning EFL and intrinsic motivation for learning generally decline from grades third through sixth. The researcher suggested that a developmental decline in intrinsic motivation for studying in general might influence English lessons.

In another study, Noels, Clement, and Pelletier (2001) measured the intrinsic, extrinsic, and integrative motivation of French students to find out their perceptions of autonomy and competence, learning effort, determination, and reasons for language learning and course achievement. The results of the study revealed that the integrative orientation was associated with the intrinsic orientation. It was also found that the amount of effort was influenced by the degree of external punishment or reward, whereas intrinsic motivation correlated with higher levels of learning effort.

2.4. Young Learners

In different nations and socio-educational frameworks, the term *young learners* relates to different age groups. The European Union member states working group has defined *young learners* as primary school students between the ages of 7 and 12 (Mihaljević Djigunović, 2012, p. 57). In the context of this study, young language learner refers to children aged 7-13 in accordance with the terminology used in the European framework. This study was conducted with young learners through grades four (age 9) to eight (age 13).

2.4.1. Teaching English to Young Learners

Since English is an international language taught dominantly as a foreign language in many countries, teaching English to young learners is getting more and more significant all around the world and in Turkey as well. The worth of English for education and employment and the advantages of early language learning are seen as two main reasons to have an early start in English (Enever & Moon, 2009). In many countries, similar to Turkey, English is a compulsory school subject in the early primary grades and taught as a foreign language (Nikolov, 2009).

Nikolov (2016) point out that nowadays, English is gradually recognized as a basic competence and a benefit for non-native learners of English to be successful in life. Access to English is regarded as limited in life; as a result, early language learning is believed to have a special social dimension. Thus, in many parts of the world parents encourage and support their children to start language learning at an early age. In

Turkey, for example, parents finance their children to learn English in private pre-schools (from three to six ages) or private primary and secondary schools (from six to thirteen ages) with exposure to English ranging from eight hours to twenty hours per week. However, not all children have equal opportunities to start learning English at a young age. In public schools, for example, children start to learn English at second grade with two hours per week and continue with two hours per week at third and fourth grades, three hours per week at fifth and sixth grades and four hours per week at seventh and eighth grades. Parents' socio-economic status has an important role in access to English in Turkey like in many other countries which is consistent with the French research project (Burstall, 1980), involving over 17 000 children between the ages of eight and thirteen, with the aim of evaluating the effects of an early start in FLL in primary schools in England and Wales during the years 1964–74 (cited in Nikolov, 2002). The results disclosed a strong connection between the students' socioeconomic status and their level of accomplishment in French. Likewise, a current example of this might be given from an article in *The Economist* (December 20th 2014, p. 83) which reported that 80 % of international school students around the world were locals because their parents preferred them to study later in a country where English is spoken and the parents supposed that they could only succeed that with an early and good quality of learning English (cited in Nikolov, 2016).

However, research studies also show that giving early language learning opportunities is not adequate per se to achieve a high proficiency level in English. Problems related to curricula, teacher education, following progress and outcomes and change across different stages of education continue and put new challenges (Nikolov, 2016). Especially, studies show that finding enough teachers or teacher training programs to prepare these teachers is one of most important issues on teaching English to young learners (e.g., Enever, 2011, Kırkgöz, 2009). Findings from the Early Language Learning in Europe (ELLiE) study indicate that “there is now a substantial need for the consolidation of teacher education provision in this field and education systems urgently need to address this issue if the progress already made is not to be lost (Enever, 2011, p.147)”.

A study was conducted on young learners by Çelik and Karaca (2014) in order to find out whether early FL instruction for very young learners (five-six years) lead to greater achievement. They aimed to show the connection between age and learner achievement and investigated international language curricula in EFL countries

beginning at the pre-primary and primary level beside the scores on the Test of English as a Foreign Language. The results indicated that, even though early start of EFL instruction might be advantageous in many respects, it was not a key to success, and class size, number of hours devoted to English instruction, and teacher qualifications were also important factors to be considered.

With the recent changes to the Turkish educational system in 2013, English instruction was lowered to the age 6-6.5 from the 8-8.5 (MNE, 2013). Thus, a new program considering the needs of younger learners was necessary. Young learners are different from adults and teenagers with regard to the learning needs, the language competences, and the cognitive skills. Besides, children learn through social interaction (Vygotsky, 1962) and they are active learners and thinkers. Therefore, English language curricula in Turkey was designed according to the principles of communicative language teaching, teacher resource packs consisted of lesson plans, printed hand-outs, flashcards, audio-visual materials and so on, in place of textbooks, particularly at the second, third and fourth grade levels to emphasize the communicative aspect of the tasks (MNE, 2013).

In most European countries where early FLL is introduced, innovations on curriculum development, teacher training and classroom materials are adopted by educational experts in a way to promote young learners' achievement. As Nunan (1999) pointed out, programs teaching English to young learners should be well planned, well supported and resourced, and well monitored and evaluated. Most research studies have been carried out to investigate young learners' FLL, the effects of early language learning and their motivation to learn a foreign language (Enever, 2011; Mihaljević Djigunović, 2012, 2015; Nikolov, 2009; Nikolov & Curtain, 2000).

2.4.2. Motivation on Young Learners

Motivation is highly important in language learning, particularly with young learners. As noted by Kırkgöz (2006), teaching young learners is a lot more different in approach than to teach adults as motivation is the key point in terms of language learning purposes and keeping the interest alive. Harmer (2007) also states that adults keep a level of motivation even for a remote aim, which is difficult for the other groups. Especially for young learners, teachers need to be conscious of their interests to motivate them. Even though children are generally believed to be motivated to learn

foreign languages, research on attitudes and motivation in child second language learning in the classroom is quite rare (Nikolov, 2002).

Mihaljević Djigunović (2015) investigated learners' individual differences in motivation, attitudes and self-concept in Croatia adopting the instruments developed in the ELLiE project. The study was conducted with younger beginners (6/7 years old) and older beginners (9/10 years old) to investigate the relationships between the individual differences and age, language competence and the change over time. The results presented that the younger students favored more traditional and teacher controlled classrooms but the older ones preferred the group work study which provided a more purposeful and motivating environment. Another indication from the study was that although the younger students were more motivated in the beginning, both group of students showed a decline in motivation over time.

The ELLiE project (2006-2010), as a long-term study, was initiated to understand what could realistically be accomplished through early FLL in state schools in Europe (Enever, 2011). The study, which contained 1400 students in seven European countries, presented intriguing results on motivation, attitudes and self-concept. As noted by Enever (2016, p.4), countries selected for the study indicated regions where English (French/ Spanish in England) was introduced from the age of six or seven. According to data analysis, in the first year, the majority of students declared positive attitudes towards foreign language learning while a quarter of students remained neutral (Mihaljević Djigunović, 2012). After three years, the vast majority of students stayed positive and few students expressed neutral attitudes. The change in attitudes was explained with the experience of foreign language learning and introducing new learning activities (Mihaljević Djigunović & Lopriore, 2011). ELLiE study clearly shows that what young FL learners need during the early years is “a teaching approach that ensures structure and guidance, gives enough space for concentration during activities, and provides learners with as much teacher attention as they need” (Mihaljević Djigunović, 2012, p.67).

The Zagreb Project conducted in 1991 (Mihaljevic Djigunovic, 1993) aimed to investigate both attitudes and motivation of seven-years-old learners studying English, German, and French in experimental classes. Another research (Mihaljevic Djigunovic, 1995) was carried out three years later to examine changes in attitudes and motivation of the students and it was found that across the age groups the learning situation level had a significant role in the improvement of favorable attitudes towards the foreign

languages, language learning, and achievement in foreign language learning (cited in Nikolov, 1999, p.38).

Another related project is the Pécs Project, started in 1977 and ended in 1995, during which young English learners were followed throughout eight years of primary school in Hungary. Nikolov (2002) studied the attitudes and motivation of Hungarian students aged from 6 to 14 to find out their perceptions on studying a foreign language. He found that they were motivated in FLL if they find classroom activities, tasks and materials interesting and the teacher supportive. Instead of integrative or instrumental reasons, they were more motivated by classroom practice and knowledge was considered more valuable than rewards. It was reported that instrumental motivation developed around the age of 11/ 12, but they remained ambiguous and general. The most important issue in child FLL motivation was found to be related to the learning context and to what extent teachers could get and continue children's interest in the classroom (Nikolov, 2002).

Kormos and Csizer (2008) also studied the motivation for learning EFL in three distinct learner populations: secondary school students, university students, and adult language learners in a Hungarian context which concluded that all three investigated samples were highly motivated to learn English and had very favorable motivational characteristics. Likewise, Lamb (2012) examined the motivation of Indonesian junior high school pupils, 13–14 years of age, to learn English in three distinct contexts: a metropolitan city, a provincial town, and a rural district. Although students living in a central city were likely to be more motivated to learn English than their rural counterparts, in almost all ways, rural learners still had positive attitudes and high hopes for the future.

A current study, Jurisevic and Pizorn (2013), conducted with learners at the age of six to eight who started FLL in primary school in Slovenia took the student's motivation as the key factor since it determined the learning process and influenced the quality of FL competence. According to research results, the learners liked studying FLs and most of the students preferred lessons to be in informal settings (playing activities) instead of classical settings (reading or writing activities). They also stated that the aims of FLL might be either intrinsic or extrinsic. On that account, it is really crucial that FL teachers of young learners observe their students' motivational characteristics, consult these characteristics into lesson planning and activities, and appreciate students' development and language competences.

Some studies in literature were conducted to see the relationship between young learners' gender and their motivation levels towards learning EFL in Turkey and other countries. For example, Shoaib and Dörnyei (2005) indicated that gender was an important perspective under second language learning investigations and concluded that female students showed more interests, positive behaviors and performances compared with the males. Likewise, in exploring the motivation of Indian college and university students, Narayanan, Nair and Iyyappan (2007) reported higher ratings amongst girls for all four types of motivation studied: instrumental, integrative, intrinsic, and resultative. In a study searching for EFL students' attitudes towards learning English language, Abidin, Pour-Mohammadi, and Alzwari (2012) found out that the attitudes of female secondary school students towards English were slightly higher than that of male ones. In another study, Yılmaz (2013) also found the similar results in his study in Turkey with high school students in that female students had high level of motivation towards learning English compared to male students. In another study, Kızıltan and Atlı (2013) indicated that there was not a significant difference in the attitudes of fourth grade students towards English according to gender.

2.5. Studies on Motivation in EFL/ ESL Contexts

Motivation is an important area of academic study because of its considerable power on language learning and performance. Related studies on motivation in EFL/ ESL contexts are presented in detail in this sub-section.

2.5.1. Gardner's Theory of L2 Motivation (Gardner and Lambert's 1959 Study)

Research on motivation started in Canada with Robert Gardner and his colleagues in the second language learning field. Their study in 1959 showed the importance of the 'motivational factor' (Gardner & Lambert, 1959, p.271). In language learning field, the effect of motivation on success was intently put forward by them for the first time. They derived from their study that motivation was as significant as linguistic proficiency in success for bilingual second language French learners in Canada.

Integrative and instrumental motivation became the most extensively known notions connected with Gardner's study (Dörnyei & Ushioda, 2011). *Integrative orientation* was defined in Gardner and Lambert's study (1959, pp.267, 271) as the

desire to learn in order to integrate into French-speaking society and the willingness to be like members of the language community. *Instrumental orientation* is related to advantages of second language performance, e.g. to get a better job or a higher salary or to pass an exam. Integrative motivation was found to be more efficient than instrumental motivation in their specific study (Gardner & Lambert, 1959).

Gardner and Lambert's study, published in 1972, paved the way for many subsequent studies by suggesting that motivation had a significant role on attitudes and motivation in L2 learning and achievement (Dörnyei & Ushioda, 2011).

2.5.2. Dörnyei's Hungarian Study

Dörnyei's Hungarian study is the largest ever L2 motivation survey, involving over 13.000 language learners over twelve years studying on attitudes towards five target languages (English, German, French, Italian and Russian). The survey took place in Hungary on three occasions: in 1993, 1999 and 2004. During the period under investigation, the country transformed into a western-style democracy from a closed, Communist society and joined the European Union in 2004, which made the study particularly interesting. Hence, the study gave valuable information on how the socio-political changes affected Hungarians' language attitudes and motivation to study five target languages by analyzing the various national, political, social, and personal motives to choose and learn particular foreign languages (Dörnyei, Csizer, & Nemeth, 2006).

The study provided significant findings analyzing the popularity of the five languages with coherence in all three survey phases. English was the most popular language for Hungarian people, German, the traditional regional lingua franca, was in second, and French was in third place. Italian which closely approached the average French ratings was in fourth place. The least important language was Russian which was imposed by the communist regime (p. 143).

Dörnyei, Csizér, and Németh (p. 149) further emphasized that people learn English not because they take a motivated decision but they study it as a part of their education in the 21st century. Integrative motivation seemed to be increasing in all the languages other than English. The researchers maintained that being a member state in the European Union may also affect Hungarian people's motivation and attitudes towards language acquisition, language attitudes, and language learning motivation.

To sum up, Dörnyei, Csizér, and Németh's study holds a highly important place in the literature for several reasons. First, the language motivation survey in the study focused on different grounds across various language learning settings, and it emphasized the significance of the socio-political changes affecting the language preferences in Hungary. Secondly, it interpreted motivation in a foreign language learning setting. Students in an FLL context have inadequate interaction with the target language groups (like in Turkey as well). Thirdly, the study was employed to create groundwork for L2 motivation, known as the *L2 motivational self-system*.

2.5.3. The L2 Motivational Self System

One of the most recent theoretical developments on motivation in second language learning is the theory of the L2 Motivational Self System (Dörnyei, 2005). Dörnyei had two main sources of inspiration while proposing the L2 Motivational Self System; psychological theories of the self ('possible selves' and 'future self-guides') and the decline of 'integrative motivation' (Dörnyei, 2009).

One of the two theories that influenced Dörnyei in psychology was *possible selves* theory, which suggests, "[p]ossible selves represent individuals' ideas of what they could become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation" (Markus & Nurius, 1986, p.954). The second theory that inspired Dörnyei was Higgins' (1987) self-theory. Dörnyei used two key components of Higgins' future self-guides' theory (the *ideal self* and the *ought self*) in his new theory. Higgins (1987) distinguished between three domains of the self which he listed as the *ideal*, *ought* and *actual* selves (p. 320). Accordingly, the ideal self is described as what a person hopes he is, or will be; the ought self as what an individual, or others around them, think he should be; and actual selves as the attributes that someone has in reality (pp.320, 321).

Apart from the theoretical advances in psychology, the second source of inspiration was rooted in developments within L2 motivation research. It concerned a growing dissatisfaction with the concept of integrativeness/integrative motivation. According to Dörnyei (2009), the term *integrativeness/ integrative motivation*, as suggested by Gardner and Lambert, fell beyond the new cognitive motivational concepts like goal theories or self-determination theory, and it was not applicable to all language learning environments. After the Hungarian study, Dörnyei (2009) concluded

that integrativeness was not always relevant in a situation where a foreign language was learnt at school without any direct contact with target language users. He added, “the problematic nature of integrativeness has been amplified by the worldwide globalization process and the growing dominance of Global World English as an international language” (p.24). Dörnyei suggested that as English no longer belonged to a community, there was no specific target-community into which a language learner could integrate and added that “possible selves theory seemed to offer the most promising way forward” (p.25). Thus, Dörnyei (2005, 2006, 2009) presented that the ‘L2 Motivational Self System’ consisted of three components: the ideal L2 self, the ought to L2 self, and the L2 learning experience.

The Ideal L2 Self is the “the L2 specific facet of one’s ideal self” (Dörnyei 2009, p. 29). It represents the ideal image a learner desires to be in the future. This component is linked to traditional integrative and internalized instrumental motives as the attitude towards the L2 speakers and community constitute the Ideal L2 Self.

The Ought-to L2 self “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2009, p.29). Obligations, responsibilities and perceived duties control this dimension (Dörnyei, 2005, p.106). For instance, if a learner aims to please others, the Ought-to L2 self is the main motivator while learning another language. This dimension is associated with extrinsic motivational motives since the wish to be praised or rewarded by others is important.

L2 learning experience “concerns situated, executive motives related to the immediate learning environment and experience” (Dörnyei, 2009, p.29). The experience during the learning process affects the person. Under this category, he included the impact of the teacher, curriculum, peer group, and the experience of success (Dörnyei & Ushioda (2009, p.29).

With this theory, Dörnyei argued that individual motivation was also affected by the learning environment and inspired substantial interest in the field and since then many studies have been conducted to test and develop parts or all of this theory. In a recent study, You and Dörnyei (2016) conducted a large-scale survey with secondary school and university language learners of English in China to understand their motivational disposition through the lens of the L2 Motivational Self System. They found a strong endorsement of motivation to learn English. Learners tended to have positive ideal self-images related to English, positive attitudes towards second language

learning, and noted high levels of intended effort that they were ready to invest in the process. In another research, Tort Calvo (2015) conducted a study with Spanish high school students to learn the effect of motivation in students' success and motivational learner types according to Dörnyei's L2 Motivational Self System theory. Although the ought-to L2 self was assessed as unimportant, the results displayed a strong relationship between the Ideal L2 self and both achievement scores and the L2 learning experience. The results revealed the significance of students' ability to see themselves as L2 speakers in FLL.

Taguchi, Magid, and Papi (2009) conducted studies in Iran, China and Japan which supported the outcomes of Dörnyei and Csizér's (2002) study in Hungary. They discovered an identical structure in three countries which were greatly different from Hungary and from each other, and they stated that the Hungarian findings had external validity as it confirmed Dörnyei's assumption that Hungary could be considered as a prototype of a general FLL setting. They also claimed that their study confirmed the L2 Motivational Self System in that integrativeness might be relabeled as the ideal L2 self.

Cziser and Kormos (2009, p 109) conducted a study on learners studying at secondary schools and universities in Hungary and found out that both the ideal L2 self and the learning experience had an important role on both groups, with the ought-to L2 self having a minimal effect only for the university students. In another research, Ryan (2009, p. 137) studied on the ideal L2 self and Japanese students of English and suggested that the ideal L2 self was more directly related to motivated behavior. Integrativeness existed in many contexts as part of a broader L2 self-concept. The study by Al Sheri (2009) of Saudi Arabian students at home and in the UK, aimed at investigating the relationship between visual learning style, imagination, ideal language selves and motivated behavior among learners and demonstrated the importance of the ideal L2 self. He concluded from his results that students with a more developed visual/imaginative capacity could develop a more potent ideal language self and reflected a stronger motivated effort and behavior (p.168).

2.5.4. Directed Motivation Currents (DMCs)

Dörnyei and his associates (Dörnyei, Ibrahim, & Muir, 2015; Dörnyei, Muir, & Ibrahim, 2014; Muir & Dörnyei, 2013) have recently identified a motivational milestone

called Directed Motivation Currents (DMCs) which is described as an intense motivational effort supporting and stimulating long term behavior in ESL/EFL learning. A DMC represents the perfect match between the accompanying action and the vision which is likely to strengthen energy rather than absorb it (Muir, 2016). Dörnyei, Ibrahim, and Muir (2015) state, “a DMC is a potent motivational surge that emerges from the alignment of a number of personal, temporal and contextual factors/parameters, creating momentum to pursue an individually defined future goal/vision that is personally significant and emotionally satisfying” (p. 103).

DMCs capture the vision power and then transfer it into consistent force in which individuals perform at above levels of their normal capacities. DMCs are unique within the field of L2 motivation and “have the capacity to align the diverse factors that are simultaneously at work in a complex system, thereby acting as a regulatory force” (Dörnyei, Henry, & Muir, 2016, p. 96). A student who studies beyond his or her own power leaving daily routines to pass a university entrance exam represents an intense motivational drive which impacts individuals and expands over time. Thus, this person achieves more than expected towards a personal goal (Dörnyei, Muir, & Ibrahim, 2014).

The first experiential study of DMCs focused on the motivation of Swedish migrant second language learners. The aim of the study was to examine if typical features of DMCs could be identified in learners consistent motivated behavior. Results displayed that “motivated behavior is characterized by features similar to those outlined by Dörnyei and colleagues, namely the presence of a salient facilitative structure, the generation of positive emotionality, and the direction of motivated behavior towards long-term identity-investment goals” (Henry, Davydenko, & Dörnyei, 2015, p.2).

2.6. Studies on Motivation in EFL Contexts in Turkey

Motivation is an important factor in education and especially in teaching EFL. Some of the studies and the scales developed in Turkey on teaching English and motivation towards learning English have been conducted considering the university students. Aydoslu (2005) did a research to examine to what extent attitudes of students towards English as a common compulsory course were related to their gender, their departments, educational background, reasons for learning English, and their weekly English studying hours. She studied with freshmen at Süleyman Demirel University and developed a five-point Likert type scale for the specific aim of her study. The attitude

items in the scale were divided into three parts: cognitive (thoughts of the students about the necessity and vitality of English and its usage in their professional life and many other fields), emotional (the students' emotions and feelings towards English lesson), and behavioral traits (the devotion to English as a foreign language, students' behavior towards English). Mean differences between students' attitudes toward English course and their gender, high schools they had graduated from and their departments were found at the end of the study.

Engin (2009) investigated the significance of the types of motivation that university students needed while learning a foreign language effectively suggesting that FLL was based on positive motivation. The results of the data confirmed the prominence of the instrumental, integrative, and work avoidance motivations. The students were in favor of integrative motivation instead of instrumental motivation. The success of language learning and integrative motivation were correlated. Work avoidance motivation and students' success were correlated negatively. The study was important in making suggestions for activity planning connected to teaching and learning foreign languages.

Gömleksiz (2003) developed a five-point Likert type attitude scale to identify the ideas and attitudes of the university students in affective domain towards English courses. Using this scale, Gömleksiz (2010) conducted a study with students studying at Firat University, Turkey with the purpose of exploring students' attitudes towards learning English in relation to grade level, department, and gender variables, and statistically significant differences were observed. The researcher proposed some useful implications such as the role of the teacher and necessary activities to promote positive attitude towards learning English.

Apart from the studies conducted at universities, there are other studies related to motivation and teaching English to young learners in primary and secondary schools. Dilitemizoğlu (2003) aimed at evaluating young learners' attitudes towards learning English at an early age, by comparing the methods studied in English language classes. So as to see if there was any difference between the attitudes of children who learned English through different methods, a questionnaire consisting of 23 items was formed and conducted with the students in fourth and fifth grades in a state and a private school which adopted different types of teaching methods. The results of the research indicated that nearly all of the young learners liked English and were highly motivated while learning it. There was no crucial difference found between attitudes of students in both

schools, but English teachers' role was noted to be more important than the methods used. Moreover, it was proved that young learners started to be influenced by their long-term needs. They knew that they would need English in their future life.

Karahan (2007) aimed to investigate the integration between English language attitudes and its use in Turkish context. She conducted the study with eighth graders in a private primary school in Adana, Turkey, where English was taught intensively, up to 10 hours a week. The results indicated that the students had mildly positive attitudes in spite of being subjected to English more often than public school students- with female students having higher rates. Even though the students realized the significance of the English language, they did not have high level orientation towards learning English. They had neither many positive attitudes towards the English based culture nor were tolerant to Turkish people who speak English.

Biricik (2010) aimed to study how significant motivation was while teaching English to very young learners, what causes demotivation, and what was the role of teachers to improve motivation in classes of five to six year-old learners at the pre-school part in a private school. The data, based on the performance of the participants, were analyzed in three aspects: activities and materials, classroom atmosphere, and teacher attitude. It was concluded that there was a high connection between students' feelings and the performance during the class hour. The overall findings presented that if all the motivational tools such as appropriate teacher behavior, suitable activities, as well as the classroom atmosphere were available for the young children, teaching and learning process was effectively realized in a smooth way. The results presented that the students were highly affected by teacher's attitude and at this age they needed a mother like teacher being caring, supportive and friendly because of their age characteristics.

Kızıltan and Atlı (2013) conducted a study in the academic year 2006-2007 with fourteen fourth grade students in seven cities of Turkey to investigate their attitudes towards English and English lessons. English language instruction started at fourth grade in primary education at that time. The results showed that the students had positive attitudes towards activities, English language skills, the course book, and materials. Most of the students were motivated internally and establish linguistic competence and language awareness. It was obvious that learning environment and language skills affected students' attitude significantly. Grammar, vocabulary, listening, writing, pronunciation, reading, and speaking skills were significant for the students. They also showed positive attitudes considering language activities, course book, and

materials. They liked the topics, art and craft activities, and the cartoon characters in the course book. There was no significant gender difference.

In another study, Akbulut (2014) studied on sixth grade students' language learning skills through Task-Based Language Teaching (TBLT). The results revealed the positive effect of TBLT on the students and the classroom atmosphere. In addition, the findings of the study illustrated that there were many implications that were related to teachers of English, curriculum and test designers particularly in terms of understanding the nature of the young learners and the positive impact of using TBLT in teaching English.

Arda and Doyran (2017) conducted a study in Turkey to examine and analyze the attitudes of young learners (aged 8 to 10) and teenage students (aged 13) towards English language learning to find out whether the attitudes of young learners change when they begin to be teenagers. The results showed that young learners mostly had more enthusiasm and motivation while teenagers had more changing attitudes and were more inclined to have negative attitudes, losing their enthusiasm and motivation for English language learning. They also added that teenage students had some sort of interest for language learning but not enough motivation or desire compared to young learners.

Asmalı (2017) conducted a study to investigate the motivation, attitudes and perceptions of the second graders on English language learning and instruction. English language instruction starts in the second grade with the recent adjustments in Turkish educational system. Teachers, parents, activities, and favorable learning conditions were found to be significant components in students' attitudes and motivation which were mostly positive toward learning English. The results declared that young learners were motivated intrinsically to learn English, and their favorite activities were playing games and singing songs.

2.7. Educational Changes in English Curriculum in Turkey

There have always been changes in education systems in almost all countries in the world to keep up with the changing world. Turkey not being an exception, substantial curriculum changes started in 1997 in Turkish education system, especially in English courses. English was given as a compulsory course in public primary schools in Turkey for the first time in 1997, when five-year compulsory education was carried

to eight years by the Ministry of National Education (MNE, 1997). With this change in the education system, English language courses were compulsory in the fourth grades instead of sixth grades. Increasing young learners' communicative abilities in English by exposing them to a foreign language at an earlier age was the main objective of this change (Asmalı, 2017).

As Kırkgöz (2006) also stated, the presentation of the Communicative Oriented Curriculum (COC) was highly significant in education system in Turkey to promote communicative language proficiency in young learners by moving from the traditional teacher-centered approach to student-centered teaching. However, research in the late 1990s pointed to a gap between the curricular goals and classroom practices despite the effort to address the educational needs of younger learners (Kırkgöz, Çelik, & Arıkan, 2016). Teachers' being insufficient in interpreting the communicative approach or during the implementation process was found to be problematic. Kırkgöz (2008) reported a two-year case study (2003–2005) on teachers' application of the COC and results revealed that teachers' interpretation and their prior training affected their implementation of the curriculum introduction. The study displayed the necessity of constant teacher training programs and teacher improvement opportunities, especially in the first years of the modification process.

İnceçay (2012) investigated the difficulties English language teachers encountered in state schools and the extent of support they received in the process of employment of the new curriculum developed by the Ministry of National Education in 1997. The semi-structured interviews were held with ten Turkish teachers of English. The results revealed that the new curriculum was the consequence of quick administrative applications, which resulted in inadequately resourced schools and inadequate English teachers. İnceçay pointed out the significance of in-service training programs for the teachers before and during the employment of new educational policies.

The Ministry of National Education (MNE) reformed the 1997 program's purposes, methods, content, and evaluation system in 2004 with the aim of controlling four skills in English language, tolerating other cultures, and being able to speak in English, and in 2005 with an attempt to adjust ELT curriculum with the EU's language teaching standards (Kırkgöz, Çelik, & Arıkan, 2016).

In 2013, Turkish educational system transformed from the 8+4 system to the new 4+4+4 educational model. English instruction was lowered to the second grade

(around 6-6.5 years of age) from the fourth grade (around 8-8.5 years of age). Thus, a new curriculum including the second and third grades was necessary considering the younger learners' needs as well as a revision for grades four through eight to maintain continuity (MNE, 2013). Developing communication and language skills were brought to foreground, and speaking and listening skills were given the first priority in second, third and fourth grades, writing and reading skills being more dominant in higher grades (MNE, 2013).

Since this research was carried out in 2011-2012 academic year, English was a compulsory course in state primary schools starting from fourth to eighth grades at that time. Differing from the other studies in the field, the researcher aimed at including all the grades at primary schools in this particular study. Thus, to find out the motivation levels and perceptions of all primary school students about towards learning EFL in Turkey, this specific study was conducted with all the grades (fourth through eighth) at state primary schools.

CHAPTER III

METHODOLOGY

This chapter provides information with a focus on the nature of the research and how the study was designed methodologically. It specifically covers the information about participants, research objectives, and the research instruments. In addition, the procedure of the implementation phase of the study, the data collection procedure and the method used for data analysis are described.

3.1. Research Design

This descriptive study aimed to introduce the motivation levels and opinions of state school students towards learning EFL by gathering quantitative and qualitative data from the participants. For data collection, a questionnaire and an interview were employed. The design of the present study is a mixed method design, which combines and associates both qualitative and quantitative designs to strengthen the structure of the study and to increase reliability and validity of the results by triangulating different forms of data gathering techniques. Mixed method research collects and analyses both qualitative and quantitative data and integrates them to enrich the study as one data source might be insufficient (Creswell & Plano Clark, 2011).

In this study, a questionnaire with three parts was developed and applied by the researcher to the students from grades fourth to eighth at three different state schools in Mersin in the Academic Year 2011-2012 Spring Semester. In the first part of the questionnaire, participants were asked to provide “Personal Information.” In the second part, there was the “Motivation Scale”. In the third part, there were three open-ended items. The data obtained from the first two parts were analyzed quantitatively, whereas the data from open-ended items were analyzed qualitatively. In order to have more detailed information about students’ motivation towards learning English as a foreign language, semi-structured interviews were held with the participants. Data from both quantitative and qualitative instruments complement each other by offering a wider variety of findings and enhancing the credibility of the study (Bryman, 2006; Creswell & Plano Clark, 2011).

3.2. Participants

The study was conducted at three different state schools in Mersin with a formal permission granted by Mersin Provincial Directorate of National Education (see Appendix E) in the spring semester of academic year 2011-2012. Thus, the schools themselves were assigned by the Ministry of National Education when the researcher got the paperwork done before starting the data collection procedure at state primary schools in Mersin. Out of five schools assigned by the MNE, three different schools were chosen according to their location to represent students' motivation towards learning English in different learning atmospheres. The schools, and in turn the students at these schools, had different characteristic features. Schools A, B, and C were located in the city center, in a remote neighborhood; and in a rural area, respectively. School C did not have enough computers compared to the other two schools. The schools used the curriculum prepared by the Ministry of National Education.

In a scientific research, participants play an important role as McKay (2006) states "in designing a survey, the primary questions the researcher needs to address are what the purpose of the survey is and who will take the survey" (p. 36). The participants of the present study were the students who attended from grades four to eight at state primary schools where English was offered as a compulsory subject in the related curricula. The participants came from 15 different classes. Grade four students had three hours and students from four to eight grades had four hours of English lessons in a week in the academic year 2011-2012.

There were 600 students who participated in the study in total. However, some of the respondents gave inconsistent or double answers to Likert scale items, so their papers were eliminated, reducing the number of participants to 500. Thus, the motivation scale and data from personal information of only 500 students in total (100 students in each grade) were included in the study.

Since it was voluntary to answer open-ended questions, there were 296 students who contributed to the study at that point by writing down their ideas about English lessons. Their distribution across grades is presented in Table 1.

Table 1

The Number of Students Taking part in Open-ended Questions across Grades

Groups	Number
Grade 4	63
Grade 5	45
Grade 6	56
Grade 7	65
Grade 8	67
Total	296

As demonstrated in Table 1, 63 students from grade four, 45 students from grade five, 56 students from grade six, 65 students from grade seven, and 67 students from grade eight, and totally 296 students voluntarily responded to the open-ended question.

As gender difference was also taken into consideration as a variable in this particular study, the distribution of the students according to their gender is given in Table 2.

Table 2

The Gender of Students

Gender	Number
Female	230
Male	243
Total	473

In Table 2, the number of female students who filled out the questionnaire was 230, whereas male students were 243. Finally, 20 of these students took part in the interviews. Table 3 illustrates the distribution of interviewees across grades.

Table 3

The Number of Student Interviewees across Grades

Groups	Number
Grade 4	5
Grade 5	2
Grade 6	6
Grade 7	3
Grade 8	3
Total	20

As it is clear in Table 3, totally 20 students contributed to the interviews: five students were from grade four, two students from grade five, six students from grade six, three students from grade seven, and three students from grade eight.

In the following sections, data collection tools used in the study are presented in detail.

3.3. Data Collection Tools

Two research instruments were used to collect data for this study. The first data collection tool was a questionnaire developed by the researcher which consisted of three parts. In the first part, participants were asked to provide “Personal Information.” In the second part, there was the “Motivation Scale” with 21 three-point Likert-scale questions. Although some items appropriate for the Turkish learning context were adapted from another survey (Dörnyei, Csizer, and Nemeth, 2006), an exploratory factor analysis was conducted as well to have a reliable measurement tool. The aim was to create an instrument that adequately addressed the needs of the Turkish context. In the third part, there were three open-ended items that aimed to get additional information about students’ ideas related to English lessons. Open-ended questions enabled the researcher to have more detailed information about students’ motivation towards learning EFL.

The second data collection tool was semi-structured interviews conducted with the students from grades fourth to eight. The questions of the interviews were developed by the researcher based on the research questions and the items in the questionnaire. After the interview questions prepared, one English language instructor’s thought and two educational experts’ opinions from the Department of Educational Sciences were consulted. The open-ended statements and interviews enabled the researcher to collect in-depth data based on students’ thoughts about English language in general, the reasons for learning English, English classes, English teachers, English exams, and a computer program called ‘Dynamic Education’ (DynEd).

Table 4 summarizes the research questions and corresponding data collection tools.

Table 4

Research Questions and Data Sources

<i>Research Question</i>	<i>Data Collection Tool</i>
1. What are the motivation levels of state school students towards learning EFL in Turkey?	Questionnaire (motivation scale and open-ended items), interview
2. Is there a significant difference in motivation levels of students across grades?	Questionnaire (motivation scale and open-ended items)
3. Is there a significant gender difference among students in terms of their motivation levels?	Questionnaire (personal information)
4. What factors influence students' motivation towards learning EFL?	Questionnaire (open-ended items), interview

As clearly shown in Table 4, four research questions were formulated in this study in order to examine the motivation towards learning EFL at state schools. A questionnaire (see Appendix A) with three parts (personal information, motivation scale, open-ended items) was administered to students to answer the research questions. Then, interviews (see Appendix C) were held to enrich the data.

It should be noted that all students took part in the study voluntarily and they were informed not to write their names on the questionnaire forms. They were not given any time limitation to complete the questionnaire. It is still noteworthy that it took them about 10-15 minutes to complete the questionnaire. Open-ended questions took another 5-10 minutes to complete for volunteers. The researcher was available in each class to support the participants if any question would arise during the administration of the questionnaires. Semi-structured interviews were held with the students after the classes during the break times and took approximately 10 minutes. Only volunteer students took part in interviews. Interviews which were conducted in Turkish (L1) were tape recorded for data analysis.

3.3.1. Student Questionnaire

Hopkins (2002, p. 117) states that “questionnaires that ask specific questions about aspects of the classroom, curriculum or teaching method are a quick and simple way of obtaining broad and rich information from pupils”. According to Hopkins, there are some advantages and disadvantages of questionnaires. They are advantageous in that they are easy to administer, quick to fill in and provide direct comparison of groups and individuals. However, there might be some disadvantages because it is difficult to get questions that explore in depth, and effectiveness might depend on reading ability and comprehension of students. In this particular study, we aimed to minimize the disadvantages by giving enough time to students to answer the questions, offering help during the administration process if questions arise, and encouraging them to feel free while answering the questions by asking them not to write their names on the questionnaires. Furthermore, the researcher was available in each class to support the participants in case of need.

There were three parts on the questionnaire. The first part investigated personal information such as grade and gender of the participants and was helpful in interpreting the results. The second part included motivation scale aimed to explore the motivation levels of students towards learning English and differences in motivation levels across grades. In the third part, the participants were encouraged to write down their ideas or explain their feelings on English and English lessons through three open-ended questions on a voluntary basis to understand factors influencing students’ motivation towards learning EFL.

An open-ended question requires a full answer using the person's own knowledge or feelings. “Open-ended questions have no prepared response choices. This form of question allows respondents to communicate without having to choose from a set of prepared response categories (Royse, 2008, p. 182).” Open-ended questions are truly helpful for the researches in that they provide valuable additional data. Therefore, in this study we gained very important results about the English lessons, teachers, activities, materials and a computer program called DynEd which was not mentioned in the questionnaire. DynEd (Dynamic Education) is a computer based English language learning software that has been used in all state primary schools in Turkey since the 2008-2009 academic years to help students learn English easily on their own.

3.3.1.1. Development Phase of the Motivation Scale

Although many standardized scales developed by other researchers are adopted into Turkish and used in various research studies on motivation, it is still a necessity that we develop a scale that is specific to Turkish state school students to assess the motivation towards learning EFL. The main reason for developing a scale is the fact that many scales adopted into Turkish are suitable only for university students or upper grade levels and not appropriate for young learners because they contain too many questions (50 or 60 items), which may be distracting for young learners. Because motivation begins at earlier grades (Nikolov, 1999, Mihaljević Djigunović, 2015), it was thought essential to develop a measurement tool that aims to assess motivation of young learners at state schools, from grades fourth to eighth at the time of the study.

In developing the *Motivation Scale*, the steps suggested by DeVellis (2003) were followed. Different types of questionnaires were examined in order to develop the questionnaire that would fit the present study. The questionnaire developed by Dörnyei, Csizer, and Nemeth (2006) to be used in Hungarian context was analyzed and the items that would be appropriate for the purpose of this study were chosen taking into consideration the age of the students and the nature of state schools in Turkey. Besides, the researcher added some items that were considered crucial when it comes to motivation towards learning English such as the role of activities, the place of four skills and teacher influence. Thus, the first draft of the motivation scale consisting of 41 items was created. After the scale was created, the researcher carried out informal interviews with two instructors at Mersin University School of Foreign Languages who were also attending at a doctoral program in ELT department to have their opinions about whether each item should be included in the questionnaire or not. Furthermore, the researcher also asked for the opinions of an academician from the Department of English Language Teaching and three educational experts from the Department of Educational Sciences at Mersin University and Çukurova University. In the light of their suggestions, some necessary changes were made to the questionnaire. Thus, experts' review was consulted.

Considering the opinions of the academicians and using the questions of the examined surveys, a new questionnaire was developed by updating the questions. To be more specific, 41 items in the first questionnaire were reduced to 36 items after consulting experts' opinion. The items were originally prepared in English and

translated into Turkish in order to avoid possible misunderstandings. Both versions of the questionnaires were crosschecked by four English instructors to see if there were any unclear items or if there was a problem with translation. As a result, a new questionnaire scale (the Motivation Scale) consisting of 36 five-point Likert-type was developed to be used in the pilot study and the items were pointed from 1 (Strongly disagree) to 5 (Strongly Agree).

3.3.1.2. Pilot Study

The piloting study of the students' questionnaire (the Motivation Scale) was conducted in Turkish to be administered for students from four to eight grades at a state school in the central district of Mersin province, Turkey in the academic year 2011-12. The motivation scale consisting of 36 items was administered to students attending seven different classes at a state school. The piloting lasted 15-20 minutes in each class, and over 200 students (from grades four to eight) participated in the pilot study. The motivation scale of only 187 students out of over 200 has been analyzed because of the reasons such as giving inconsistent or double answers to scale questions.

The researcher was available in each class to observe and support the participants during the administration of the questionnaires. In the process of piloting, the students were asked if there were any confusing or unclear items to make the scale better and more understandable for the main study. Subsequently, to check the questionnaire's validity, a researcher opinion was consulted, and after contacting with the educational expert, the validity and the reliability of the questionnaire was confirmed and that process is explained in detail in the following sections. The validity and the reliability of the questionnaire was calculated using SPSS statistical program version 17.0.

3.3.1.3. Statistical Analysis

To assess the validity and the reliability of the scale, Cronbach Alpha analysis for reliability, experts' review for content validity, and exploratory factor analysis by means of principal components analysis with varimax rotation for construct validity were performed on the data collected. In addition, descriptive statistics, including means, standard deviations and item-total correlations of the items were examined and

t-test was performed to examine the discriminative power of each item. All statistical analysis was carried out using SPSS version 17.0.

3.3.1.3.1. Exploratory Factor Analysis/Construct validity

Factor structure, reliability, and validity are the most important dimensions that should be dealt with in detail when developing a good scale to be used in research (De Vellis, 2003). After conducting the students' questionnaire for piloting, factor analysis was used in this study to find factors among observed variables. We aimed to reduce the number of variables by using factor analysis as the data contains many variables. Factor analysis groups variables with similar characteristics together. Therefore, with factor analysis a small number of factors could be produced from a large number of variables and these (reduced) factors were capable of explaining the observed variance in the larger number of variables and could be used for further analysis (see Chetty & Datt, 2015).

In order to evaluate sampling adequacy to perform a satisfactory factor analysis, the Kaiser-Meyer-Olkin measure of Sampling Adequacy (KMO) and the Bartlett test of Sphericity were examined. The KMO measures the sampling adequacy to determine if the responses given with the sample are adequate. The KMO value is expected to be less than 0.5 for a satisfactory factor analysis to proceed. Bartlett's test is another indication of the strength of the relationship among variables (Chetty & Datt, 2015). A significant result indicates suitability for analysis. Small values (less than 0.05) of the significance level indicate that a factor analysis may be useful with the data.

In this study, the overall KMO statistic and the Bartlett test of Sphericity were applied and the values are presented in Table 5.

Table 5

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.932
Bartlett's Test of Sphericity	Approx. Chi-Square	2119.294
	df	210
	Sig.	.000

In Table 5, Kaiser-Mayer-Olkin score was .93 and Bartlett Sphericity Test score was 2119.294 with respect to the significance levels ($p=.00$). Kaiser (1974)

recommends 0.5 (value for KMO) as barely accepted, values between 0.7-0.8 acceptable, and values above 0.9 are superb. Looking at Table 5, the KMO measure is 0.93, which is superb and therefore strongly accepted. From the same table, we can see that the Bartlett's Test of Sphericity is significant (0.00). That is, significance is less than 0.05. So, the data was adequate to exploratory factor analyses as seen in Table 5 (KMO = .93; Barlett Sphericity Test $\chi^2 = 2119.294$, $df = 210$, $p < .000$).

The next item from the output is the table of communalities (Table 6) which shows how much of the variance in the variables has been accounted for by the extracted factors. A communality is the extent to which an item correlates with all other items. Higher communalities are better. The closer the communality is to 1, the better the variable is explained by the factors. The communality values of the Motivation Scale are presented in Table 6.

Table 6
Communalities

	Initial	Extraction
one	1.000	.719
two	1.000	.742
three	1.000	.529
four	1.000	.406
five	1.000	.548
six	1.000	.556
seven	1.000	.488
ten	1.000	.744
seventeen	1.000	.599
nineteen	1.000	.327
twenty	1.000	.758
twenty-one	1.000	.534
twenty-three	1.000	.552
twenty-four	1.000	.527
twenty-six	1.000	.670
twenty-seven	1.000	.678
twenty-eight	1.000	.545
twenty-nine	1.000	.538
thirty	1.000	.664
thirty-one	1.000	.552
thirty-five	1.000	.540

As seen in Table 6, item “ten” and “two” is accounted for %74 of the variance. All the communalities indicate 50% or more of the variance in each variable which is explained by the combined three components; with two exceptions (item “nineteen” and “four”) which is lower than 50%. In this study, the communality value which is lower than 0.3 is considered for further analysis.

The next item from the output is the figure of the scree plot which graphically displays the components' eigen values against all the factors. The graph is useful for determining how many factors to retain (Chetty and Datt, 2015). The factors with eigen values greater than 1 are considered for retention. Figure 1 below gives the scree plot graph which includes the eigen values and factor numbers.

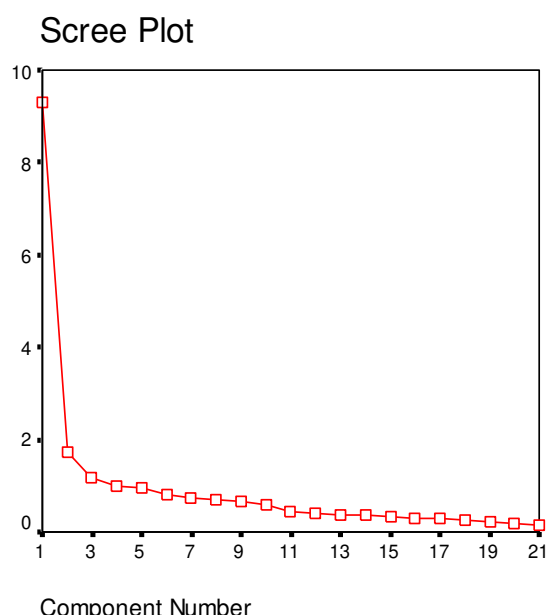


Figure 1. Scree plot

As seen in Figure 1, for the 21-item scale, three factors displayed eigen values above 1.0, explaining 58.18 % variance (Table 7). The scree plot indicated a three factor solution, and these factor solutions were explored, with item performance repeatedly evaluated with removal of items conducted in a step-by-step process. A three-factor solution generated the most comprehensible factor structure and was considered principal. It provided a KMO measure of sampling adequacy of .93 (Table 5) and explained 58.18% of the total variance as seen in Table 7. The final factor analytic solution comprised 21 items.

The next table (Table 7) reports the variance explained by each component as well as the cumulative variance explained by all components. The number of components selected has been determined by the Kaiser Rule. The variance explained with regard to this table is the amount of variance in the total collection of variables/items which is explained by the component(s). Table 7 gives the Total Variance Explained table with percentages and loading values.

Table 7

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.296	44.268	44.268	9.296	44.268	44.268	6.663	31.726	31.726
2	1.744	8.306	52.574	1.744	8.306	52.574	3.268	15.563	47.289
3	1.177	5.604	58.178	1.177	5.604	58.178	2.287	10.889	58.178
4	1.008	4.801	62.979						
5	.942	4.486	67.465						
6	.814	3.877	71.342						
7	.743	3.538	74.881						
8	.708	3.372	78.252						
9	.646	3.078	81.330						
10	.583	2.778	84.108						
11	.451	2.148	86.256						
12	.420	2.001	88.257						
13	.380	1.809	90.066						
14	.364	1.735	91.801						
15	.331	1.575	93.377						
16	.298	1.417	94.794						
17	.283	1.347	96.141						
18	.247	1.178	97.319						
19	.225	1.071	98.390						
20	.187	.890	99.280						
21	.151	.720	100.000						

Extraction Method: Principal Component Analysis.

Looking at Table 7, it is inferred that the three right-most columns of Total Variance Explained contain the most important information on this table. Three factors

(components) have been saved. That is, the analysis assumes that the 21 original variables can be reduced to three underlying factors. The three components explain 58% of the variance in the data. That is, when it is assumed that there are three components, we can predict 58% of the information in all the 21 variables. The first component explains 32% of the variance, the second component explains 16% of the variance, and the third component explains 11% of the variance in the items; specifically, in the items' variance-covariance matrix. To sum up, 58.178 % of the variance in our items was explained by the three extracted components.

The Rotated Component Matrix displays the loadings for each item on each rotated component, again clearly showing which items make up each component. That is; it contains estimates of the correlations between each of the variables and the estimated components. “The idea of rotation is to reduce the number factors on which the variables under investigation have high loadings. Rotation does not actually change anything but makes the interpretation of the analysis easier (Chetty and Datt, 2015).”

Table 8 gives the factor loading values in the rotated component matrix including items, factors and cronbach alpha values as well.

Table 8

Motivation Scale Items in terms of Three Factors

Factors	Items	Factor Loading Values	Cronbach Alpha
Attitudes	10: I want to learn English because I like it.	.809	.94
	1: I like English.	.806	
	20: English is one of my favorite lessons.	.793	
	2: I like studying English.	.775	
	31: Learning English is difficult for me.	.731	
	29: Doing exercises in the workbook is easy for me.	.708	
	3: Learning English is easy for me this year.	.690	
	27: I like taking tests in English.	.686	
	26: I like learning new words in English	.663	
	23: I like reading activities in my course book.	.604	
	21: I would like to have more English lessons to learn English better.	.600	
	35: When I have a problem understanding something in English class. I immediately ask the teacher for help.	.586	
	24: I like speaking activities in my course book.	.550	
Learning Environment	30: I like English lesson because I like my English teacher.	.764	.71
	17: My English teacher encourages me to learn English.	.737	
	28: I enjoy the English course book we are using.	.625	
	19: My friends encourage me to learn English.	.512	
Instrumentality	6: Knowing English would help me get a good job.	.738	.64
	5: English is important in the world these days.	.727	
	7: Knowing English would help me to speak to tourists.	.688	
	4: Knowing English would help me to become a more knowledgeable person.	.600	

In Table 8, it is clear that the 21 original variables were reduced to three underlying factors. The first component (Factor 1) is called *Attitudes* and includes 13 items (10, 1, 20, 2, 31, 29, 3, 27, 26, 23, 21, 35 and 24). Some of the items that took place on this factor are “I like studying English”, “I like reading activities in my course book”, “When I have a problem understanding something in English class, I immediately ask the teacher for help”, “Doing exercises in the workbook is easy for me”, “Learning English is easy for me this year”. Factor loading values of 13 items range between .55 and .81 for Factor 1 and Cronbach Alpha for Attitudes factor is .94.

The second component (Factor 2) in Table 8 is called *Learning Environment* and includes items 30, 17, 28, and 19. The items “I like English lesson because I like my English teacher”, “My English teacher encourages me to learn English”, “I enjoy the English course book we are using” and “My friends encourage me to learn English” are substantially loaded on this component (Factor 2). Factor loading values of four items range between .51 and .76 and Cronbach Alpha for learning environment factor is .71.

The third component (Factor 3) in Table 8 is called *Instrumentality* and includes items 6, 5, 7, and 4. The items “Knowing English would help me get a good job”, “English is important in the world these days”, “Knowing English would help me to speak to tourists”, “Knowing English would help me to become a more knowledgeable person” are substantially loaded on this component (Factor 3). Factor loading values of four items range between .60 and .74 and Cronbach Alpha is .64 for Instrumentality factor.

As it is clear in Table 8, factor solution resulted in 21 items and three factors; namely *Attitudes*, *Learning Environment* and *Instrumentality*. These factors will be used as variables for further analysis. Cronbach Alpha internal consistency coefficients were .94, .71 and .64 respectively. The three-factor solution accounted for 58.18 % of the total variance (Table 7). Considering Table 8 above, we can conclude that “The Motivation Scale” improved by the researcher have three dimensions:

Attitudes: Attitudes factor has loadings from items related to students’ emotions and feelings towards English lesson. Positive emotions are to enjoy English and English lesson, be willing to attend it, to enjoy the activities and having a good time during the lesson, on the other hand, negative emotions are having difficulties in learning or understanding it etc.

Learning Environment: This factor has loadings from items related to English language in the students' immediate learning environment, like the school context and encouragement from friends and English teacher.

Instrumentality: This factor includes some thoughts of the students about the necessity and vitality of English and its usage in their professional life and in the future.

Briefly, principal axis factoring was undertaken to explore latent constructs and to assess the dimensionality of the Motivation Scale. Prior to conducting this analysis, tests of the suitability of the data were conducted, the overall KMO statistic was 0.93, and Bartlett's Test of Sphericity was significant ($p < 0.000$) (Table 5). Items with the lowest individual KMO statistic were considered for dropping from the analysis, with judgments additionally made on the basis of the magnitudes of communalities and factor loadings derived from factor analyses. 15 items were removed from the initial 36-item scale, on the basis of low communalities (< 0.2), low individual measures of sampling adequacy (< 0.7), and low factor loadings (< 0.5), together with judgments about the interpretability and theoretical clarity within emerging factor structures.

3.3.1.3.2. Reliability Statistics / Internal consistency

Exploratory factor analysis is usually performed to understand whether a given set of items forms a consistent factor or several factors. When it is decided to be likely, it is important to evaluate how well those constructs are measured. Osborne (2014) notes that to fully evaluate an instrument, we should evaluate whether the factors or scales that we derive from the exploratory factor analysis are reliable, confirmed in a new sample, and stable across multiple groups. Therefore, Cronbach Alpha analysis is conducted in this particular study to assess the reliability of the Motivation Scale.

Cronbach's alpha is one of the most widely-reported statistics relating to scale reliability (internal consistency) in the social sciences (Osborne, 2014, Büyüköztürk, 2010). In this study, we conducted Cronbach's alpha analysis within SPSS to measure the internal consistency (reliability of the measuring instrument; the motivation scale). It is most commonly used when the questionnaire is developed using multiple likert scale statements and therefore to determine if the scale is reliable or not. Reliability of 0.6 or higher is required for the pilot study before using that instrument to continue with the research. The acceptable reliability value is 0.6. Therefore if your questionnaire's

reliability result is more than .6 then your questionnaire is considered reliable (Chetty & Datt, 2015).

In this particular study, internal consistency was assessed by Cronbach's alpha values, conducted for the total scale (Table 9) and for the subscales that emerged from the factor analysis.

Table 9

Statistical Results for Reliability Coefficients (Cronbach Alpha Value)

Factors	Alpha	Number of Cases	Number of Items
1	.94	18	13
2	.71	19	4
3	.64	19	4

Table 9 displays some of the results obtained from Cronbach's alpha analysis. As the results show, overall alpha for Factor 1 (Attitudes) is .94 which is very high and indicates strong internal consistency among the 13 items. Fundamentally; this means that students who tended to select low scores for one item also tended to select low scores for the others. Likewise, students who selected high scores for one item tended to select high scores for the other items. The results also indicate that reliability coefficient for Factor 2 (Learning Environment) is .71 which reflects high reliability of the measuring instrument and it indicates high level of internal consistency with respect to the specific sample (among the four items) and for Factor 3 (Instrumentality) is .64 related to the four items.

One of the outputs from the analysis is a table of descriptive statistics for all the variables under investigation. The mean, standard deviation and number of respondents who participated in the survey are given. The results of Cronbach Alpha reliability analysis of each item for Factor 1 (Attitudes) are presented in detail in Table 10.

Table 10

Cronbach Alpha Reliability Analysis for Attitudes Factor

Number	Items	Mean	St. Dev	Cases
1.	twenty	2.1732	.8334	179.0
2.	two	2.3352	.7566	179.0
3.	ten	2.4134	.7087	179.0
4.	one	2.4749	.6977	179.0
5.	twenty-six	2.5754	.7179	179.0
6.	twenty-seven	2.3575	.8180	179.0
7.	twenty-one	2.1899	.8195	179.0
8.	twenty-three	2.2682	.8384	179.0
9.	thirty-one	2.2402	.8026	179.0
10.	thirty-five	2.2235	.7970	179.0
11.	twenty-four	2.3631	.8326	179.0
12.	three	2.2067	.7319	179.0
13.	twenty-nine	2.2123	.7859	179.0

In table 10, when we consider the mean and standard deviation related to 13 items, we can conclude that item ‘twenty-six’ namely ‘I like learning new words in English.’ is the most important variable that has the highest mean of 2.58. The mean of other 12 items is also over 2.000.

The results of cronbach alpha reliability analysis of each item for Factor 2 (Learning Environment) are presented in Table 11. The mean, standard deviation, and valid number (number of cases) for each variable are presented in detail.

Table 11

Cronbach Alpha Reliability Analysis for Learning Environment Factor

Number	Items	Mean	St. Dev	Cases
1.	seventeen	2.2727	.8522	187.0
2.	nineteen	1.8449	.8440	187.0
3.	twenty-eight	2.2193	.8425	187.0
4.	thirty	2.3155	.8500	187.0

Table 11 displays some of the results obtained from Cronbach's alpha analysis. As seen in Table 11, considering the mean and standard deviation related to four items, item ‘thirty’ namely (I like English lesson because I like my English teacher.)’ has the highest mean of 2.32.

The results of cronbach alpha reliability analysis of each item for Factor 3 (Instrumentality) are presented in Table 12.

Table 12

Cronbach Alpha Reliability Analysis for Instrumentality Factor

Number	Class	Mean	St. Dev	Cases
1.	four	2.7514	.5345	185.0
2.	five	2.7405	.5689	185.0
3.	six	2.7568	.5519	185.0
4.	seven	2.9081	.3078	185.0

As seen in Table 12, looking at the mean related to four items, item ‘seven’ namely “Knowing English would help me to speak to tourists.” has the highest mean of 2.91. The mean of other three items is also over 2.700.

From the analysis above (Table 10, 11, 12), it appears that all 21 items indicating three factors designed to measure the scale on motivation towards learning English work well and contribute to overall reliability of Motivation Scale, so all were retained.

3.3.1.3.3. Convergent Validity

Convergent validity was assessed performing item-scale correlations corrected for overlaps. Correlations were calculated using Pearson’s product moment correlation coefficient, and acceptable corrected item-total correlations were those ≥ 0.3 .

Table 13, 14, and 15 below show the results of item-total statistics for Factor 1, 2, 3 respectively. Table 13 presents the results of item-total statistics for Factor 1 (*Attitudes*) including the "Corrected Item-Total Correlation" and “Alpha if Item Deleted” analysis for each of the items in the scale.

Table 13

Statistical Results of Reliability Analysis for Attitudes Factor

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
twenty	27.8603	50.4804	.8324	.9343
two	27.6983	51.4703	.8281	.9347
ten	27.6201	52.1021	.8238	.9352
one	27.5587	52.5850	.7868	.9363
twenty-six	27.4581	52.5530	.7652	.9368
twenty-seven	27.6760	51.1978	.7829	.9360
twenty-one	27.8436	52.4248	.6687	.9396
twenty-three	27.7654	51.9671	.6918	.9390
thirty-one	27.7933	52.7716	.6532	.9401
thirty-five	27.8101	52.5817	.6762	.9393
twenty-four	27.6704	52.3683	.6615	.9399
three	27.8268	53.6159	.6420	.9402
twenty-nine	27.8212	53.1813	.6311	.9407

‘Corrected Item-Total Correlation’ column displays the correlation between an item and the sum score of the other items. For example, the correlation between item ‘twenty’ and the sum of other items is $r = .8324$ in Table 13 for Factor 1 (Attitudes). It means that there is a strong, positive correlation between the scores on the one item ‘twenty’ and the combined score of the other items. This is a way to assess how well one item's score is internally consistent with composite scores from all other items that remain. If this correlation is weak, De Vaus (2014) suggests anything less than .30 is a weak correlation for item-analysis purposes, then that item should be removed and not used to form a composite score for the variable in question. As seen in Table 13, item-total correlation values for Factor 1 (Attitudes) range between .63 and .83.

‘Cronbach's Alpha if item Deleted’ column displays Cronbach's alpha that would result if a given item were deleted. Like the item-total correlation presented in Table 13, this column of information is valuable for determining which items from among a set of items contributes to the total alpha. The value presented in this column represents the alpha value if the given item were not included. For example, in Table 13 for the item ‘two’, the Cronbach's alpha if item ‘two’ was deleted would drop from the overall total of .94 (Table 9) to .93 (Table 13). Since alpha would drop with the removal of item ‘two’ and the other items as well, all the items for Factor 1 (Attitudes) appear to be useful and contribute to the overall reliability of the scale.

Table 14 presents the results of item-total statistics for Factor 2 (*Learning Environment*) including the "Corrected Item-Total Correlation" and "Alpha if Item Deleted" analysis for each of the items in the scale.

Table 14

Statistical Results of Reliability Analysis for Learning Environment Factor

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
seventeen	6.3797	3.5379	.5757	.5907
nineteen	6.8075	4.1993	.3463	.7290
twenty-eight	6.4332	3.8060	.4849	.6482
thirty	6.3369	3.5472	.5747	.5915

As seen in table 14, item-total correlation values for Factor 2 (*Learning Environment*) range between .35 and .58 which shows that there is a strong, positive correlation between the scores on the one item and the combined score of the other items.

In table 14, for the item 'seventeen', the Cronbach's alpha if item was deleted would drop from the overall total of .71 to .59. For the item 'twenty-eight' the Cronbach's alpha would drop to .64 and for the item 'thirty' it would drop to .59. Since alpha would drop with the removal of item 'seventeen', 'twenty-eight' and 'thirty', these items appear to be useful and contribute to the overall reliability of the scale. Item 'nineteen', however is less certain. Cronbach's alpha would increase from .71 to .73 if item 'nineteen' were deleted or not used for computing an overall score. However, this item was not removed from the Motivation Scale for two reasons. First alpha does not increase by a large degree from deleting item 'nineteen'. Second, item 'nineteen' still correlates well with the composite score from items 'seventeen', 'twenty-eight' and 'thirty' (the item-total correlation for item 'nineteen' is .35). Since deletion of item 'nineteen' results in little change, and since it correlates well with the composite of the other items, there is no statistical reason to drop item 'nineteen'.

Table 15 presents the results of item-total statistics for Factor 3 (*Instrumentality*) including the "Corrected Item-Total Correlation" and "Alpha if Item Deleted" analysis for each of the items in the scale.

Table 15

Statistical Results of Reliability Analysis for Instrumentality Factor

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
four	8.4054	1.2206	.3741	.6115
five	8.4162	1.0813	.4592	.5496
six	8.4000	1.0783	.4931	.5206
seven	8.2486	1.5248	.4322	.6009

As it is clear in Table 15, item-total correlation values for Factor 3 (Instrumentality) range between .37 and .49 which shows that there is a positive correlation between the scores on the one item and the combined score of the other items.

In table 15, for item ‘six’, the Cronbach's alpha if item ‘six’ was deleted would drop from the overall total of .64 to .52. Since alpha would drop with the removal of item ‘four’, ‘five’, ‘six’, and ‘seven’, these items appear to be useful and contribute to the overall reliability of the scale.

After conducting statistical analyses for reliability and validity of the Motivation Scale, the researcher made the necessary changes and created the last form of the questionnaire. The developed questionnaire consisted of three main sections. The first part consisted of personal information such as gender and class (close-ended questions). The second part was the Motivation Scale which consisted of 21 Likert scale items investigating participants’ motivation towards learning English as a foreign language. Finally, the third part involved three open-ended items to get extra information which were not mentioned in the motivation scale by asking the questions (i) Do you like English? Please state the reasons. (ii) Do you want to learn English? Please state the reasons. (iii) Apart from these, is there anything else that you would like to add? Please specify.

As the last point, it should be noted that in the pilot study, the five levels of Likert scale ranging from “strongly disagree” to “strongly agree” were used for the Motivation Scale. However, during the pilot study, it was observed that participants’ especially fourth and fifth graders found five-point Likert scales confusing. Thus, in the main study the three levels of scale ranging from “agree” “partly agree” to “disagree”

were used as the five levels of Likert scale was too complicated for primary and secondary school students.

Results of the statistical analyses for reliability and validity of the Motivation Scale provided hard evidence for the scale's suitability for use. In line with the explanations of some statisticians (Büyüköztürk, 2005, p.125; Sheskin, 2004; Tabachnick & Fidell, 2001), considering the results of the analyses, it can be said that the Motivation Scale is a reliable and valid tool in finding out the general perspective of state school students in Turkey about motivation towards learning English as a foreign language. Results show that the Motivation Scale has a stable structure that is suitable to use in similar studies at primary and secondary school level.

3.3.2. Interviews

In our study, interview was used as a data collection tool in addition to the questionnaire to increase the reliability and enrich the data elicited from the students. The questions of the interviews were developed by the researcher based on the research questions and the items in the questionnaire. Two educational experts' from the Department of Educational Sciences and one English language instructor's opinion was consulted while preparing the interview questions.

The researcher aimed to complement the quantitative data deriving from the questionnaires by employing an interview. As Brown (2001, p. 78) suggests, "the flexibility of interviews allows the interviewer to explore new avenues of opinion in ways that a questionnaire does not; thus, interviews seem better suited to exploratory tasks". McKay (2006, p.51) also lists several purposes of interviews stating that "like surveys, the questions included in an interview [...] can be designed to find out more about teachers' and learners' *opinions and attitudes* about various aspects of language learning, such as their feelings about the use of particular classroom activities or the content of classroom materials".

In a similar vein, Walker and Adelman (1990) propose the following guidelines for effective interviewing (cited in Hopkins, 2002, p. 110):

1. Be a sympathetic, interested and attentive listener" by showing that you esteem and recognize the significance of the person's opinion.

2. Be neutral with respect to the subject matter.” Be careful not to declare your opinions or emotions with respect to the subject or answers.
3. Even if you feel tense or hasty, try not to show it.
4. Make the participants feel comfortable by indicating that there is no one correct answer and their ideas are important to the study.
5. Especially, be careful about to “phrase questions similarly each time,” keep the interview questions in hand and try to rephrase the question if it is not clear for the participant.

Observing the above-mentioned tenets of effective interviewing, the researcher carried out semi-structured interviews with twenty students from three different state schools. The interviews were held with 20 volunteer students from grades fourth to eighth during the breaks whereby the researcher tried to create an environment where the students could feel free to talk.

Semi-structured interviews were preferred in this study since they enable the interviewees to talk more freely and allow more interaction between the researcher and interviewees. Besides, the questions for the interviews were organized in a way that could make it possible for the students to present their ideas in more detail and clearly than the questionnaires. Ten questions were prepared by taking into consideration the research questions and the questionnaire items in the motivation scale (see Appendices C and D). Interview questions were prepared in English and were translated into Turkish as the students might have difficulty in understanding the questions in English. Thus, the students were interviewed in Turkish since expressing themselves in English would be more difficult. It would make the participants feel freer and more secure to talk in their mother tongue.

Looking at the components of the interview, the first three questions aimed at finding the interviewees’ opinions on English and their reasons for learning English through such questions as (i) “Do you like English? Why? / Why not?”, (ii) “Do you want to continue learning English? Why? / Why not?” and (iii) “Do you believe that English will help you in your school life/ for your future career? / How?” The next two questions were about the use of English in students’ environment, their feelings about speaking and hearing English, and the support they had while learning English: (i) “Do you meet an environment where English is used? If yes, how do you feel when you speak/ hear English?” (ii) “Are there people around you who support/ encourage you

while learning English? If yes, who and how?”. The subsequent three questions attempted to elicit participants’ opinions on the importance and the use of English language skills and the use of activities in the classroom. The sixth question was “While learning English, what activities attract you most?” and the seventh question was “What kind of activities do you use in the classroom?” Do you want to do different activities? If yes, what kind of activities?”. The next question inquired about the loss of interest in the classroom and the things that decreases their motivation. The students answered the eighth question “While learning English, what decreases your motivation?” and the ninth question “Do you think English will be a part of your life in the future? If yes, how?” The last question aimed to elicit further comments, if any (see Appendice C).

3.4. Data Collection Procedure

In this study, a questionnaire including personal information, the motivation scale and open-ended questions were administered to the students who studied English as a compulsory course at state schools. Over 500 questionnaires were distributed to the students by the researcher in the Academic Year 2011-12 Spring Semester. The participants were kindly requested to contribute to the open-ended questions part at the end of the questionnaire, and 296 students out of 500 from fourth to eight grades voluntarily contributed in that part.

Finally, interviews were conducted generally in an empty classroom during the break time with 20 volunteer students from grades fourth to eight. Their responses were audio-recorded, and some notes were taken during the interviews. Besides, all participants were asked the same set of questions prepared previously by the researcher and were encouraged to make further comments if they had any in addition to their responses to the existing questions.

The questionnaires were collected by the researcher during the class hours with a formal permission from the MNE, school administration and the teachers. It took students 5-10 minutes to fill the personal information part and the motivation scale. Only volunteer students contributed to the open-ended questions part after filling out the motivation scale and took another 5-10 minutes to finish it. The interviews were conducted after class hours with volunteer students and took approximately 10 minutes to complete.

3.5. Data Analysis

In the questionnaire, students were asked to rate the items in the motivation scale on the basis of a three-item Likert scale. The data gathered from the personal information and the motivation scale were analyzed quantitatively and interpreted by using certain statistical methods. In this sense, SPSS, a Statistical Program for Social Sciences was applied on to report students' opinions in numerical data. SPSS 17.0 for windows was used to compute frequencies and percentages and 0.05 was taken as a criterion for considering the results as significant.

In the analysis of the motivation scale, one-way-ANOVA (post hoc LSD and Scheffe test) was used to calculate and analyze means and standard deviations for the Likert-scale items and to indicate the significant differences. Descriptive analysis of SPSS was used to calculate means and standard deviations of each item of the motivation scale. The t-test was conducted to find out whether there was a significant gender difference among the state school students in terms of motivation towards learning English.

The responses to open-ended statements and interviews were analyzed qualitatively. The interviews which were conducted in Turkish were tape-recorded, and then transcribed and translated into English for data analysis. Not only the transcriptions of the interviews but also the responses of the students in open-ended questionnaires were analyzed for key words and recurring themes. To do this, one of the most common methods used in qualitative research, thematic content analysis, was applied with the purpose of finding common patterns across the data (Boyatzis, 1998; Patton, 2002). Firstly, the researcher read the whole data to be familiar with and then read again in detail to code the students' statements. Secondly, the researcher searched for themes to broaden the patterns of meaning, and reviewed themes to ensure they fit the data best. Lastly, themes defined and named, and some quotes from the interviewees and open-ended statements were given for illustration. After the researcher categorized the interview data, another researcher familiar with content analysis independently analyzed the data and then results were compared. The interrater reliability was found to be 88.35%.

CHAPTER IV

RESULT

This study intended to find out the motivation levels and perceptions of state school students towards learning EFL in Turkey. In this section, we aim to present the analysis and the results of the questionnaires and interviews. The organization of the chapter is based on the research questions, and hence the data will be presented following the order of the research questions.

4.1. Analysis of the Questionnaire

In this section, findings and interpretations obtained from the “Personal Information Part”, answers given to “Motivation Scale” items, and open-ended responses were analyzed and presented in detail. This section consists of three sub-parts aiming to answer the first (the motivation levels of state school students towards learning EFL in Turkey), the second (whether there was a significant difference in motivation levels of students across grades) and the third research question (whether there was a significant gender difference among students in terms of their motivation levels) of the study. The students’ attitudes to English and their motivation towards learning EFL were discussed in terms of attitudes, learning environment and instrumentality factors.

4.1.1. Frequency Analysis of the Motivation Scale: Motivation Levels of the Students towards Learning English

In order to answer the first research question of the study, the motivation levels of state school students towards learning EFL in Turkey, frequency analysis was conducted. Frequency analysis is a descriptive statistical method that shows the number of occurrences of each response chosen by the respondents. When using it, SPSS Statistics calculate the mean, median and mode to help users analyze the results and draw conclusions.

The questionnaire contained questions concerning factor 1 “attitudes”, factor 2 “learning environment” and factor 3 “instrumentality”. The students’ motivation levels have been discussed in terms of these three factors.

Table 16 shows the frequency results of students' motivation levels towards learning EFL concerning "attitudes" factor including the mean and standard deviation values as well.

Table 16

Frequency Analysis of Attitudes Factor

Factor1	Disagree		Partly agree		Agree		$\bar{X}$	S
	f	%	F	%	f	%		
item1	69	13.8	174	34.8	257	51.4	2.38	.72
item2	86	17.2	218	43.6	194	38.8	2.22	.72
item3	109	21.8	238	47.6	151	30.2	2.08	.72
item8	139	27.8	218	43.6	142	28.4	2.01	.75
item10	43	8.6	144	28.8	312	62.4	2.60	1.51
item11	120	24.0	202	40.4	175	35.0	2.11	.76
item12	170	34.0	176	35.2	151	30.2	1.96	.80
item13	117	23.4	182	36.4	200	40.0	2.17	.78
item14	93	18.6	176	35.2	226	45.2	2.27	.76
item16	133	26.6	212	42.4	154	30.8	1.96	.76
item17	104	20.8	232	46.4	158	31.6	2.11	.72
item18	67	13.4	165	33.0	265	53.0	2.44	1.13
item19	98	19.6	153	30.6	247	49.4	2.36	1.58

As seen in Table 16, most of the students (51,4 %) had positive attitudes concerning item 1. That is, they agreed on the item 'I like English'. While 34, 8 % of them partly agreed, 13, 8 % confirmed negative ideas for the related item.

For Item 2 (I like studying English.), in the light of the figures above, students declared that they partly agree with a percentage of 43, 6 % and agreed with a percentage of 38, 8 %. However, some students declared negative opinions with a percentage of 17, 2 %.

In Table 16, in relation to Item 3 (Learning English is easy for me this year.), 47,6 % of the students stated that they partly agreed on that issue and 30,2 % of them gave positive reactions by choosing 'I agree'. 21, 8 % of the students had negative opinions towards this item.

The findings related to Item 8 revealed that 218 (43, 6 %) of the students partly agreed on the statement that English was one of their favorite lessons. 142 (28, 4 %) of them supported this item by choosing '*I agree*'. On the other hand, 139 of them (27, 8 %) expressed negative ideas for the related item.

In Table 16, with regard to Item 10, most of the students (62, 4 %) agreed that they liked learning new words in English. 28, 8 % of them declared that they partly agreed on that issue. On the other hand, only 8, 6% of them had negative opinions for the related item.

Concerning Item 11 (I like taking tests in English.), 40, 4 % of the students stated that they partly agreed and 35, 0 % of them agreed upon this item. On the contrary, 24, 0 % of the students declared their opinions as negative.

For Item 12 (I would like to have more English lessons to learn English better), while 35, 2 % of the students stated that they partly agreed, 34, 0 % of them declared that they did not agree on that issue. 30, 2 % of the students declared positive opinions by saying '*I agree*'.

The findings related to Item 13 revealed that 40, 0 % of the students liked reading parts in their course book and 36, 4 % of them partly agreed on that issue. On the other hand, 23, 4 % of the students declared negative opinions by choosing '*I don't agree*'.

In the light of the values given for Item 14, most students (45,2 %) of the students gave their opinion as '*I agree*' and stated that they liked speaking activities in their course book. 35, 2% stated their opinion as '*I partly agree*' and only 18, 6 % of the respondents had negative opinions for the related item.

When it comes to Item 16 (Learning English is difficult for me.), most of the students (42, 4 %) partly agreed; some (30,8 %) stated that they agreed; and the others (26,6 %) did not agree with the given statement.

For Item 17 (Doing exercises in the workbook is easy for me.), while most of the students (46,4 %) partly agreed, and some (31,6 %) agreed with the item, only 20,8 % of the participants did not find doing exercises in the workbook easy.

As regard to Item 18, in Table 16, most of the students (53,0 %) agreed that when they had a problem understanding something in English class, they immediately asked the teacher for clarification. While 33,0 % of the respondents partly agreed, only 13,4 % of the respondents had negative opinions for the related item.

Concerning Item 19, most of the students (49,4 %) stated that they wanted to learn English because they liked it. 30,6 % of them partly agreed and only 19,6 % of the respondents had negative opinions for the related item.

In conclusion, looking at Table 16, the general perspective of state school students in Turkey about motivation towards learning EFL was positive. The items related to Attitudes factor revealed that the vast majority of the students had high motivation and positive attitudes towards learning English. It could be concluded that (i) students enjoyed English and English lessons in general, (ii) they liked the activities in their book, (iii) they had a good time during the English lessons, and (iv) they were willing to attend the lessons.

Table 17 shows the frequency results of students' motivation levels towards learning EFL concerning factor 2 "learning environment" in the study including the mean and standard deviation values as well.

Table 17

Frequency Analysis of Learning Environment Factor

Factor2	Disagree		Partly agree		Agree		$\bar{X}$	S
	f	%	F	%	F	%		
item9	97	19.4	214	42.8	186	37.2	2.18	.73
item15	74	14.8	139	27.8	284	56.8	2.42	.74
item20	96	19.2	143	28.6	261	52.2	2.33	.78
item21	229	45.8	163	32.6	108	21.6	1.76	.79

As seen in Table 17, concerning item 9, the results showed that 42,8 % of the students partly agreed and 37,2 % agreed that they enjoyed the English course book they were using. On the other hand, 19,4 % of the respondents had negative opinions for the related item.

For item 15, in the light of the figures above, students confirmed that they agreed (56,8 %) and partly agreed (27,8 %) that they liked English lesson because they liked their English teacher. However, some students declared negative opinions with a percentage of 14,8 %.

Regarding item 20, the rate of the participants who agreed that their English teacher encouraged them to learn English was higher than those who partly agreed with

the same item (52,2 % and 28,6 % respectively). On the other hand, 19,2 % of the respondents had negative opinions for the related item.

The findings related to item 21 revealed that 45,8 % of the students had negative attitudes concerning this item. That is, they did not agree on the item ‘My friends encourage me to learn English.’. While 32,6 % of them partly agreed, 21,6 % confirmed positive ideas by choosing ‘I agree’.

In conclusion, looking at Table 17, the items related to learning environment factor revealed that most of the students at state schools enjoyed their English teacher and the course book they were using. Besides, they believed that their friends did not encourage them to learn English as much as their English teachers did.

Table 18 shows the frequency results of students’ motivation levels towards learning EFL concerning factor 3 “instrumentality” in the study including the mean and standard deviation values as well.

Table 18

Frequency Analysis of Instrumentality Factor

Factor3	Disagree		Partly agree		Agree		X	S
	f	%	f	%	F	%		
item4	34	6.8	103	20.6	357	71.4	2.72	1.49
item5	38	7.6	113	22.6	348	69.6	2.62	.62
item6	51	10.2	94	18.8	355	71.0	2.61	.67
item7	20	4.0	31	6.2	448	89.6	2.86	.45

In Table 18, in accordance with item 4, most of the students (71,4 %) believed that knowing English would help them to become a more knowledgeable person. While 20,6% of the students partly agreed, only 6,8 % had affirmative opinions related to this item.

As for the responses given for item 5, the majority of the participants either agreed or partly agreed that English is important in the world these days (69,6% and 22,6 % respectively). According to the results, only 7,6 % of the students had negative ideas regarding this issue.

In Table 18, the findings related to item 6 showed that most of the students (71,0 % for agree, 18,8 % for partly agree) believed that knowing English would help them get a good job. 10,2 % of the respondents had negative opinions for the related item.

The findings related to Item 7 revealed that 89,6 % of the students stated that knowing English would help them to speak to tourists. Only 6,2 % partly agreed and 4,0 % of them disagreed with this idea.

In conclusion, looking at Table 18, the items related to instrumentality factor revealed the fact that the vast majority of the students at state schools were aware of the importance of English in the world, in their professional life and in their future prospects, in general.

As clearly seen in Table 16, 17, and 18; when the general perspective of state school students in Turkey is taken into account, we can conclude that the vast majority of the students had high motivation and positive attitudes towards learning EFL concerning attitudes, learning environment and instrumentality factors.

4.1.2. Motivation Levels of the Students across Grades

The second research question of the study aimed to investigate whether there was a significant difference in motivation levels of the students across grades. The purpose was to see the differences between the grades concerning three factors (factor 1 “attitudes”, factor 2 “learning environment” and factor 3 “instrumentality”).

The descriptive table (Table 19) related to factor 1 “attitudes” provides information about the number of the students, the mean and standard deviation for grades four, five, six, seven and eight separately.

Table 19

Descriptive Values of Attitudes Factor by Grades

GRADE	N	X	S
4	95	29.74	6.85
5	94	29.85	7.10
6	93	29.92	5.19
7	94	28.00	5.79
8	97	25.93	5.99

Looking at Table 19, it is clear that sixth ($M = 29.92$, $SD = 5.19$) graders had the most positive attitude score of all grades in terms of attitudes factor. While the second most positive attitude score belonged to fifth grade students ($M = 29.85$, $SD = 7.10$), fourth grades took the third place ($M = 29.74$, $SD = 6.85$). Seventh grade students ($M = 28$, $SD = 5.79$) had less positive attitudes compared to grades fourth, fifth, and sixth. The most negative attitude score belonged to eighth grade students ($M = 25.93$, $SD = 5.99$). That is, fourth, fifth, sixth and seventh grade students had more positive attitudes to learning EFL considering attitudes factor than eighth grade students.

The results of the one way Anova test was conducted to find out whether there was a significant difference among the grades fourth to eighth related to attitudes factor (Table 20). The participants were divided into five groups according to their grades, and a one-way between groups analysis of variance was done to explore the impact of grades on motivation towards learning English.

Table 20

One-Way Anova Results of Attitudes Factor by Grades

Source of Variance	Sum of Squares	df	Mean Square	F	P	Scheffe
Between Groups	1157.246	4	289.311	7.468	.000*	4>8
Within Groups	18129.304	468	38.738			5>8
Total	19286.550	472				6>8

* $p < .05$

Table 20 shows that there is a statistically significant difference among the grades fourth to eighth concerning attitudes factor, $F(4, 468) = 7.468$, $p < 0.05$. In other words, motivation towards learning English concerning attitudes factor changed according to the grades. For that reason, one of the Post hoc tests, Scheffe's test, was used to indicate which values were significantly different and to find out among which grades motivation changed. As a result, significant differences among the classes were found. In accordance with the descriptive results in Table 19 and the results of Scheffe's test in Table 20, the motivation level concerning attitudes factor of the grades fourth ($M = 29.74$, $SD = 6.85$), fifth ($M = 29.85$, $SD = 7.10$) and sixth ($M = 29.92$, $SD = 5.19$) are found higher than the grade eighth ($M = 25.93$, $SD = 5.99$).

In conclusion, looking at Table 19 and 20, the items related to attitudes factor revealed that state school students at fourth, fifth, sixth and seventh grades had more positive attitudes towards learning EFL than eighth grades. We can suggest that students at fourth, fifth, sixth and seventh grades enjoyed the English lessons more, they liked the activities in their book more, they had a good time during the English lessons more, and they were more willing to attend the lessons than eighth grades.

Table 21 shows the number of the students, the mean and standard deviation for each separate grade related to factor 2 “learning environment”.

Table 21

Descriptive Values of Learning Environment Factor by Grades

GRADE	N	$\bar{X}$	S
4	100	8.94	2.15
5	96	8.96	2.22
6	99	8.95	1.96
7	99	8.41	2.05
8	100	8.12	2.00

Looking at Table 21, it is clear that fifth ($M = 8.96$, $SD = 2.22$) grade students had the most positive attitude score of all grades concerning learning environment factor. While the second most positive attitude score belonged to sixth grade students ($M = 8.95$, $SD = 1.96$), fourth grades took the third place ($M = 8.94$, $SD = 2.15$) and seventh grade students ($M = 8.41$, $SD = 2.05$) had less positive attitudes compared to grades fourth, fifth, and sixth. The most negative attitude score belonged to eighth grade students ($M = 8.12$, $SD = 2.00$) That is, fourth, fifth, sixth and seventh grade students had more positive attitudes to learning EFL concerning learning environment factor than the eighth grade students.

Table 22 presents one-way Anova results which was used to see whether there was a significant difference among the grades in motivation towards learning English in terms of learning environment factor.

Table 22

One-Way Anova Results of Learning Environment Factor by Grades

Source of Variance	Sum of Squares	df	Mean Square	F	P	LSD
Between Groups	60.859	4	15.215	3.528		4>8
Within Groups	2108.965	489	4.313		.007*	5>8
Total	2169.824	493				6>8

*p<.05

As clearly seen in Table 22, motivation towards learning English in terms of learning environment differed significantly among the grades, $F(4, 489)=3,528$, $p<0,05$. One of the Post hoc tests, Least Significant Difference (LSD) test was used to determine which of the means for the five groups were significantly different from each other. According to descriptive values in Table 21 and the results of LSD test in Table 22, the motivation level of the eighth grades considering learning environment factor ($M = 8.12$, $SD = 2.00$) was lower than the grades fourth ($M = 8.94$, $SD = 2.15$), fifth ($M = 8.97$, $SD = 2.22$), and sixth ($M = 8.96$, $SD = 1.96$).

In conclusion, looking at Table 21 and 22, the items related to learning environment factor revealed that fourth, fifth, sixth and seventh grade students at state schools had more positive attitudes to learning English than the eighth grade students. That is; fourth, fifth, sixth and seventh grade students enjoyed their English teacher and the course book they were using more than the eighth grade students. Besides, it might be inferred that the English teachers had more positive impact on the fourth, fifth, sixth and seventh grade students than the eighth grades because they believed that their English teacher encouraged them to learn English. In addition, it is clear that their friends had more negative impact on the eighth grade students than the other grades because they believed that their friends did not encourage them to learn English.

Table 23 related to factor 3 “instrumentality” in terms of motivation towards learning English presents relevant descriptive statistics including the number of the students, the mean and standard deviation for each separate group.

Table 23

Descriptive Values of Instrumentality Factor by Grades

GRADE	N	$\bar{X}$	S
4	97	10.45	1.88
5	99	10.64	1.79
6	98	10.77	1.57
7	100	11.00	1.46
8	99	11.13	3.53

According to descriptive values in terms of instrumentality factor by grades in Table 23, grade four students' arithmetic mean score is 10,45 and fifth grade students' arithmetic mean score is 10,64. Grade six students' arithmetic mean score is 10, 77, grade seven students' arithmetic mean score is 11,00 and grade eight students' arithmetic mean is 11,13.

The results of the one way Anova test which was conducted to find out whether there was a significant difference among the grades concerning instrumentality factor is presented in Table 24.

Table 24

One-Way Anova Results of Instrumentality Factor by Grades

Source of Variance	Sum of Squares	df	Mean Square	F	P
Between Groups	29.274	4	7.319	1.536	
Within Groups	2325.845489	488	4.766		.191*
Total	2355.120493	492			

*p<.05

One of the Post hoc tests was not used in factor 3 as Table 24 revealed the fact that there was no significant difference among the grades fourth to eighth in terms of instrumentality factor, $F(4, 488)=1,536$, $p>0,05$. That is, all the students at state schools were aware of the importance of English in the world, in their professional life and in their future life without class difference.

To sum up, considering the results of the one way Anova tests which was run to understand whether students' motivation towards learning English significantly differed

across grades they attended at state schools in Turkey, it was clear that there were differences across grades in terms of attitudes and learning environment factor. However, there were no differences across grades in terms of instrumentality factor in this study.

4.1.3. Gender Differences

Motivation towards learning EFL among the grades including three factors (attitudes, learning environment and instrumentality) was analyzed in general. Further analysis was conducted to investigate whether there was a significant gender difference among the students in terms of their motivation levels related to three factors to answer the third research question of the study. An independent-samples t-test was run to determine if there were significant differences between male and female students. The analysis including the gender difference was grouped into three categories according to three factors; “attitudes”, “learning environment” and “instrumentality”.

The results of the t-test related to factor 1 “attitudes”, which was conducted to find out whether there was a significant gender difference among the state school students in terms of motivation towards learning English is presented in Table 25. This output provides descriptive statistics for the two groups that were compared, including the mean and standard deviation, as well as the actual results from the independent t-test.

Table 25

T-test Results of Gender Differences in Attitudes Factor

Gender	N	Mean	Sd	t	df	P
Female Students	230	30.01	6.43	4.536	471	.000*
Male Students	243	27.40	6.10			

*p<.05

As is clearly seen in Table 25, according to the results of the independent T-test, there was a statistically significant difference between the two gender groups, $t(471) = 4.536$, $p < .05$ ($P = 0.000$). Looking at the mean column, it is clear that female students (30,01) had higher motivation level towards learning English compared to male students (27,40) considering attitudes factor.

This finding indicates that there was a meaningful relation between students' motivation to EFL and their genders, namely the female students liked English more. Their feelings about EFL were more affirmative; however, male students probably do not like English or English lessons in the same manner as the females. It is inferred that female students enjoyed the English lessons more, they liked the activities in their course book more, they had a good time during the English lessons more and they were more willing to attend the lessons than male students.

The results related to factor 2 “learning environment” which was conducted to find out whether there was a significant difference based on gender in terms of motivation towards learning English is presented in Table 26. The independent t-test was used to assess whether the means of two groups (males and females) were statistically different from each other.

Table 26

T-test Results of Gender Differences in Learning Environment Factor

Gender	N	Mean	Sd	t	df	P
Female Students	240	8.93	1.98	2.688	492	.007*
Male Students	254	8.43	2.18			

* $p < .05$

According to the findings in Table 26, the results of the independent T-test pointed out that the group means were significantly different as the p -value was less than 0.05 (i.e. based on a 2-tailed significance level). The independent T-test results showed that male students (8,43) had lower motivation level towards learning English compared to female students considering learning environment factor (8,93), $t(492)=2,688$, $p < .05$ ($P=0,007$). This finding showed that there was a meaningful relation between students' motivation towards learning EFL regarding the learning environment factor and their gender. Briefly, it is inferred from this table that female students enjoyed the course book they were using and their English teacher more than male students. Besides, female students believed more that their English teachers and friends encouraged them to learn English compared to male students.

The results of the independent t-test related to factor 3 “instrumentality” which was conducted to find out whether there was a significant gender difference in terms of motivation towards learning English is presented in Table 27.

Table 27

T-test Results of Gender Differences in Instrumentality Factor

Gender	N	Mean	Sd	t	df	P
Female Students	239	11.01	1.37	2.108	491	.036*
Male Students	254	10.60	2.73			

*p<.05

Table 27 reveals that group means were significantly different because the p-value was less than 0.05. In Table 27, boys had lower motivation level towards learning English than girls regarding instrumentality factor. This study found out that female participants (10,60) had statistically significantly higher motivation level compared male to participants (11,01), $t(491)=2,108$, $p<,05$ ($P=,036$). In other words, female students at state schools were more aware of the necessity and importance of English in the world, in their professional life and in their future than male students.

In conclusion, in this particular study, the results of t-test analysis showed that there was a meaningful relation between students' gender and their attitudes towards learning EFL regarding three factors (attitudes, learning environment and instrumentality) in that female students had higher motivation level towards learning English in general compared to male students.

4.2. Factors Related to Motivation Derived from Participants' Open-ended Responses

In order to answer the fourth research question of the study, the factors that influenced students' motivation towards learning EFL, students' responses to open-ended questions in the questionnaire were analyzed by grades.

63 students from grade four with 83 statements, 45 students from fifth grade with 64 statements, 56 students from sixth grade with 80 statements, 65 students from seventh grade with 91 statements, and 67 students from eighth grade with 77 statements, and totally 296 students voluntarily took part in "open-ended questions" section of the study by presenting their ideas with 395 statements in total. Participants are presented with numbers starting with *Student 1* to exemplify their sentences. The statements were transformed into themes emerged from students' responses to be presented in the sections to follow. The results are presented in five parts according to participants'

grades. The sentences that appeared only once are not included in this study as they may not be generalized.

4.2.1 Factors that Influence Fourth Grade Students' Motivation

To identify the factors that influenced fourth grade state school students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 28 presents the opinions of 63 fourth grade students with 83 statements explained by them.

Table 28

Fourth Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number
Teacher	positive	• teaches well	2
	negative	• always gets angry with us	15
		• prejudiced/discriminates against some students	9
		• not encourages or helps us	4
		• hits us	4
		• mocks us	3
		• gives a lot of homework	2
DynEd	positive	• like studying on it	17
		• want more DynEd hours	4
	negative	• dislike	12
Perceptions towards liking English	positive	• lots of fun	3
		• want more songs in the book	3
		• like English despite its difficulty	2
	negative	• not enjoyable	3
Total			83

In Table 28, the most important factor for fourth grade students was the teacher but in a negative aspect. 37 students explained negative ideas related to the teacher factor. 15 students stated that they did not like English because the teacher always got angry with them. Nine students stated that they did not like English because the teacher was prejudiced or discriminated against some students. Four students declared that they did not like English because the teacher did not encourage or help them. Four students stated that they did not like English because the teacher hit them. Three students declared that they did not like English because the teacher mocked them. Two of the

students declared that they did not want their English teacher to give them a lot of homework. Only two students declared positive ideas concerning teacher factor with the statement “I like English because the teacher teaches well.” Some of the statements from fourth grade students’ responses related to teacher factor are as follows:

Student 1: *“I do not like English lessons just because of the English teacher. When I ask something I do not understand... he gets angry with me. I want my teacher to be changed for the following years.”*

Student 2: *“I do not love English lessons because it is not enjoyable for me. The teacher does not encourage us. On the other hand, I like English because it helps me to get a good job and to speak to tourists.”*

Student 3: *“I do not love English lessons because the teacher does not help me.”*

Student 4: *“If the English teacher were good, I would love English. He is always yelling at us. We do not love English lessons just because of the teacher.”*

As clear from Table 28, the second most important dimension for fourth class students is the computer program currently used at state schools. About 33 grade four students stated their ideas on DynEd; 21 students voiced positive opinions concerning the software program; 17 students stated that they liked studying on the software, and four students said they would love to have more DynEd hours. On the other hand, 12 students had negative attitudes regarding this issue. They did not like the software program at all. Some of the statements from students’ responses related to the computer program are as follows:

Student 5: *“I like studying on DynEd. We record our voice and have fun.”*

Student 6: *“I like DynEd program. I would rather there had been more DynEd hours.”*

Student 7: *“There are not enough computers for everyone to study on DynEd program which makes me really sad. We have to share the computers and that is boring and inefficient.”*

Student 8: *“I do not like DynEd program. I would rather it had been removed. I do not like the English teacher or the lesson.”*

Apart from the results shown above in Table 28; three students stated that they liked English because it was fun for them. Three students explained that they liked the songs in their book, and they would love to have more of them and two students reported that they liked English but it was too difficult to learn. Another three students stated negative idea explaining that they did not like English because it was not enjoyable for them.

In conclusion, for fourth grade students the most important dimension was their English teacher maybe because it was the first time they started learning English at the time. This study shows clearly how important teachers' role on students' attitudes towards English and English lessons. Besides; the computer program DynEd affected greatly the fourth grade students' motivation towards learning English. It may be inferred from these results that fourth grade students were highly affected by external factors maybe because of their age (9 years old).

4.2.2 Factors that Influence Fifth Grade Students' Motivation

To identify the factors that influenced fifth grade students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 29 presents the opinions of 45 fifth grade students with 64 statements explained by them.

Table 29

Fifth Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number
Perceptions towards learning English		• love English language itself	9
		• to get a good job	2
		• to get high marks in the exams	2
		• to speak it well when I go abroad	2
		• to speak to tourists	2
		• to know it better	2
		• to learn a new language encourages and makes me happy	2
		• need English in the future	2
Perceptions towards liking English	positive	• like my English teacher	8
		• lots of fun	6
		• my English teacher encourages me	3
		• easy	3
		• want more activities	2
		• like English more than the other school subjects	2
	negative	• boring	3
		• noise in the classroom	2
DynEd		• problems with the program	7
		• dislike	3
		• want DynEd program to be improved and more fun	2
Total			64

In Table 29, the most frequently stated reason about the desire to learn English lied in the fact that they loved the English language itself. The other reasons to learn English were to get a good job, to get high marks in the exams, to speak it well when they go abroad, to speak to tourists, to know it better, and to learn a new language encouraged and made them happy. Lastly, two fifth grade students declared that they wanted to learn English because they needed English in the future.

As Table 29 demonstrates 24 fifth class students presented their ideas about the reasons why they liked English. The most important dimension for loving English for fifth grade students was the teacher. Eight students stated that they liked English because they liked their English teacher. Six students expressed that they liked English because it was lots of fun for them. Three students declared that they liked English because their English teacher encouraged them. Three students stated that they liked English because it was easy. Two students expressed that they liked the activities in their book and they would love to have more of them. Two students stated they liked

English more than the other school subjects. Five students presented negative ideas about the reasons why they did not like English. Three fifth class students expressed that they did not like English because it was boring for them. Two other students claimed that there was noise in the classroom. Some of the statements from students' responses related to perceptions towards liking English are as follows:

Student 9: *"English lessons are really enjoyable because we have a teacher who loves us so much and endeavors to make us learn."*

Student 10: *"I love English lessons because of my teacher. She helps me learn and I feel happy as I learn a new language."*

Student 11: *"I do not like English lessons so much. However; I want to learn as it might help me in my daily life and business life."*

As Table 29 reveals twelve fifth class students presented their ideas concerning the computer program DynEd. Seven students stated that they had problems with the software program. Three students presented negative attitudes concerning the program reporting that they did not like it. Two students explained that they wanted the software program to be improved and more fun. Some of the statements from students' responses related to problems about the software program are as follows:

Student 12: *"To study on DynEd program helps me get extra points but we do not always chance to study during the lessons."*

Student 13: *"I would prefer whether DynEd program had never been or to be more hours."*

Student 14: *"There is too much noise during DynEd hours."*

In conclusion, for fifth grade students, the most important dimension was their English teacher like fourth grade students. Again, the influence of teachers on students' attitudes to learn English was clearly shown in this particular study. We can conclude that students loved English lessons if they loved their English teacher. On the other hand, students did not love English lessons if they did not love their English teacher like in fourth grades. Besides; it is inferred from Table 29 that fifth grade students were aware of the importance of English and extrinsically motivated in that they wanted to learn English for the reasons as getting a good job or high marks in the exams.

Furthermore, some of them were intrinsically motivated as they wanted to learn English just because they liked it and they were happy to learn a new language. The computer program DynEd was also an important factor for fifth grade students.

4.2.3. Factors that Influence Sixth Grade Students' Motivation

To identify the factors that influenced sixth grade students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 30 presents the opinions of 56 sixth grade students with 80 statements explained by them.

Table 30

Sixth Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number
Perceptions towards learning English	positive	• like the English language itself	16
		• to get a good job	13
		• to speak to tourists	10
		• need English in the future	6
		• important in the world	4
		• to pass the exams	4
		• my parents want me to learn	3
		• to speak it well	2
	negative	• noise hinders learning	3
Perceptions towards liking English	positive	• like English despite its difficulty	10
		• lots of fun	2
	negative	• too difficult to learn	3
• not enjoyable		2	
• I have to learn it		2	
Total			80

In Table 30, looking at sixth grade students' statements about the reasons why they wanted to learn English, the most frequently stated reason appeared to be a liking for English with a frequency of 16. The second most important reasons were to get a good job with a frequency of 13 and to speak to tourists with a frequency of 10. Six students wanted to learn English because they believed that they needed English in the future and four students gave the reason as its being important in the world. Four of the sixth grade students wanted to learn English to pass the exams. Three students seemed to be under family influence, and two of them wanted to learn English to speak it well.

Three students expressed that they wanted to learn English but there was noise in the classroom. One of the statements from students' responses related to noise is as follows:

Student 15: *"Even if I want to learn English I cannot because of the noise in the classroom."*

As clear from Table 30, one of the most important factors that affect sixth grade students' perceptions towards liking English appears to be the difficulty of English with a frequency of 10. They explained that they liked English but it was too difficult to learn. Two sixth grade students declared their ideas concerning English with the statement "I like English because it is lots of fun for me." Three students declared negative ideas concerning English stating that they did not like English because it was too difficult to learn. Two students stated they did not like English because but it was not enjoyable for them. Two other students expressed that they did not like English but they had to learn it. Some of the other statements from students' responses related to these issues are as follows:

Student 16: *"I have difficulty learning new words in English."*

Student 17: *"I do not like English so much but I might get a great job if I learn it."*

Student 18: *"I partly love English lessons. If I understand the lesson I love it but if I do not understand, I do not love it. For example; if the lesson is enjoyable like 'Animals' unit I understand it."*

Student 19: *"I do not want to learn English. I do not like English lessons. It is difficult for me. My family wants me to learn it."*

Student 20: *"I do not like English because it is not fun for me. But, I have to learn it even if I do not like it."*

In conclusion, it can be inferred from Table 30 that sixth grade students were highly aware of the importance of English and highly motivated extrinsically in that they wanted to learn English to get a good job or high marks in the exams or because their parents wanted them to learn it. Besides, some of the sixth grade students presented positive attitudes towards English lessons in spite of its difficulty.

4.2.4. Factors that Influence Seventh Grade Students' Motivation

To identify the factors that influenced seventh grade students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 31 presents the opinions of 65 seventh grade students with 91 statements explained by them.

Table 31

Seventh Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number		
Perceptions towards learning English	positive	• love the English language itself	6		
		• to pass the exams	4		
		• to speak to tourists	3		
		• to get a good job	2		
		• to know a foreign language	2		
	negative	• too difficult to learn	8		
		• not understand	7		
		• not like English	3		
	Perceptions towards liking English	positive	• like English despite its difficulty	6	
			• like my English teachers	5	
• lots of fun			3		
• easy to learn			2		
negative		• too difficult to learn	9		
		• not understand	5		
		• spelling is different from its pronunciation	3		
		• boring	3		
		DynEd	positive	• like	3
			negative	• dislike	4
• boring	3				
Course book	negative	• difficult to understand	5		
		• boring	5		
Total			91		

In Table 31, 35 seventh grade students presented their ideas regarding English lessons by giving reasons to why or why not they wanted to learn English. As Table 31 shows 17 students presented positive ideas on the reasons why they wanted to learn English. The most frequently declared reason about the desire to learn English was because the participants liked it. The other reasons to learn English were to pass the

exams, to speak to tourists, to get a good job, and to know a foreign language. One of the statements from students' responses related to these issues is as follows:

Student 21: *"I like English lessons because we listen to songs and do different activities. Besides; if we learn English, we can to speak to tourists when they visit our country."*

Furthermore, 18 students presented their ideas about the reasons why they did not want to learn English. Eight seventh class students found English lesson too difficult to learn. Five of them had difficulty in learning new vocabulary and three of them stated that they did not want to learn English because it was too difficult to learn. Seven students stated the reason of why they did not want to learn English as not understanding it and three students declared that they did not like English. Two of the statements from students' responses on these issues are as follows:

Student 22: *"I have difficulty in learning new words in our course book as they are very difficult. I cannot memorize them."*

Student 23: *"I took the English course just to learn it; not because I like it. I want to learn English but it is boring."*

In Table 31, it is clear that 36 seventh grade students presented their ideas about the reasons why they liked or did not like English. Sixteen students presented positive ideas about the reasons why they liked English. The statements explained by seventh class students presented that six of them liked English but it was too difficult to learn. Five of them reported that they liked English because they liked their English teachers. Three students suggested that the reason was English being lots of fun, and two students liked English because it was too easy to learn. However, there were 20 students who presented negative ideas about the reasons why they did not like English. The analysis of the open-ended statements clearly showed that nine students did not like English because it was too difficult to learn. Five of them disliked English just because of its difficulty while another two had difficulty in speaking it. Five seventh grade students presented that they did not like English because they did not understand it. Three of the seventh class students declared that its spelling was different from its pronunciation and

another three gave the reason because it was sometimes boring. Some of the statements from students' responses on these issues are as follows:

Student 24: *"I like English lessons but learning vocabulary in our course book is very difficult for me. I have difficulty in doing the activities and in the exams."*

Student 25: *"Even if English is difficult, I am doing my best to learn it."*

Student 26: *"I do not like English lessons so much but I have to study to be successful."*

Student 27: *"I do not like English so much. It is boring to learn new words in English. I cannot understand the reading parts as I do not know the vocabulary. That's why I do not like English."*

Student 28: *"I have difficulty in learning English as its pronunciation is different from its spelling unlike my mother tongue. I think there should be more listening activities. I believe that we understand English better by hearing and seeing."*

Student 29: *"I do not like English because it is not easy for me. If there were more beautiful and interesting visual activities in every unit, we would benefit more."*

In Table 31, it is obvious that 10 seventh class students expressed their ideas on the computer program DynEd. Four students declared negative ideas with the statement "I do not like DynEd program". Three students declared that the software program was boring. Only three students presented positive ideas by saying that they liked the software program. One of the statements from students' responses is as follows:

Student 30: *"I believe that DynEd program should be removed because it affects our success in a negative way. We have an important exam approaching to enter high school."*

As seen on the same table, 10 seventh class students adopted negative attitudes regarding the course book they were using. Five students stated that the course book was too difficult for them to understand. Five other students expressed that the course

book was too boring for them. One of the statements from students' responses related to course book is as follows:

Student 31: *“The course book is too boring for me. I think there should be more interesting reading parts in it.”*

From Table 31, it is concluded that most of the seventh grade students presented negative attitudes towards learning EFL by giving reasons such as having difficulty in understanding and learning it. Some seventh class students presented positive ideas about teacher influence and having fun while learning English. It is also clear that seventh class students were aware of the importance of English and were highly motivated extrinsically in that they wanted to learn English for the reasons such as getting a good job or high marks in the exams. Besides, some of them were intrinsically motivated as they wanted to learn English just because they liked it. Furthermore, seventh grade students' responses to open-ended questions clearly showed that the computer program DynEd was also an important factor for seventh grade students but in a negative way.

4.2.5. Factors that Influence Eighth Grade Students' Motivation

To identify the factors that influence eighth grade students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 32 presents the opinions of 67 eighth grade students with 77 statements explained by them.

Table 32

Eight Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number
Perceptions towards learning English	positive	• to pass the exams	7
		• to speak to tourists	7
		• it is important in the world	7
		• to get a good job	4
		• to know a foreign language	4
		• need English in the future	4
		• like the English language itself	4
		• my parents want me to learn	2
	negative	• dislike for the English teacher	3
Perceptions towards liking English	positive	• like English despite its difficulty	6
		• like English despite the English teacher	2
		• lots of fun	2
		• my English teacher encourages me	2
		negative	• too difficult to learn
	• just study to pass the exams	4	
	• more pictures in the lessons	3	
	• just study as I have to	2	
Total			77

As Table 32 demonstrates 39 eighth grade students presented positive ideas about the reasons why they wanted to learn English. The most frequently stated reasons to learn English were to pass the exams, to speak to tourists and because it was important in the world. The second most frequently stated reasons were to get a good job, to know a foreign language, because they needed English in the future and because they liked English. Lastly, two eighth grade students declared that they wanted to learn English because their parents wanted them to learn it. Besides, three students presented negative ideas about the reasons why they did not want to learn English as "... because of the English teacher." One of the statements from students' responses on the reasons why they wanted to learn English is as follows:

Student 32: *"I want to learn English because I like it and to pass the exams. I like English because to learn more than one language makes me more knowledgeable."*

Table 32 shows that 12 of the eight grade students wrote positive statements about the reasons why they liked English. Six students declared that they liked English, but it was too difficult to learn. Two students explained that they liked English but they did not like the English teacher. Two of them explained the reason as it was lots of fun for them and other two students stated that they liked English because their English teacher encouraged them. However, 23 students presented negative perceptions towards liking English. As Table 32 reveals fourteen eight grade students found English too difficult to learn. Eight of them did not like English because it was too difficult to learn and six of them stated that they had difficulty in learning new vocabulary. Four students stated that they did not like English; they just studied to pass the exams.

Three students explained that they would learn English better with more pictures in the lessons. Lastly, two students expressed that they studied English just because they had to. Some of the statements from students' responses are as follows:

Student 33: *"I must learn English because there are questions on English in the high school entrance exam."*

Student 34: *"I just learn English to pass the exams. I believe that I would understand English better if there were more pictures instead of letters all the time. To actualize the dialogs in the course book and role play would help me a lot."*

From Table 32, it can be concluded that most of the eight class students were aware of the importance of English and highly extrinsically motivated in that they wanted to learn English for the reasons such as passing the exams or getting a good job. Only a few of them were intrinsically motivated as they wanted to learn English just because they liked it. Some students stated negative attitudes towards learning EFL by giving reasons as having difficulty in understanding it or because of the English teacher. Only a few eight class students presented positive attitudes considering English teacher and English (having fun while learning it).

4.3. Analysis of the Students' Interviews

In this section, the results of the semi-structured interviews carried out with the students will be discussed. There are four parts in this section: (i) students' perspectives

on attitudes to learning English, (ii) perspectives on the use of English (iii) perspectives on the use of activities, and (iv) perspectives on demotivation towards learning English and the place of English in their life. Some sample quotations from the students were presented together with their grade information in parenthesis. Participants are presented with numbers starting with *Student 1*.

4.3.1. Perspectives on Attitudes to Learning English

The first three questions aimed at finding the students' opinions on English and their reasons for learning English by asking the following questions:

- Do you like English? Why? / Why not?
- Do you want to continue learning English? Why? / Why not?
- Do you believe that English will help you in your school life/ for your future career? / How?

The students' perspectives on the reasons for loving and not loving English are presented in accordance with the interviews conducted with the students by taking the frequency of every item into account (Table 33 and 34).

The first question aimed at finding the students' opinions on English by asking the question "Do you like English? Why? / Why not?". Table 33 shows the positive answers of the students who said "Yes" to this item including the reasons for loving English.

Table 33

Students' Perspectives on the Reasons for Loving English

Reasons for Loving English	Number
To increase job opportunities	2
To improve myself	2
English' being a different language	1
Being good at English/ Personal success	1
English lessons' being exiting	1
Because of my English teacher	1
Total	8

In Table 33, eight students presented reasons for loving English. Two of them stated the reason to increase job opportunities and other two stated the reason to improve themselves. Some sample quotations from the interviews are as follows:

Student 18: *"It is beneficial for me, for my job."* (Grade 8)

Student 15: *"English makes me a cultured person as it is a different language. For example; when somebody asks I can say that "I speak English."* (Grade 7)

One of the students stated the reason that English was a different language. The quotation from the interview is as follows:

Student 9: *"English is a different language. It includes all the lessons like Social Sciences or Mathematics. For example; the unit we are studying in English class now is about Mathematics."* (Grade 6)

One of the students declared that he loved English because he was good at it, the other one believed that learning English and different words was exiting. Another one stated that he loved English because he loved his English teacher.

Table 34 shows the negative answers of the students for the same item along with the reasons for not loving English.

Table 34

Students' Perspectives on the Reasons for Not Loving English

Reasons for Not Loving English	Number
Having difficulty in learning English	5
Because of my English teacher	4
Being bad at English/ Personal failure	2
Personal dislike	1
Total	12

As Table 34 shows 12 students presented reasons for not loving English. Five of them stated that they did not like English because they had difficulty in learning it. Some sample quotations from the interviews are as follows:

Student 16: *"It is different from Turkish, especially third person singular and irregular verbs."* (Grade 7)

Student 1: *"I have difficulty in pronunciation and memorizing new words."* (Grade 4)

Four of the students suggested that they did not like English because they did not like their English teacher. The following quotations represent these students' opinions:

Student 2: *"I cannot ask the things that I do not understand to the teacher. I do not like English just because of my teacher."* (Grade 4)

Student 3: *"At first, I liked English, but I do not now because of my English teacher. The teacher threatens us to hit..."* (Grade 4)

Student 19: *"I would like to learn English but I do not like my English teacher. He is always angry with us or yelling at us."* (Grade 8)

Two students stated that they did not love English because they did not understand it. Another student said that he did not study English just because he did not love English.

The students' perspectives on the reasons to continue or not to continue learning English are presented in accordance with the interviews conducted with the students by taking the frequency of every item into account (Table 35 and 36).

The second question “Do you want to continue learning English? Why? / Why not?” aimed at finding the students' opinions on reasons to continue learning English. Table 35 shows the positive answers of the students who said “Yes” to this item including the reasons to continue learning English.

Table 35

Students' Perspectives on the Reasons to Continue Learning English

Reasons to Continue Learning English	Number
To increase job opportunities	4
To improve myself	2
Interest in foreign languages	2
To have the chance of studying abroad	2
English' being a universal language	1
Personal like/ interest	1
To be successful at lessons	1
Total	13

Table 35 indicates that 13 students presented reasons to continue learning English. Most of the students stated the reason to increase job opportunities. Two of the students stated the reason to improve themselves and other two had interest in foreign languages. Two of the students wanted to continue learning English to have the chance of studying abroad. The quotation from one of the interviews is as follows:

Student 6: “*I want to be a scientist but I believe that I cannot be in Turkey, so I want to go abroad.*” (Grade 5)

One of the students stated that he wanted to continue learning English because English was a universal language, the other one believed that learning English was exiting. One of the students declared the reason to be successful at lessons.

Table 36 shows the negative answers of the students who said “No” to the item “Do you want to continue learning English? Why not?” including the reasons not to continue learning English.

Table 36

Students’ Perspectives on the Reasons Not to Continue Learning English

Reasons Not to Continue Learning English	Number
Because of my English teacher	3
Having difficulty in learning English	2
Personal dislike	2
Not necessary in the future	1
Family influence	1
Total	9

As stated in Table 36, nine students presented reasons not to continue learning English. The most frequently expressed reason was that they did not want to continue learning English because of their English teacher. Some sample quotations from the interviews are as follows:

Student 4: *“If other English teachers are like that, I don’t want to continue learning English. I feel mentally depressed.” (Grade 4)*

Student 20: *“I don’t want to continue learning English because of my English teacher. I don’t want to be in his class.” (Grade 8)*

Two of the students stated the reason that they had difficulty in learning English. The quotation from one of the interviews is as follows:

Student 17: *“Learning English is difficult for me now; maybe I learn it in the future when I become a businessman. It is difficult now; it may be easier when I grow up.” (Grade 7)*

Two students did not want to continue learning English because they did not like English. One of the students believed that English would not be necessary in the future.

One of the students stated that he did not want to continue learning English because of her sister. The quotation from the interview is as follows:

Student 10: *“My sister couldn’t pass the University Entrance Exam, that’s why I do not want to continue learning English.”* (Grade 6)

The third question aimed at finding the students’ opinions on reasons for learning English by asking the question “Do you believe that English will help you in your school life/ for your future career? / How?”. Table 37 shows the positive answers of the students who said “Yes” to this item including the reasons for learning English.

Table 37

Students’ Perspectives on the Reasons for Learning English+

Reasons for Learning English	Number
To increase job opportunities	6
To communicate with tourists	4
To have the chance of studying abroad	2
To visit foreign countries	1
English lessons’ being exiting	1
To improve myself	1
Total	15

In Table 37, 15 students presented reasons for learning English. Interview results revealed that most of the students learned English to increase job opportunities. The second most frequently mentioned reason was to communicate with tourists. Two of the students stated the reason to have the chance of studying abroad. One of the students wanted to learn English to visit foreign countries, the other one found English lessons exiting and another reason was to improve himself.

Table 38 shows the negative answers of the students who said “No” to the item “Do you believe that English will help you in your school life/ for your future career? / How?” including the reasons for not learning English.

Table 38

Students' Perspectives on the Reasons for Not Learning English

Reasons for Not Learning English	Number
Personal dislike	3
Cultural dislike	1
Total	4

Table 38 reveals that four students presented reasons for not learning English. Three of the students did not believe that English would help them in their school life/ for their future career just because they did not like English. One of the students declared cultural dislike towards English speaking countries. The quotation from the interview is as follows:

Student 7: *“I want to learn Spanish and Japan for my future career not English because English is the language of America and England and I don't like these countries.” (Grade 5)*

4.3.2. Perspectives on the Use of English and Encouragement

This part tries to figure out the students' perspectives on the use of English and encouragement and support while learning English. It deals with the next two questions (4 and 5) that aimed at finding answers about the use of English in students' environment, their feelings about speaking and hearing English and the support they had while learning English.

The students' perspectives on the use of English and encouragement are presented in accordance with the interviews conducted with the students by taking the frequency of every item into account (Table 39 and 40).

The fourth question aimed at finding the students' opinions on the use of English by asking the question “Do you meet an environment where English is used? If yes, how do you feel when you speak/ hear English?”. Table 7 shows students' perspectives on the use of English by explaining the sources of English they exposed to.

Table 39

Students' Perspectives on the Use of English

Sources of English	Number
Songs	6
Tourists	5
Movies with subtitles	2
Acquaintances	2
Family	2
Friends	1
Total	18

Table 39 shows that 18 students declared ideas on the use of English. The most frequently expressed source of English was songs and the second one was tourists. Some sample quotations from the interviews about how they felt when they were exposed to English are as follows:

Student 11: *“When I hear music in English, I feel excited. It sounds more beautiful than Turkish music.”* (Grade 6)

Student 16: *“Even if I don’t understand songs in English, I try to translate word by word and when I understand, I feel happy.”* (Grade 7)

Student 17: *“I feel excited when I speak to tourists, I feel as if my English improves.”* (Grade 7)

Student 18: *“When tourists speak in English, I understand and feel happy. I feel myself different from other people who cannot understand English.”* (Grade 8)

In Table 39, movies with subtitles, acquaintances and family are other sources of English expressed by the students regarding the use of English. The quotations from the interviews on their feelings are as follows:

Student 12: *“My sister teaches me pronunciation and we practice English which makes me happy. So I can speak to people who visit my country.”* (Grade 6)

Student 8: *“A friend of my father is an English teacher. We sometimes practice. Besides, I hear English on NBA games and the Eurovision Song Contest. I like hearing the stress and intonation in English.” (Grade 5)*

One of the students stated that he hears English when his friends speak it and he likes it but learning English is difficult for him. Apart from Table 39, three of the students declared that they do not meet an environment where English is used and they are exposed to English only in the classroom. The quotation from one of the interviews is as follows:

Student 6: *“When I hear English in the classroom, it doesn’t sound good to me because I don’t like English.” (Grade 5)*

The fifth question aimed at finding the students’ opinions about the support and encouragement they had while learning English by asking the question “Are there people around you who support/ encourage you while learning English? If yes, who and how?” Table 40 below presents students’ perspectives on the support they had by explaining the sources of encouragement.

Table 40

Students’ Perspectives on the Support They Had While Learning English

Sources of Encouragement	Number
Family	12
Friends	3
Teachers	3
Relatives	1
Acquaintances	1
Total	20

As Table 40 indicates 20 students declared ideas when they were asked to give their opinions on the support and encouragement they had while learning English. The most frequently expressed source of encouragement was family. The second most

frequently mentioned sources were friends and teachers. The remaining sources were relatives and acquaintances. Some sample quotations from the interviews are as follows:

Student 18: *“My bother helps me for my English homework. When I have difficulty in English, he helps me by answering my questions.”*
(Grade 8)

Student 13: *“No one helps me for my homework but my mother supports my education by financing my tutoring.”* (Grade 6)

Apart from Table 40, three of the students declared that they did not have any support or encouragement while learning English.

4.3.3. Perspectives on the Use of Activities

This section deals with the students’ perspectives on the use of activities while learning English. It includes the questions (6 and 7) that aimed at finding the students’ opinions on the use of activities in the classroom and the activities that attract them most like cartoons, puzzles, songs, etc.

The students’ opinions on the use of activities are gained by asking the sixth question “While learning English, what activities attract you most?” and the seventh question “What kind of activities do you use in the classroom?” Do you want to do different activities? If yes, what kind of activities?”.

Table 41 shows students’ perspectives on the use of activities while learning English. The table gives details about the type of activities the students like doing in the classroom.

Table 41

Students' Perspectives on the Use of Activities while Learning English

Activity types	Number
Songs	7
Dialogs	5
Games	5
Puzzles	5
Reading parts	4
Tests	1
Total	27

As seen in Table 41, the students declared 27 ideas when they were asked to give their opinions on the use of activities. The most frequently expressed activity type was songs. The second most frequently expressed items by the students were dialogs, games and puzzles. The third one was reading parts and the last one was tests. Some sample quotations from the interviews on the type of activities students used in the classroom and the different activities they would like to have are as follows:

Student 14: *"We practice dialogs and listen to songs in the classroom. I like those activities but we don't do anything different."*
(Grade 6)

Student 9: *"We practice the dialogs in the course book but we don't do any listening activities. I find puzzles and games interesting."*
(Grade 6)

Student 15: *"We do the activities in the course book; we look up in the dictionaries for new words. I like different activities. For example; once we made masks of animals. The songs and games help me learn English."* (Grade 7)

Student 19: *"I like the reading parts in the course book. I like learning new words but the course book is boring. We don't understand the instructions as they are written in English instead of Turkish. The course book should be more colorful and there must be more activities."*
(Grade 8)

When students were asked about the different activity types they would like to do in the classroom, they usually talked about the activities they already did in their course books like games, puzzles, dialogs, etc. The quotation from one of the interviews is as follows:

Student 10: *“We study on the dialogs, puzzles and games in the course book.” (Grade 6)*

Only a few students declared different ideas on that item. Some sample quotations from the interviews are as follows:

Student 11: *“I would learn English better if there were more games and puzzles.” (Grade 6)*

Student 20: *“There are some puzzles in our course book but we don’t do any different activities. If there were more visual and different things such as cartoons or pictures, the lessons would be more enjoyable.” (Grade 8)*

4.3.4. Perspectives on Demotivation of English and the Place of English

This section deals with the students’ perspectives on the demotivation towards learning English in the classroom and the place of English in their life. The students’ opinions are gained by asking the eighth “While learning English, what decreases your motivation?” and the ninth question “Do you think English will be a part of your life in the future? If yes, how?”

Table 42 shows students’ perspectives on demotivation towards learning English in the classroom. They were asked about the things that decreases their motivation. The table also gives details about the sources of demotivation.

Table 42

Students' Perspectives on Demotivation towards Learning English

Sources of demotivation	Number
DynEd	5
Noise in the classroom	3
Nonstop lectures	3
English lessons' being boring	3
English lessons' being difficult	1
Crowded classroom	1
Homework	1
Total	17

As Table 42 reveals, the students declared 17 ideas when they were asked to give their opinions on the things that decrease their motivation. The most frequently expressed source of demotivation was DynEd. Some sample quotations from the interviews are as follows:

Student 5: *"We go to the computer classroom for DynEd hours but it's boring."* (Grade 4)

Student 1: *"We study on DynEd just to get some points."* (Grade 4)

Student 2 and 11: *"I study on computer or DynEd but I still get bad marks."* (Grade 4 and 6)

The second most frequently expressed items were noise in the classroom, nonstop lectures and English lessons' being boring. The following quotations present the students' opinions on these items:

Student 15: *"While I am trying to listen to the lesson, my friends are talking to each other and that decreases my motivation."* (Grade 7)

Student 18: *"The teacher lectures nonstop, which is boring for me."* (Grade 8)

Student 20: *"The teacher gets through with the topics fast."* (Grade 8)

The third most frequently expressed item by the students were English lessons' being difficult, crowded classroom and homework. A sample quotation from one of the interviews is as follows:

Student 3: *"The teacher sometimes gives homework when we have exams and we cannot submit homework on deadline."* (Grade 4)

Table 43 shows the students' perspectives on the place of English in their life. The students were asked about if English would be a part of their life in the future and to express their ideas in detail about how.

Table 43

Students' Perspectives on the Place of English in Their Future Life

Place of English	Number
In business life	8
In communication with tourists	5
In exams	2
In abroad	2
Total	17

In Table 43, when the students were asked to give their opinions on the place of English in their life, 17 students expressed ideas on that issue. The most frequently expressed item was in business life. The second one was in communication with tourists. The third most frequently expressed item by the students were in exams and in abroad. On the other hand, some of the students expressed negative opinions and feelings on that issue. Some sample quotations are presented below:

Student 12: *"I like all the lessons but English. I hate English. I am going to learn English only if I have to; for example; for my business life."* (Grade 6)

Student 16: *"English won't be a part of my life. I am not going to learn English even if for business life."* (Grade 7)

When the students were asked the tenth item within the interview questions “Apart from these, is there anything else that you would like to add?”, only a few students added some ideas as indicated in the following quotations:

Student 5: *“English is a beautiful language. We use it in our daily lives.” (Grade 4)*

Student 1: *“I learn English only for grades and my family.” (Grade 4)*

Student 13: *“I like following the course book all the time but there is no overhead projector in the classroom.” (Grade 6)*

Student 9: *“English should have a more important place in our curriculum. I study English only for SBS exam.” (Grade 6)*

In sum, the interviews help the researcher gain more insights into what the students’ general opinions are on English and English classes from different perspectives and what they find problematic or insufficient regarding the lessons. The results show that the students declare different ideas from the questionnaire, which contributes to the study a lot like DynEd program, activities and materials, teacher influence, and so on.

CHAPTER V

CONCLUSION

This chapter presents a brief summary of the study with its aims and findings. Then, the implications of the study are discussed. Finally, limitations and a set of suggestions are presented for further research.

5.1. Summary and Discussion

The aim of the study was to investigate the motivation levels and the perceptions of state school students towards learning EFL in Turkey. This study had a mixed method research design to introduce the opinions of the participants regarding their motivation towards learning English. For data collection, a questionnaire including open-ended questions and an interview were employed. The data obtained from the questionnaire was analyzed quantitatively except the third part. Both open-ended questions and the interviews were analyzed qualitatively, and data from these sources contributed significantly to the study in order to understand motivation and demotivation sources. The students' attitudes to English and their motivation have been discussed in terms of attitudes, learning environment and instrumentality factors.

The study draws from four research questions: (i) the motivation levels of state school students towards learning EFL in Turkey, (ii) whether there is a significant difference in motivation levels of students across grades, (iii) whether there is a significant gender difference among students in terms of their motivation levels, (iv) the factors that influence students' motivation towards learning EFL.

In order to address the first three research questions, the questionnaire including the motivation scale developed by the researcher was applied to the students from fourth to eight grades. In addition to the closed ended items on the questionnaire, three open-ended items were used to answer the fourth research question of the study in further detail, that is, the factors that influence students' motivation towards learning EFL. The statements explained by the students were analyzed by grades in open-ended questions part. In order to have more detailed information about students' motivation towards learning EFL and to enhance the data, semi-structured interviews were held with the students.

5.2. Motivation Levels of the Students towards Learning English

In order to answer the first research question of the study, i.e. the motivation levels of state school students towards learning EFL in Turkey, frequency analysis, a descriptive statistical method, was conducted. The students' motivation towards English is discussed in terms of three factors namely *attitudes*, *learning environment* and *instrumentality*.

The results related to *attitudes* factor revealed that the vast majority of the students from grades four to eight had positive attitudes towards learning English. Students liked studying English and also found learning English easy that year. Students partly agreed that English was one of their favorite lessons. Most of the students liked learning new words and taking tests in English. Likewise, most of the students expressed that they wanted to learn English because they liked it. However, students were neutral about the necessity of having more English lessons to learn English better. Most of the students liked reading passages and speaking activities in their course book. While students found learning English to be difficult, they found doing exercises in the workbook easy. The vast majority of the students declared that they immediately asked the teacher for help when they had a problem understanding something in English.

Students' motivation towards learning English concerning *learning environment* factor revealed that most of the students at state schools from grades four to eight had positive attitudes towards learning English and enjoyed their English teacher and the course book they were using. Besides, most of the students agreed that their English teacher encouraged them to learn English while their friends did not encourage them.

Instrumentality factor displayed the fact that the vast majority of the students at state schools had positive attitudes towards learning English and were aware of the importance of English in the world, in their professional life and future life in general. They believed that knowing English would help them become a more knowledgeable person and recognized the importance of English in the world. Most of the students believed that knowing English would help them get a good job and speak to tourists.

The motivation levels of state school students found to be high and they had positive attitudes towards learning EFL in this study considering three factors, i.e. attitudes, learning environment and instrumentality which is in line with the other studies in the field of ELT in Turkey (Kızıltan & Atlı, 2013; Asmalı, 2017) and other countries as well (Nikolov, 1999). Kızıltan and Atlı (2013) conducted a study with

fourth grade students. The findings of the study revealed that the learners seemed to develop positive attitudes towards materials, activities, English language skills, and the course book which is in line with the current study. Asmalı (2017) conducted a study with young learners studying in the second grade to understand their motivation, attitudes, and perceptions toward learning English and students' attitudes were found to be mostly positive like in this study. Another study in a Hungarian context (Kormos & Csizer, 2008) studying the motivation for learning EFL in three learner populations: secondary school students, university students, and adult language learners is also parallel with the result of the current study in that all three investigated samples were highly motivated to learn English and had very favorable motivational characteristics. You and Dörnyei (2016) conducted a large-scale cross-sectional survey of the motivational disposition of English language learners in secondary schools and universities in China and found a strong endorsement of motivation to learn English which is parallel with the results of the current study.

5.3. Motivation Levels of the Students across Grades

The second research question of the study aimed to investigate whether there was a significant difference in motivation levels of the students across grades. We aimed to see the differences between the grades in terms of three factors: *attitudes, learning environment and instrumentality*.

Considering *attitudes* factor, sixth grade students had the most positive attitude score of all grades. While the second most positive attitude score belonged to fifth grade students, fourth grades took the third place. Seventh grade students had less positive attitudes compared to grades fourth, fifth, and sixth. The most negative attitude score belonged to eighth grade students. That is, fourth, fifth, sixth and seventh grade students had more positive attitudes to learning English in terms of attitudes factor than eighth grade students. This result means that students at fourth, fifth, sixth and seventh grades enjoyed the English lessons and studying English more, and they regarded English as one of their favorite lessons. They liked reading and speaking activities in their course book more than the eighth grades. Likewise, they liked taking tests and learning new words in English more, and they found learning English and doing the exercises in the workbook easier. Besides, they had a good time during the English lessons more, and they were more willing to attend the lessons than eighth graders.

These findings from the current study were parallel with what Moon (2000) stated in his study. He declared that younger children (aged 6 to 10) tend to be more enthusiastic, while older children (11-12 upwards) often become less interested and less motivated losing their concern for language learning which is in line with the current study. Likewise, Arda and Doyran (2017) conducted a study in Turkey with young learners (aged 8 to 10) and teenage students (aged 13) and found that young learners mostly had more enthusiasm and motivation. On the other hand, teenagers were more inclined to have negative attitudes, losing their enthusiasm and motivation compared to young learners.

In line with what Moon (2000) and Arda and Doyran (2017) stated, the current study displayed that fourth, fifth, and sixth grade students had more positive attitudes to learning EFL in terms of attitudes factor than seventh grade students. The most negative attitude score belonged to eighth grade students. In conclusion, the motivation level of the students in this study seemed to decline as their age increased. To understand the reasons why students lost their motivation and interest in time, the sentences explained by the students in open-ended questions part were analyzed by grades. It was concluded that most of the seventh graders expressed negative attitudes by giving reasons such as having difficulty in understanding and learning the language. It was also clear that seventh graders were highly extrinsically motivated in that they wanted to learn English in order to get a good job or high marks in the exams. Eighth grade students developed more negative attitudes towards EFL than younger students. The reasons for that might be the fact that most of the eighth grade students were highly extrinsically motivated as they wanted to learn English to pass the exams or get a good job like the seventh grade students. Most of the eighth grade students stated negative attitudes because of having difficulty in understanding it or because of the English teacher.

The items related to *learning environment* factor revealed that fifth grade students had the most positive attitude score of all grades. While the second most positive attitude score belonged to sixth grade students, fourth grades took the third place and seventh grade students had less positive attitudes compared to grades fourth, fifth, and sixth. The most negative attitude score belonged to eighth grade students. That is, fourth, fifth, sixth and seventh grade students had more positive attitudes to learning EFL in terms of learning environment factor than eighth grade students. To look in detail, fourth, fifth, sixth and seventh grade students enjoyed their English teacher and the course book they were using more than the eighth grade students did. Besides, it was

inferred that the English teachers had more positive impact on the fourth, fifth, sixth and seventh graders than the eighth graders because the students except the eighth graders believed more that their English teacher encouraged them to learn English. In addition, it was clear that their friends had more negative impact on the eighth grade students than the other grades because they believed that their friends did not encourage them to learn English. This finding of the study proved Moon's (2000) statement about how significant parental and peer influences were while trying to develop positive attitudes for students' liking English. Accordingly, older children (11-12 upwards) often become less interested in learning and more influenced by their friends. Moon (2000) further asserted that "parental influences may be more important in younger children, while peer influences may become more important as children approach their teens" (p.16). This claim was in line with the result that eighth graders in this study believed more than the younger grades that their friends did not encourage them to learn English.

The results indicated that there was no significant difference among the grades fourth, fifth, sixth, seventh and eighth in terms of *instrumentality* factor. It means that all of the students at state schools believed that knowing English would help them get a good job, speak to tourists and become a more knowledgeable person. Besides, they recognized the importance of English in the world these days.

To sum up, the findings of the study showed that there were differences across grades in terms of attitudes and learning environment factor in that the motivation level of the grades fourth, fifth, sixth and seventh are found higher than the grade eighth. However, there were no differences across grades in terms of instrumentality factor in this study. The reason for that might lie in the fact that all of the students at state schools were aware of the importance of English in the world today, in their professional life and in the future without class difference.

5.4. Gender Differences in terms of Motivation towards Learning English

Motivation towards learning EFL among the grades including three factors was analyzed in general. Further analysis was conducted to investigate whether there was a significant gender difference among students in terms of their motivation levels related to three factors, which were *attitudes*, *learning environment* and *instrumentality* to answer the third research question of the study.

According to the results, it was clear that female students had higher motivation level towards learning English compared to male students in terms of *attitudes* factor. This result showed that there was a meaningful relation between students' motivation levels towards learning EFL and their gender in that female students liked English more than their male peers did. Their feelings about EFL were more affirmative; however, male students probably did not like English or English lessons in the same manner as the females. In other words, female students enjoyed the English lessons more, they liked the activities in their book more, they had a good time during the English lessons more, and they were more willing to attend the lessons than male students.

The results showed that male students had lower motivation level towards learning English compared to female students considering *learning environment* factor. It was inferred from the findings that female students enjoyed the course book they were using and their English teacher more than male students. Besides, female students believed more that their English teachers and friends encouraged them to learn English compared to male students.

Looking at results, it was concluded that female students had higher motivation level towards learning English compared to male students regarding *instrumentality* factor. In other words, female students at state schools are more aware of the necessity and importance of English in the world, in their professional life and in the future than male students.

In conclusion, in this particular study, the results of the study showed that there was a meaningful relation between students' gender and their motivation levels towards learning EFL regarding the above mentioned three factors in that female students had higher motivation level compared to male students. This result was consistent with the other studies in the field (e.g., Aydoşlu, 2005). Shoaib and Dörnyei (2005) indicated that gender was an important perspective under second language learning investigations and concluded that female students showed more interests, positive behaviors and performances compared with the males. The results in the current study were also in line with a study by Narayanan, Nair and Iyyappan (2007) aiming to explore the motivation of Indian college and university students, and reported higher ratings amongst girls for all four types of motivation studied: instrumental, integrative, intrinsic, and resultative. Likewise; in a study searching for EFL students' attitudes, Abidin, Pour-Mohammadi, and Alzwari (2012) found out that the attitudes of female secondary school students towards English were slightly higher than that of male ones.

Yılmaz (2013) also found the similar results in his study in Turkey with high school students in that female students had high level of motivation towards learning English compared to male students. However, in another study, Kızıltan and Atlı (2013) found a different result from the current study and indicated that there was not a significant gender difference in the attitudes of fourth grade students towards English.

5.5. Factors that Influence Students' Motivation towards Learning English

In order to answer the fourth research question of the study about the factors that influenced students' motivation towards learning EFL, the sentences explained by the students in open-ended questions part were analyzed by grades. The results are presented in five parts in terms of each grade.

5.5.1. Factors that Influence Fourth Grade Students' Motivation

The most important dimension influencing fourth class students' motivation towards learning English was the teacher factor. Most of the students expressed negative ideas stating that they did not like English because the teacher always got angry with them, the teacher was prejudiced/ discriminated against some other students, the teacher did not encourage or help them, the teacher hit or mocked them, and gave a lot of homework.

The second most important factor for fourth class students was a computer program called DynEd. Most of the fourth class students adopted positive attitudes concerning the software program stating that they liked studying on the program, and they would love to have more DynEd hours. On the other hand, some of students had negative attitudes and declared that they did not like the software program at all.

The other factors that influenced fourth class state school students' motivation towards learning English were as follows starting with the most important one: English lessons being lots of fun, the songs in their book, English lessons being too difficult or not enjoyable.

5.5.2. Factors that Influence Fifth Grade Students' Motivation

When fifth grade students presented their ideas on the reasons why they wanted to learn English, the results implied that some of them (n=11) were intrinsically motivated. They wanted to learn English because they loved it, and learning a new

language made them feel happy and inspired. Besides, some of them (n=12) were aware of the importance of English and extrinsically motivated in that they wanted to learn English so as to get a good job or high marks in the exams, and because they needed English in the future.

Fifth graders declared that they liked English because (starting with the most important one) (i) they liked their English teacher, (ii) English was lots of fun, (iii) their English teacher encouraged them, and (iv) it was easy for them. Some students also stated that they liked English more than the other school subjects. On the other hand, some students presented negative ideas stating they did not like English because it was boring for them and there was noise in the classroom.

One of the most of important factors influencing fifth grade students' motivation was the computer program DynEd. Most of the students had negative attitudes concerning the software program reporting that they had problems with the program or they did not like it at all. A few students stated that they wanted the program to be improved and be more fun.

In conclusion, for fifth grade students the most important factor for loving English was their English teacher like fourth grade students. Again, the influence of teachers on students' attitudes to learn English is clearly shown in this particular study. We can conclude that students loved English lessons if they loved their English teacher like in fourth grades. Also, the computer program DynEd proved to be an important factor for fifth grade students.

5.5.3. Factors that Influence Sixth Grade Students' Motivation

Sixth grader students (n=42) seemed to be extrinsically motivated because they stated that they wanted to learn English in order to get a good job or pass the exams. They learned English just because they had to or because their parents wanted them to learn it. Some of the students (n=16), however, declared that they wanted to learn English because they liked it, which indicates that they were intrinsically motivated.

Apart from the results above, one of the most important dimensions for sixth grade students is the difficulty of English. They stated that they liked/did not like English but/because it was too difficult to learn. Another factor that affected sixth graders' motivation seemed to be the noise in the classroom.

In conclusion, it was inferred from the findings that sixth grade students were highly aware of the importance of English and were highly motivated extrinsically in that they wanted to learn English to satisfy an external need. They also presented positive attitudes towards English lessons in spite of its difficulty.

5.5.4 Factors that Influence Seventh Grade Students' Motivation

The analysis of the open-ended statements clearly showed that some seventh class students (n=17) had positive attitudes towards learning EFL. The most frequently explained reason about the desire to learn English lied in the fact that they actually liked it. The other reasons to learn English were to pass the exams, to speak to tourists, to get a good job, and to know a foreign language. However, some students (n=18) had negative attitudes towards learning English. They found it too difficult to learn or did not understand.

Sixteen students presented positive ideas about the reasons why they liked English. Six of them liked English despite its difficulty. Five of the seventh graders liked English because they liked their English teachers. Three students suggested that English was lots of fun, and two students liked English because it was too easy to learn. On the other hand, there were twenty students who presented negative ideas about the reasons why they did not like English. Most of the seventh graders found English lesson too difficult to learn. Some of them had difficulty in learning new vocabulary, while some had difficulty in speaking the target language. Others stated that they could not understand English. Some students declared that its spelling was different from its pronunciation and other three students said it was sometimes boring.

Most of the seventh class students expressed negative ideas on the computer program DynEd stating that they did not like it or found it boring. Only a few students presented positive ideas by saying that they liked the software program. Seventh grade students had negative attitudes regarding the course book they were using. They declared that the course book was too difficult for them to understand and boring for them.

Overall, most of the seventh class students presented negative attitudes towards learning English because they had difficulty in understanding and learning it. Some seventh class students presented positive attitudes for the reasons as teacher influence and having fun while learning English. It is also clear that seventh class students were

aware of the importance of English and were extrinsically motivated in that they wanted to learn English to get a good job or high marks in the exams. Besides, some of them were intrinsically motivated as they wanted to learn English just because they liked it. Furthermore, seventh grade students' responses to open-ended questions clearly showed that the computer program DynEd and the course book were also an important factor for seventh grade students but in a negative way.

5.5.5. Factors that Influence Eighth Grade Students' Motivation

When eight class students presented their ideas about the reasons why they wanted to learn English, the most frequently explained reasons to learn English were to pass the exams, to speak to tourists and because it was important in the world. The second most frequently stated reasons were to get a good job, to know a foreign language, because they needed English in the future and because they liked English. Lastly, two eighth grade students stated that they wanted to learn English because their parents wanted them to learn it. However, some of the students declared that they did not want to learn English because of their English teacher.

Although some of the eighth graders had positive attitudes towards English lessons stating that it was lots of fun for them and their English teacher encouraged them during the classes, some students voiced certain concerns about their classes. For example, some students (n=6) suggested that they liked English, but it was too difficult to learn. Some students said that they liked English, but they did not like their English teacher, and they had difficulty in learning new vocabulary. Some students stated that they would learn English better with more pictures in the lessons. Lastly, some students expressed that they studied English just because they had to. The most frequently explained reason (n=14) why eighth graders did not like English was English being too difficult to learn. Some students (n=4) stated that they did not like English; they just studied English to pass the exams.

In conclusion, most of the eighth grade students were aware of the importance of English and were highly extrinsically motivated in that they wanted to learn English to fulfill a goal. Only a few of them were intrinsically motivated as they wanted to learn English just because they liked it. Most of the eighth grade students presented negative attitudes towards learning English stating the reason English being too difficult. Some students expressed negative ideas about learning English because they had difficulty in

understanding it or because of the English teacher. Only a few eight class students presented positive attitudes considering their English teacher and English as a subject (having fun while learning it).

5.5.6. Factors that Influence State School Students' Motivation in General

So far, the factors that influence state school students' motivation towards learning English were analyzed separately for each grade considering the students' responses to open-ended questions. In this part, these factors are summarized and discussed in general concluding and comparing the results and grades.

The most important factor influencing fourth class students' motivation towards learning English was the teacher factor. For both fourth and fifth grade students, the most important factor for loving English was their English teacher. While some seventh class students were happy about the teacher's positive attitudes, some of the eighth grade students declared that they did not want to learn English because of the English teacher.

The current study definitely indicated the importance of teachers' role on students' attitudes towards English and English lessons in all grades of state schools especially in the early years of education. Students loved English lessons if they loved their English teacher like in fifth and seventh grades. On the other hand, students did not love English lessons if they did not love their English teacher like in grades fourth and eighth. These findings were in line with other studies in the field in Turkey (Dilitemizoğlu, 2003; Asmalı, 2017; Biricik 2010) and in other countries as well (Dörnyei, 2001; Nikolov, 2002; Kormos and Csizer, 2008; Mihaljević Djigunović, 2012; Jurisevic and Pizorn, 2013). Kormos and Csizer (2008) studied the motivation for learning EFL in three learner populations (secondary school, university, and adult language learners) and concluded that it was highly important for all the age groups that teachers employed a wide variety of motivational strategies. The findings of the current study were also in line with what Moon (2000) stated: "two of the most important reasons for pupils liking English appear to be teacher and teaching methods" (p.16). Dilitemizoğlu (2003) aimed at evaluating young learners' attitudes towards learning English at an early age, by comparing the methods in fourth (aged 9-10) and fifth (aged 10-11) grades in a state and a private school. The results of the study indicated that there was no crucial difference found between the attitudes of students in both schools, but English teachers' role was noted to be more important than the methods employed

which is in the hearth of the current study as well. Similarly, Biricik (2010) aimed to study how significant motivation was while teaching English to very young learners (five to six year-old) and presented that the students were highly affected by teachers' attitude and at this age they needed a mother like teacher who is caring, supportive and friendly because of their age characteristics parallel. To sum up, this study and the other studies in the field proved that teachers' attitude was the most important factor for young learners and the younger the students were, the greater the impact of the teacher was.

The second most important factor that affects greatly the fourth and fifth grade students' motivation towards learning English was the computer program DynEd used at state schools. While most of the fourth class students pronounced positive attitudes concerning the software program stating that they liked studying on the program and would love to have more DynEd hours, most of the fifth grade students had negative views, reporting that they had problems with computer program or they did not like it. Likewise, seventh grade students' responses to open-ended questions clearly showed that the computer program was also an important factor affecting them, and they expressed negative ideas stating that they did not like it or found it boring. Looking at the students' statements for the problems they had while using DynEd program, they gave the reasons such as technological problems and limited time. They stated that it was boring and inefficient because there were not enough computers for everyone. They also declared that to study on DynEd program helped them get extra points but they did not always have a chance to study during the lessons, and they did not have a computer or internet connection at home. The findings of the current study on DynEd program were in line with the other studies conducted in Turkey (Baş, 2010; Meri, 2012; Yiğit, 2013; Baz and Tekdal, 2014). Baş (2010) aimed to evaluate DynEd courses used in English classes in elementary schools of Turkey from the views of teachers. Teachers considered DynEd courses to be important, and they believed in the positive and beneficial aspects of the program on students' side. Nevertheless, they stated that they faced some difficulties such as technological problems, limited time for both DynEd courses and English lessons and problems in the process of DynEd program as teachers had no education for the usage and application of the program. In line with the current study, Baş (2010) stated that there were no computer labs or internet access and the number of the computers was limited in some schools, especially in rural areas. Likewise, Yiğit (2013) investigated EFL teachers' attitudes towards the DynEd

program in primary education with 121 teachers of English in ten different cities in Turkey and concluded that “a large number of the teachers (89,3%) indicated that their students could not use the software program effectively in their schools because of such factors as insufficient equipment (number of computers, microphones, headphones, etc.) in their schools, internet connection problems, intensive syllabus and crowded classes” (p. 64) and these results are also parallel with the results of the current study.

It was clear from the current study that, for fourth and fifth graders, their English teacher and DynEd program was the most important factors affecting their motivation. When it comes to other results, we can conclude that even though some of the fifth grade students (n=12) were extrinsically motivated with exam or grade purposes, some of them (n=11) were intrinsically motivated as they wanted to learn English because they loved it, and learning a new language made them feel happy and encouraged. On the contrary, the vast majority of the sixth, seventh and eighth grade students were highly aware of the importance of English and highly motivated extrinsically in that they wanted to learn English to get a good job, pass the exams or get high marks in the exams or because their parents wanted them to learn it. Only a small majority of them were intrinsically motivated as they wanted to learn English just because they liked it.

The current study obviously showed that even though some of the fifth (aged 10-11) grade students were motivated intrinsically, most of the fourth (aged 9-10) sixth (aged 11-12), seventh (aged 12-13) and eighth (aged 13-14) grade students were motivated extrinsically. This result is in line with Nikolov (1999), who states that students are mostly motivated intrinsically to learn a language until the age of eleven after which the indications of instrumental motivation appear. The results of the current study are different from another study conducted in Turkey as well. Kızıltan and Atlı (2013) conducted a study with fourth grade students (aged 10) to investigate their attitudes towards English and English lessons and found that 77,4% of the pupils seemed to be intrinsically motivated to learn English, while 45,9% of them seemed to be externally motivated. Carreira (2011) investigated children's motivation for learning EFL and intrinsic motivation with third-sixth graders in Japan and stated that the pattern of decline in EFL motivation simply reflected a general developmental decline in intrinsic motivation for learning in general from third through sixth grades. Similarly, the present study indicated that there was a decline in intrinsic motivation for learning English in general and most of the state school students were highly extrinsically motivated especially sixth, seventh, and eighth grades.

The results of the analysis of the responses given by the students to the open-ended questions confirmed the results of the SPSS analysis, and both analyses demonstrated that motivation decreased in time, which was in line with the other studies in the field (e.g., Moon, 2000; Arda and Doyran, 2017). Mihaljević Djigunović (2015) conducted a study with younger beginners (6/7 years old) and older beginners (9/10 years old) and the results presented that although the younger students were more motivated in the beginning, both group of students showed a decline in motivation over time.

5.6. Analysis of the Students' Interviews

The semi-structured interviews overall focused on students' perspectives about learning English, the use of English, and encouragement they received while learning English. Besides, students' perspectives on the use of activities, demotivation towards learning English, and the place of English in their life were discussed in detail in the following four sub-sections.

5.6.1. Students' Perspectives on Attitudes to Learning English

The first three questions in the semi-structured interviews aimed at finding the students' opinions and attitudes on English and their reasons for learning English. Students stated that they liked English because (i) English earned many job opportunities, (ii) English gave chances to improve themselves, (iii) learning English and different words was exiting and (iv) they loved their English teacher. On the other hand, some students said they did not like English because they had difficulty in learning it, they did not like their English teacher, and they did not understand it.

When students were asked why they would like to continue learning English, most of the students said they aimed to increase job opportunities, to improve themselves, and to be successful in prospective lessons and other two stated that had an interest in foreign languages and learning English was exiting. Some of the students wanted to continue learning English to have the chance of studying abroad and because English was a universal language. The most frequently expressed reasons not to continue learning English was because of their English teacher and they had difficulty in learning English. Some of the students did not want to continue learning English because they did not like English and believed that English would not help them in their

school life or for their future career. One of the students declared cultural dislike towards English speaking countries.

Interview analyses apparently display the fact that one of the most important factors for state school students was teacher factor again like in the motivation scale and open-ended questions part. Analysis of the motivation scale confirmed that students agreed with a percentage of 56,8 % and partly agreed with a percentage of 27,8 % that they liked English lesson because they liked their English teacher. Students considered their teachers as the indicators of loving or not loving English. Lamb (2017) states, “we now have sufficient research evidence to suggest that language teachers are able to influence their learners’ motivation, both for better and worse” (p. 330). Another important factor that affects students’ motivation towards learning English according to interview analyses is the difficulty of English, which is in line with the questionnaire results. Motivation Scale analysis presents that most of the students (42,4 %) partly agreed with the item “Learning English is difficult for me.”, and (30,8 %) agreed, while only (26,6 %) disagreed with the item.

Interview results also revealed that most of the students learned English to increase job opportunities and to communicate with tourists. Starting with the highest frequency, other reasons were to have the chance of studying abroad, to visit foreign countries, and to improve themselves respectively. The analyses of the interviews are parallel with the analyses of the open-ended questions part of the current study, and proved the claim that most of the state school students were motivated extrinsically instead of intrinsically in EFL settings.

5.6.2. Students’ Perspectives on the Use of English and Encouragement

Related to the students’ perspectives on the use of English in their environment and their feelings about speaking and hearing English, they felt excited and happy when they were exposed to English. The most frequent exposure to English was through songs and the second one was through communication with tourists. Movies with subtitles, acquaintances and family were other sources of English expressed by the students regarding the use of English. However, some of the students declared that they had not been in an environment where English was used and that they were exposed to English only in the classroom. The reason for that is the fact that students learn English

in an EFL setting and hardly ever find a chance to speak the language outside the classroom.

As for the support and encouragement students had while learning English, the most frequently expressed source of encouragement was family and second one was friends and teachers. As Moon (2000) also states, parental and peer influences are of great importance for students to develop positive attitudes towards English. The remaining sources were relatives and acquaintances. Some of the students declared that they did not have any support or encouragement while learning English.

5.6.3. Students' Perspectives on the Use of Activities

When students were asked about the use of activities in the classroom, the most frequently expressed activity type was songs and the second ones were dialogues, games and puzzles. These results were in accordance with the study of Asmalı (2017), who stated that singing songs and playing games were young learners' favorite activities. When students were asked about the different activity types they would like to do in the classroom, they usually talked about the activities they already did in their course books like games, puzzles, dialogues, and etc. Only a few students favored the use of different visual materials such as cartoons or pictures.

5.6.4. Students' Perspectives on Demotivation towards English and the Place of English

When the students were asked to give their opinions on the things that decreased their motivation, the most frequently expressed source of demotivation was DynEd. The other expressed items were noise in the classroom, non-stop lectures, English lessons' being boring or difficult, crowded classrooms and homework.

When the students were asked about whether English would be a part of their life in the future and to give their opinions on the place of English, the most frequently expressed item was business life. Secondly, the participants stated that they would be using English in communication with tourists. Thirdly, they stated that they would use it in exams and finally when they go abroad.

In summary, the interviews helped to gain more insights into what the students' general opinions were on English and English classes and what they found problematic or insufficient regarding the lessons. There were some factors mentioned by the

respondents only during the interviews such as DynEd program, crowded classrooms, homework, and so on.

5.7. Implications

Quantitative analyses of the motivation scale showed that the general perspective of state school students in Turkey about motivation towards learning EFL is in an affirmative dimension and they had high motivation level in terms of three factors, that is, *Attitudes, Learning Environment and Instrumentality*. “Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/ foreign language learning” (Dörnyei, 1998, p. 117). Therefore, the Ministry of Education, schools and teachers should benefit from this existing motivation and sustain it through their practices in all grades of primary and secondary education.

According to the motivation scale analyses of the study, it is clear that there are differences across grades in terms of attitudes and learning environment factor in that the motivation level of the grades fourth, fifth, sixth and seventh are found higher than the grade eighth. Thus, the findings of the study imply that the younger students are much more motivated than the older ones. Therefore, teachers, researchers and policy-makers should be aware of this change and find ways of keeping the students’ initial motivation. The reasons for this decline in motivation might arise from the age related factors, or lessons getting difficult and complex in time. In this respect, teachers should be aware of the needs and age of the students and take into consideration cognitive development as well as physical development of their students. For example, older students prefer pair and group work, while younger students prefer teacher-centred methods and are more under influence of their friends. Besides, as Brophy (2004) also stated, most of the students in the early grades have positive and high self-concepts and success expectations. “These inflated self-perceptions of ability persist until about age seven, when they begin to show more consistent relationships with test scores and other more objective measures” (p. 345). That’s why different teaching activities should be applied according to age-related factors.

Quantitative analyses of the Motivation Scale reveal that there are no differences across grades in terms of instrumentality factor in this study. This shows that all of the students at four-eight grades are aware of the importance of English in the world today,

in their professional life and in the future without class difference. This result also confirms that state school students tend to be motivated extrinsically in Turkey as they are highly aware of the instrumental motives. Qualitative analyses of open-ended questions also reveal that students from all grades tended to stand closer to extrinsic motivation in the sense of Deci and Ryan (2000).

The results of this particular study show that there is a meaningful relation between students' gender and their attitudes towards learning English regarding the three factors mentioned above. More specifically, female students have higher motivation level towards learning English in general compared to male students. It is of great importance for teachers to remain conscious of gender issues and be careful to choose an activity that is not gender typed, as teachers' and students' attitudes and expectations are likely to be affected (Brophy, 2004).

According to analysis of open-ended statements, the English teacher and the computer program DynEd greatly affects the fourth grade students' motivation towards learning English. It may be inferred from these results that fourth grade students were highly affected by external factors maybe because of their age (9 years old) or maybe because it was the first time they start learning English (at the time this study was conducted). Some of the fifth grade students were intrinsically motivated as they wanted to learn English because they loved it, and to learn a new language made them. However, the vast majority of the sixth, seventh and eighth graders were highly aware of the importance of English and highly motivated extrinsically in that they wanted to learn English to get a good job, pass the exams, get high marks in the exams, or to conform to their parents' demands. If we consider intrinsic and extrinsic motivation to take place on the same continuum, all the state school students were closer to be extrinsically motivated. As a result, policy-makers and teachers should benefit from this result and convert students' awareness into advantages to teach English better and transform this extrinsic motivation into intrinsic motivation by taking their needs and learning preferences into account.

As stated above, for all the grades in state school, especially for fourth and fifth graders, the most important factor is their English teacher. Similar to many other studies on motivation towards learning English (e.g., Behrooz and Amoozegar, 2014), this study shows clearly that teachers have a big role on students' attitudes and motivation towards English classes, especially for younger learners. As Brophy (2004) indicated, "primary-grade teachers can afford to be more spontaneous in scaffolding

their students' learning, giving them feedback, and praising both their efforts and their accomplishments" (p. 348). Thus, English teachers' awareness about how to support their students throughout the language learning process could be increased through in-service training and seminars given at certain intervals.

Besides, the computer program DynEd affects greatly state school students' motivation towards learning English. While some students pronounced positive attitudes concerning the software program, most students presented negative attitudes reporting that they had problems with the program or they did not like it. There seems to be many problems with DynEd program such as technological problems and time limitation both on teachers' and students' side. Students stated that DynEd hours were boring and inefficient because there were not enough computers for everyone, and they did not have a computer or internet at home. Yiğit (2013) also concluded that although teachers agreed that DynEd motivated students to learn English, a large number of them (89,3%) indicated that their students could not use the software program effectively in their schools because of such factors as insufficient equipment (number of computers, microphones, headphones, etc.) in their schools, internet connection problems, intensive syllabus and crowded classes. If DynEd has a role to increase students' motivation, the difficulties while using it should be overcome and the Ministry of Education and schools should supply enough computer labs.

When students were asked to give their opinions on the use of activities in the classroom while learning English, the most frequently expressed activity type was songs and the second ones were dialogs, games and puzzles, which is in accordance with the study of Asmalı (2017), who stated that singing songs and playing games were young learners' favorite activities. In line with Dörnyei (2001), this study proved that teachers, materials, and activities are instrumental in shaping attitudes towards learning languages. Therefore, it is of great importance that teachers employ a wide variety of motivational strategies for all the age groups (Kormos and Csizer, 2008).

5.8. Limitations and Suggestions for Further Research

This study was conducted in the city of Mersin, in Turkey. Therefore, the results of the study reflect the local context of this city. To be able to reach more generalisable conclusions on the perspectives of state school students in Turkey about motivation towards learning EFL, it may be useful to conduct similar studies in different parts of

the country. Also, the current study was held at state schools. The Motivation Scale could be applied in private schools to compare the results concerning possible differences between two school types. Finally, the computer program DynEd seems to be greatly affecting students' motivation towards learning English. Therefore, studies might be done to enhance the quality of the use of the program with a view to increasing student motivation.



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APPENDICES

Appendix A. Questionnaire (English)

Part I: Personal Information

Put X please: Female _____ Male _____

For your grade, put X please: 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

Part II: Motivation Scale

	 Agree	 Partly agree	 Disagree
1. I like English.			
2. I like studying English.			
3. Learning English is easy for me this year.			
4. Knowing English would help me to become a more knowledgeable person.			
5. English is important in the world these days.			
6. Knowing English would help me get a good job.			
7. Knowing English would help me to speak to tourists.			
8. English is one of my favorite lessons.			
9. I enjoy the English course book we are using.			
10. I like learning new words in English.			
11. I like taking tests in English.			
12. I would like to have more English lessons to learn English better.			
14. I like speaking activities in my course book.			
15. I like English lessons mainly because I like my English teacher.			
16. Learning English is difficult for me.			
17. Doing exercises in the workbook is easy for me.			
18. When I have a problem understanding something in English class, I immediately ask the teacher for help.			
19. I want to learn English because I like it.			
20. My English teacher encourages me to learn English.			
21. My friends encourage me to learn English.			

Part III: Open-ended Questions

1. Do you like English? Please state the reasons.
2. Do you want to learn English? Please state the reasons.
3. Apart from these, is there anything else that you would like to add? Please specify.



Appendix B. Questionnaire (Turkish)

İngilizce dilini öğrenme ile ilgili soruları cevaplayarak bize yardımcı olmanızı diliyoruz. Lütfen cevaplarınızı samimi veriniz çünkü sadece bu şekilde araştırma başarılı olacaktır. Cevaplarınız sadece araştırma amacıyla kullanılacak ve gizli tutulacaktır.
Katkılarınız için çok teşekkürler,

Edge BAHAR

Kısım I: Kişisel Bilgiler

Doğru yere X işareti koyunuz: Kız _____ Erkek _____

Kaçıncı sınıftaysanız, yanına X işareti koyunuz: 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

Kısım II: Güdülenme Ölçeği

	 Katılıyorum	 Kısmen	 Katılmıyorum
1. İngilizceyi seviyorum.			
2. İngilizce çalışmayı seviyorum.			
3. Benim için bu sene İngilizce öğrenmek kolay oldu.			
4. İngilizce bilmek daha bilgili bir insan olmama yardımcı olur.			
5. Bu günlerde İngilizce dünyada önemli.			
6. İngilizce bilmek iyi bir iş bulmama yardımcı olur.			
7. İngilizce bilmek turistlerle konuşmama yardımcı olur.			
8. İngilizce en sevdiğim derslerimden birisidir.			
9. Kullandığımız İngilizce ders kitabını seviyorum.			
10. İngilizcede yeni kelimeler öğrenmeyi seviyorum.			
11. İngilizce test çözmeyi seviyorum.			
12. İngilizceyi daha iyi öğrenmek için İngilizce ders saatinin daha fazla olmasını isterdim.			
13. Ders kitabımdaki okuma metinlerini seviyorum.			
14. Ders kitabımdaki konuşma etkinliklerini seviyorum.			
15. İngilizce dersini sevmemde İngilizce öğretmenimin çok büyük etkisi vardır.			
16. İngilizce öğrenmek bana göre zor.			
17. Çalışma kitabındaki alıştırmaları yapmak bana göre kolay.			
18. Sınıfta İngilizce dersinde anlamadığım bir şey olunca hemen öğretmenime soruyorum.			
19. İngilizceyi sevdiğim için İngilizce öğrenmek istiyorum.			
20. İngilizce öğretmenim İngilizce öğrenmem için beni cesaretlendiriyor.			
21. Arkadaşlarım İngilizce öğrenmem için beni cesaretlendiriyor.			

Kısım III: Açık Uçlu Sorular

1. İngilizceyi seviyor musun? Lütfen sebeplerini belirtiniz.
2. İngilizce öğrenmek istiyor musun? Lütfen sebeplerini belirtiniz.
3. Eklemek istediğiniz şeyleri lütfen belirtiniz.



Appendix C. Interview Questions (English)

1. Do you like English? Why? / Why not?
2. Do you want to continue learning English? Why? / Why not?
3. Do you believe that English will help you in your school life/ for your future career? / How?
4. Do you meet an environment where English is used? If yes, how do you feel when you speak/ hear English?
5. Are there people around you who support/ encourage you while learning English? If yes, who and how?
6. While learning English, what activities attract you most?
7. What kind of activities do you use in the classroom? Do you want to do different activities? If yes, what kind of activities?
8. While learning English, what decreases your motivation?
9. Do you think English will be a part of your life in the future? If yes, how?
10. Apart from these, is there anything else that you would like to add?

Appendix D. Interview Questions (Turkish)

Görüşme Soruları

1. İngilizceyi seviyor musun? Niçin?
2. İngilizce öğrenmeye devam etmek ister misin? Niçin?
3. İngilizcenin okul hayatında/ gelecek kariyerinde sana yardımcı olacağına inanıyor musun? Nasıl?
4. Günlük hayatta İngilizce kullanılan bir durumla karşılaşıyor musun? Nasıl hissediyorsun?
5. Çevrende İngilizce öğrenmeni destekleyen kişiler var mı? Kimler? Nasıl destekliyorlar?
6. İngilizceyi öğrenirken ne tür aktiviteler ilgini çekiyor?
7. Sınıfta İngilizce ile ilgili ne tür aktiviteler yapıyorsunuz? Daha farklı olmasını ister miydin? Nasıl?
8. İngilizceyi öğrenirken ilgini azaltan şeyler var mı? Neler?
9. Sence İngilizcenin gelecekte hayatında yeri olacak mı? Nasıl?
10. Bunların dışında eklemek istediğin şeyler var mı? Neler?

Appendix E. Formal Permission Granted by Mersin Provincial Directorate of National Education

T.C.
MEZİTLİ KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü
(967617)

Sayı : 300/3465
Konu: Anket Çalışması

27/04/2011

KAYMAKAMLIK MAKAMINA
MEZİTLİ

Edge BAHAR'ın 25.04.2011 dilekçesi ile yüksek lisans tez çalışmasına kaynak olmak amacıyla İlçemiz Davultepe Atatürk İlköğretim Okulu, Ahmet Hocaoglu İlköğretim Okulu, Tece İlköğretim Okulu, Bozön İlköğretim Okulu, Fındıkpınarı İlköğretim Okulu öğrencileri arasında "İngilizceye öğrenmeye karşı çocukların güdülenmesi" konulu anket çalışması yapması müdürlüğümüzce uygun mütalaa edilmektedir.

Makamlarınızca da uygun görüldüğü takdirde Olur'larınıza arz ederim.

Muzaffer NENİ
İlçe Milli Eğitim Müdürü

OLUR
27/04/2011
Kamil KİCİROĞLU
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ETİK BEYANI

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmada;

- Tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi,
- Tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu,
- Tez çalışmada yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapmadığımı,
- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim./...../2018

Edge BAHAR

ÖZET

TÜRKİYE'DEKİ DEVLET OKULLARINDA ÇOCUKLARIN İNGİLİZCE ÖĞRENMEYE KARŞI GÜDÜLENMESİ

Edge BAHAR

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Prof. Dr. Yasemin KIRKGÖZ

Temmuz 2018, 128 sayfa

İngilizce öğrenmeye yönelik güdülenme dil öğrenmede önemli bir faktör olarak kabul edilir. Bu çalışmada, ilköğretim okullarındaki öğrencilerin İngilizce öğrenmeye ilk başladıkları dördüncü sınıftan sekizinci sınıfa kadar devam eden beş yıllık süreçteki, güdülenmeleri üzerine çalışmayı amaçladık. Güdülenme ölçeğine, 2011-2012 eğitim öğretim yılında, ilköğretim okullarında İngilizce eğitimi gören 500 katılımcı katkıda bulunmuştur. Bu çalışmanın amacı doğrultusunda hazırlanan ölçek katılımcılara dağıtılmış ve bulguları desteklemek için görüşmeler yapılmıştır.

Bu çalışmada, nitel ve nicel araştırmaları birleştiren karma bir yöntem kullanılmıştır. Veriler, bu çalışma için geliştirilen bir güdülenme ölçeği ile toplanmış ve nicel olarak analiz edilmiştir; ayrıca, bulguları desteklemek için açık uçlu sorular ve görüşmeler uygulanıp, nitel olarak analiz edilmiştir. Toplanan veriler SPSS 17.0 istatistik paket programı ile analiz edilmiş, frekans, yüzde, standart değişkenlik, t-testi ve tek yönlü varyans analizi uygulanmıştır.

Araştırmanın bulguları, Türkiye'deki devlet ilköğretim öğrencilerinin İngilizceyi yabancı dil olarak öğrenmeye yönelik güdülenme konusunda genel olarak olumlu görüşlere sahip olduğunu ve tutum, öğrenme ortamı, araçsallık faktörleri açısından yüksek güdülenmeye sahip olduklarını ortaya koymuştur. Öğrencilerin İngilizce öğrenmeye yönelik güdülenmeleri sınıflara ve cinsiyete göre anlamlı bir farklılık göstermiştir ve kız öğrencilerin daha yüksek güdülenme düzeyine sahip olduğu görülmüştür. İlköğretim öğrencilerinin güdülenmelerini etkileyen faktörler arasında en önemlileri öğretmen tutumları, DynEd programı, İngilizce dersinin zorluğu, arkadaşlar ve ders kitabıdır. Bu çalışma, genç öğrencilerin öğretmenler ve öğrenme ortamı (sınıf)

üzerindeki bağımlılığını doğrulamıştır. Öğrencilerin büyük çoğunluğu dışsal olarak motive olmuşlardır.

Anahtar kelimeler: Güdülenme, çocuklar, tutum, öğrenme ortamı, araçsallık.



ABSTRACT**MOTIVATION OF YOUNG LEARNERS TOWARDS LEARNING ENGLISH
IN TURKISH STATE SCHOOLS****Edge BAHAR****Master Thesis, Department of English Language Teaching****Supervisor: Prof. Dr. Yasemin KIRKGÖZ****July 2018, 128 pages**

Motivation towards learning English has been considered as an important factor in language learning. In this study, we aim to study motivation of the students from grades fourth to eighth at state schools when they first start to learn English and continue for five years. 500 participants studying English at state schools contributed to the motivation scale in the academic year 2011-2012.

The design of the present study is a mixed method design, which combines and associates both qualitative and quantitative designs. The data were collected through a motivation scale developed for this study by the researcher which was analyzed quantitatively; also, open-ended questions and interviews were used to support the findings which were analyzed qualitatively. The data collected through the motivation scale was analyzed by SPSS 17.0 statistical package program, and frequency, percentage, standard variation, t-test, one-way variance analysis were used.

The findings of the study revealed that overall state school students in Turkey had positive perspectives on motivation towards learning English as a foreign language and they had high motivation level in terms of three factors, that is, attitudes, learning environment and instrumentality. Students' motivation towards learning English significantly differed across grades and there was a significant gender difference in that female students had higher motivation level. The factors that influenced state school students' motivation mostly were teacher attitudes, DynEd program, the difficulty of English lessons, friends, and the course book. This study confirmed the dependency of young learners on teachers and learning environment (classroom). The vast majority of the students were highly motivated extrinsically.

Keywords: Motivation, young learners, attitudes, learning environment, instrumentality.



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Edge BAHAR

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLL: Foreign Language Learning

L2: Second Language

f: frequency

SD: Standard Deviation



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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Motivation is a concept that has been given utmost importance in language learning (Gardner, 1985; Dörnyei, 1998, 2001). Although the term ‘motivation’ is commonly used in all areas of education and language, researchers and educationalists still find it difficult to define. The word motivation derives from the Latin word "movere" which means ‘to move’. Dörnyei (2011, p.3) defines motivation as “what moves a person to make certain choices, to engage in action, to expend effort and persist in action”.

As a highly complex phenomenon with many aspects, motivation has a remarkable role especially in foreign language learning. Gardner and Lambert were the first to suggest that motivation played an important role in learning a second language (L2) when they conducted research on bilingual students in Canada in 1959 (Dörnyei & Ushioda, 2011, p.40).

There are some distinctions made between different types of motivation in the literature as ‘integrative’ and ‘instrumental’ motivation or ‘intrinsic’ and ‘extrinsic’ motivation. Integratively motivated learners acquire the language in order to better understand the people speaking that language, their attitudes and the world view of that community. Nonetheless, learners with an instrumental motivation acquire a language due to some practical reasons like getting a good salary, getting into university or communicate with other speakers of that language. A further classification is made between intrinsic versus extrinsic motivation. Brown (2000, p. 162) suggests “those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated”.

The largest ever study on motivation was conducted by Dörnyei, Csizer, and Nemeth (2006) to investigate social, cultural, and political factors affecting the motivation of around 13000 Hungarian learners of five languages. This comprehensive research showed that local context and (in)adequate contact with the target language have a crucial role to play when it comes to motivation in foreign language learning.

This study was also important as it inspired the researcher to develop a motivation scale specific for Turkish context.

Age is also considered to be a key component of motivation, and young learners are known to have higher motivation towards learning English compared to older age groups (Harmer, 2007; Mihaljević Djigunović, 2015). It is vital that this motivation be sustained to later stages of language learning when students move towards high school or tertiary level English language classrooms. Therefore, this study elaborates on the factors affecting the motivation of young learners studying English in Turkey, where English is the leading foreign language.

In Turkey, English is offered as a compulsory subject in the national curriculum from the second grade of state to higher education. The English language is introduced as a compulsory subject starting from grade two in state education and continuing the high school curriculum. As for higher education, it is usually offered as a compulsory subject during the first year of the associate degree programs in vocational schools and in the first and second year of most undergraduate programs at universities.

Believing that it would be more feasible to determine the factors and related problems affecting learners' motivation at the very beginning of language learning process, this study aims to describe the motivational factors that shape young learners' motivation towards learning English across grades at state schools. The study also offers implications for language teachers to improve their teaching strategies in a way to enhance students' motivation for learning English.

1.2. Statement of the Problem

In Turkey, people who graduate from high school or universities complain that they cannot speak English or pass the exams required for job applications, or applications for graduate programs. That is, although Turkish students study English starting from the second grade of state education and continue to study it at high school, vocational school, and universities, they cannot attain the desired level of proficiency in English upon completing their higher education. There might be countless factors leading to this problem. In this study we aim to investigate the main reasons of the problem related to students' motivation towards learning English at state schools. Believing that possible reasons of the problem may have largely to do with early years

of language education, we decided to conduct our study with the participation of young learners attending state schools.

1.3. Purpose of the Study

In the present study, we aim to examine the motivation of Turkish state school students towards learning English. Some studies have been conducted on students' motivation and attitudes about foreign language learning in Turkey (Engin, 2009; Karahan, 2007). However, they mostly dealt with motivation of students attending only to one of the grades at state school or at university. Also, the number of the participants was quite restricted. This study, on the other hand, is intended to analyze perceptions of a total number of 500 students attending to grades four to eight at state schools that offer English as a compulsory school subject in the curriculum. The fundamental objectives of the study were to learn the motivation levels and perceptions of state school students towards learning English as a foreign language (EFL) in Turkey and to investigate whether students' motivation towards learning English significantly differed across grades.

1.4. Research Questions

In order to accomplish the aim of this study, the following research questions were addressed:

1. What are the motivation levels of state school students towards learning EFL in Turkey?
2. Is there a significant difference in motivation levels of students across grades?
3. Is there a significant gender difference among students in terms of their motivation levels?
4. What factors influence students' motivation towards learning EFL?

1.5. The Significance of the Study

This study is significant in the sense that there has not been sufficient research related to motivation of students towards learning English as a foreign language (EFL) at state school context in Turkey.

Differing from the other studies in the field, the researcher aimed at including grades ranging from four to eight at state schools in this particular study. Since this research was carried out in 2011-2012 academic year, English was offered as a compulsory course in public schools starting from fourth grade and continue to eighth grade at that time. Thus, to find out the motivation level and perceptions of state school students towards learning EFL in Turkey, this study comprised all the grades at state schools.

1.6. Operational Definitions

Attitude: Attitudes “form a part of one’s perception of self, of others, and of the culture in which one is living” (Brown 2000, p. 180)

English as a foreign language (EFL): It is a term used when English is taught in a country where English is not the country's first language. EFL is usually taught by teachers whose native language is not English.

English as a second language (ESL): It is a term used when English is taught in a country where English is the country's first language. ESL is usually taught by teachers whose native language is English.

Motivation: Gardner (1985, p. 10) defines motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”.

Extrinsic Motivation: Extrinsic motivation is influenced by external sources like some other authority (teachers, parents), a reward from outside, passing exams, or earning money (Brown, 2000, p.164).

Intrinsic Motivation: Intrinsic motivation is defined as “doing something because it is inherently interesting or enjoyable” (Ryan & Deci, 2000, p.55).

CHAPTER II

REVIEW OF LITERATURE

This chapter looks into some important notions in motivation that are of relevance to the study and reports important findings of studies previously conducted on young learners and motivation in EFL contexts both in Turkey and other countries.

2.1. English as a Second Language (ESL) or English as a Foreign Language (EFL)

Although in many cases *English as a second language (ESL)* and *English as a Foreign Language (EFL)* are used interchangeably, the distinction between these terms is an important issue in this study since English is only offered as a foreign language at schools or private courses in Turkey.

As defined by Saville-Troike (2006, p. 4), “a second language is typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively”. In an ESL situation, English is the language of environment; as such it is used on a daily basis. ESL is generally taught to people in English-speaking countries. Thus, the learners can find native models outside the classroom easily.

According to Saville-Troike (2006), English can be regarded as a foreign language (EFL) when it is not widely used in the learners’ immediate social environment but is used for purposes of travel, cross-cultural communication situations, or studied as a curricular obligation in schools. In Turkey, English is taught in an EFL situation; in a school or a language course but it is not acquired by naturally being exposed to it. EFL programs usually have one similar group of students of the same language and cultural background unlike ESL programs. Unlike most of their ESL peers, many EFL students do not have direct contact to native speakers for real communication as it is not used on a daily basis. Once students are out of the classroom, they join the speakers of their native language, so they have almost no chance to use what they learn in a communicative way or in social situations. EFL is taught to people in non-English-speaking countries. Therefore, it is not used by the learners as a communicative tool for their survival within the society. For example, for

Turkish people English is taught as an EFL but for a Turkish immigrant who goes to Canada to work, English becomes ESL.

2.2. Motivation

Motivation is described in many different ways by many scholars. Gardner (1985, p. 10) defines motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. From a behavioristic perspective, reward leads to motivation. Positive reinforcement and reward for behavior help further reinforcement (Brown, 2000, p.160). From a cognitive perspective, motivation is triggered by personal decisions. Experiences or goals and the degree of effort depend on the choices people make (Keller, 1983, p.389). From a constructivist perspective, further emphasis is put on social context in addition to personal choices (Williams & Burden, 1997, p. 120). Ryan and Deci (2000, p.54) states “to be motivated means *to be moved* to do something”.

A clear explanation on the definition of motivation is given in Dörnyei and Ushioda (2011, p. 4) as follows:

Perhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the *direction* and *magnitude* of human behaviour, that is:

- the *choice* of a particular action,
- the *persistence* with it,
- the *effort* expended on it.

In other words, motivation is responsible for

- *why* people decide to do something,
- *how long* they are willing to sustain the activity,
- *how hard* they are going to pursue it.

Gardner (2010) views motivation as an abstract and complex concept that is used to describe human behavior and states that learners’ motivation in L2 is affected by individual attitudes and willingness to engage in the language learning process, suggesting that motivation is strongly associated with attitude. Gardner and Lambert

(1972) distinguish between attitude and motivation defining attitude as the persistence shown by the learner in striving for a goal, and motivation as an overall goal. Gardner (1985) suggests that attitudes are related to motivation as they serve as a supportive base of the learners' motivational orientation. In the field of language research, the terms attitude and motivation often appear together without discussion of the extent of difference, this specific study being not an exception.

A lot of studies by Gardner and his colleagues (1972), and by other researchers in the field (e.g., Dörnyei, 1998; Keller, 1983), have found that motivation is usually a strong sign of successful language learning. Not surprisingly, motivation is associated with second and foreign language performance as language learning demands a long-term commitment, and motivated students tend to dedicate the time and self-devotion necessary to learn a language. To have a particular aim in language learning helps students concentrate on their goals and keep their motivation high. Various recent studies have found that motivation is strongly related to achievement and performance in second and foreign language learning (e.g., Dörnyei, Csizer and Nemeth, 2006; Dörnyei & Ushioda, 2009; Enever, 2011; Mihaljević Djigunović, 2015; Nikolov, 2009). Some distinctions in motivation have been made in the literature as 'integrative' and 'instrumental' motivation or 'intrinsic' and 'extrinsic' motivation which is dealt with in detail in the following section.

2.3. Different Types of Motivation

There are different types of motivation as defined in the literature. As a result of the detailed research by Gardner and Lambert in 1972, motivation in language learning is termed as integrative and instrumental. Later, in 1990s, researchers studied on different perspectives; that is to say, intrinsic and extrinsic motivation. This section intends to examine these concepts and analyze how such factors affect language learning as well as the learners.

2.3.1. Instrumental and Integrative Motivation

The seminal work of Gardner and Lambert in 1972 made language teachers and researchers recognize the significant role that motivation has in language learning. They classified two types of motivation: instrumental motivation and integrative motivation. Integrative motivation relates to second/foreign language culture and its people in that

people study the language to be familiar with the culture and people of that language. Gardner (1985, p. 54) further states that “an integrative orientation refers to that class of reasons that suggest that the individual is learning a second language in order to learn about, interact with, or become closer to, the second language community”.

Instrumental motivation, on the other hand, is related to personal needs. Dörnyei (2001, p. 16) describes instrumental orientation as “where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary”. Instrumental motivation is extremely significant in the societies that practice English as a foreign language; for example, in Japan success in employment and education depend on accomplishment in English (Williams & Burden, 1997). Gardner and Lambert (1972, p. 132) also make the distinction between these two phenomena informing that an instrumental perspective expresses “the practical value and advantages of learning a new language;” whereas an integrative perspective expresses “a sincere and personal interest in the people and culture represented by the other group”.

Both integrative and instrumental motivations are respectively inclusive. In most language learning situations, we encounter a mixture of both integrative and instrumental motivation. Therefore, it is difficult to attribute language learning success to a certain type of motivation. The importance of integrative and instrumental motivation depends mostly on situations or contexts, whether learning language functions more as a foreign language or as a second language (Gardner & Lambert, 1972). Integrative motivation is much more associated with second language learning as learners study the language to reside in a new geography and communicate smoothly in the target language than it is associated with foreign language learning where learners are away from the target culture.

2.3.2. Intrinsic and Extrinsic Motivation

Brown (2000, p. 162) differentiates between intrinsic and extrinsic motivation stating that “those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated”.

Based on the self-determination theory, intrinsic motivation is defined as “doing something because it is inherently interesting or enjoyable” (Ryan & Deci, 2000, p.55).

That is, a person is intrinsically motivated by the need or enjoyment to learn and feelings of capability or effectiveness. Intrinsic motivation is related to an internal wish to do something. Deci (1975, p.23) defines intrinsically motivated activities as “the ones for which there is no apparent reward except the activity itself”. Extrinsic motivation, on the other hand, requires some sort of rewards such as passing an exam or earning money.

According to self-determination theory, which was developed by Deci and Ryan (1985), motivated actions can be either self-determined or controlled. Self-determined actions are those which individuals freely choose and want to do coming from one's enjoyment and interest in a particular activity as a result of intrinsic motivation. As highlighted by Ryan and Deci (2000, p.65), “intrinsically motivated behaviors, which are performed out of interest and satisfy the innate psychological needs for competence and autonomy are the prototype of self-determined behavior”. Controlled actions, on the contrary, are those which are determined by an external force coming as a result of extrinsic motivation. The researchers state, “[e]xtrinsically motivated behaviors ... can vary in the extent to which they represent self-determination. Internalization and integration are the processes through which extrinsically motivated behaviors become more self-determined” (p.65). Ryan and Deci (2000) classify extrinsic motivational styles into categories whereby pupils begin as externally stimulated and end up being internally stimulated.

Intrinsic and extrinsic motivations have always aroused interest in EFL learning. Oletić and Ilić (2014) examined intrinsic and extrinsic motivation and the interaction between motivation and success in foreign language learning. The focus of the research was to investigate how self-determination theory offered by Deci and Ryan (2000) for L2 learning motivation operated with Serbian students of English. The post-experimental Intrinsic Inventory test was given to high school and university students with the aim of examining intrinsic and extrinsic motivation and to find out the extent of motivation. The results presented that intrinsic motivation among both high school and university students were generally low although university students were expected to be more motivated especially for Interest/Enjoyment results. There was almost no difference in motivation in relation to gender.

A study by Carreira (2011) investigated children's motivation for learning EFL and intrinsic motivation for learning in general. The participants were third-sixth graders in a public school in Japan. The results indicated that both motivation for

learning EFL and intrinsic motivation for learning generally decline from grades third through sixth. The researcher suggested that a developmental decline in intrinsic motivation for studying in general might influence English lessons.

In another study, Noels, Clement, and Pelletier (2001) measured the intrinsic, extrinsic, and integrative motivation of French students to find out their perceptions of autonomy and competence, learning effort, determination, and reasons for language learning and course achievement. The results of the study revealed that the integrative orientation was associated with the intrinsic orientation. It was also found that the amount of effort was influenced by the degree of external punishment or reward, whereas intrinsic motivation correlated with higher levels of learning effort.

2.4. Young Learners

In different nations and socio-educational frameworks, the term *young learners* relates to different age groups. The European Union member states working group has defined *young learners* as primary school students between the ages of 7 and 12 (Mihaljević Djigunović, 2012, p. 57). In the context of this study, young language learner refers to children aged 7-13 in accordance with the terminology used in the European framework. This study was conducted with young learners through grades four (age 9) to eight (age 13).

2.4.1. Teaching English to Young Learners

Since English is an international language taught dominantly as a foreign language in many countries, teaching English to young learners is getting more and more significant all around the world and in Turkey as well. The worth of English for education and employment and the advantages of early language learning are seen as two main reasons to have an early start in English (Enever & Moon, 2009). In many countries, similar to Turkey, English is a compulsory school subject in the early primary grades and taught as a foreign language (Nikolov, 2009).

Nikolov (2016) point out that nowadays, English is gradually recognized as a basic competence and a benefit for non-native learners of English to be successful in life. Access to English is regarded as limited in life; as a result, early language learning is believed to have a special social dimension. Thus, in many parts of the world parents encourage and support their children to start language learning at an early age. In

Turkey, for example, parents finance their children to learn English in private pre-schools (from three to six ages) or private primary and secondary schools (from six to thirteen ages) with exposure to English ranging from eight hours to twenty hours per week. However, not all children have equal opportunities to start learning English at a young age. In public schools, for example, children start to learn English at second grade with two hours per week and continue with two hours per week at third and fourth grades, three hours per week at fifth and sixth grades and four hours per week at seventh and eighth grades. Parents' socio-economic status has an important role in access to English in Turkey like in many other countries which is consistent with the French research project (Burstall, 1980), involving over 17 000 children between the ages of eight and thirteen, with the aim of evaluating the effects of an early start in FLL in primary schools in England and Wales during the years 1964–74 (cited in Nikolov, 2002). The results disclosed a strong connection between the students' socioeconomic status and their level of accomplishment in French. Likewise, a current example of this might be given from an article in *The Economist* (December 20th 2014, p. 83) which reported that 80 % of international school students around the world were locals because their parents preferred them to study later in a country where English is spoken and the parents supposed that they could only succeed that with an early and good quality of learning English (cited in Nikolov, 2016).

However, research studies also show that giving early language learning opportunities is not adequate per se to achieve a high proficiency level in English. Problems related to curricula, teacher education, following progress and outcomes and change across different stages of education continue and put new challenges (Nikolov, 2016). Especially, studies show that finding enough teachers or teacher training programs to prepare these teachers is one of most important issues on teaching English to young learners (e.g., Enever, 2011, Kırkgöz, 2009). Findings from the Early Language Learning in Europe (ELLiE) study indicate that “there is now a substantial need for the consolidation of teacher education provision in this field and education systems urgently need to address this issue if the progress already made is not to be lost (Enever, 2011, p.147)”.

A study was conducted on young learners by Çelik and Karaca (2014) in order to find out whether early FL instruction for very young learners (five-six years) lead to greater achievement. They aimed to show the connection between age and learner achievement and investigated international language curricula in EFL countries

beginning at the pre-primary and primary level beside the scores on the Test of English as a Foreign Language. The results indicated that, even though early start of EFL instruction might be advantageous in many respects, it was not a key to success, and class size, number of hours devoted to English instruction, and teacher qualifications were also important factors to be considered.

With the recent changes to the Turkish educational system in 2013, English instruction was lowered to the age 6-6.5 from the 8-8.5 (MNE, 2013). Thus, a new program considering the needs of younger learners was necessary. Young learners are different from adults and teenagers with regard to the learning needs, the language competences, and the cognitive skills. Besides, children learn through social interaction (Vygotsky, 1962) and they are active learners and thinkers. Therefore, English language curricula in Turkey was designed according to the principles of communicative language teaching, teacher resource packs consisted of lesson plans, printed hand-outs, flashcards, audio-visual materials and so on, in place of textbooks, particularly at the second, third and fourth grade levels to emphasize the communicative aspect of the tasks (MNE, 2013).

In most European countries where early FLL is introduced, innovations on curriculum development, teacher training and classroom materials are adopted by educational experts in a way to promote young learners' achievement. As Nunan (1999) pointed out, programs teaching English to young learners should be well planned, well supported and resourced, and well monitored and evaluated. Most research studies have been carried out to investigate young learners' FLL, the effects of early language learning and their motivation to learn a foreign language (Enever, 2011; Mihaljević Djigunović, 2012, 2015; Nikolov, 2009; Nikolov & Curtain, 2000).

2.4.2. Motivation on Young Learners

Motivation is highly important in language learning, particularly with young learners. As noted by Kırkgöz (2006), teaching young learners is a lot more different in approach than to teach adults as motivation is the key point in terms of language learning purposes and keeping the interest alive. Harmer (2007) also states that adults keep a level of motivation even for a remote aim, which is difficult for the other groups. Especially for young learners, teachers need to be conscious of their interests to motivate them. Even though children are generally believed to be motivated to learn

foreign languages, research on attitudes and motivation in child second language learning in the classroom is quite rare (Nikolov, 2002).

Mihaljević Djigunović (2015) investigated learners' individual differences in motivation, attitudes and self-concept in Croatia adopting the instruments developed in the ELLiE project. The study was conducted with younger beginners (6/7 years old) and older beginners (9/10 years old) to investigate the relationships between the individual differences and age, language competence and the change over time. The results presented that the younger students favored more traditional and teacher controlled classrooms but the older ones preferred the group work study which provided a more purposeful and motivating environment. Another indication from the study was that although the younger students were more motivated in the beginning, both group of students showed a decline in motivation over time.

The ELLiE project (2006-2010), as a long-term study, was initiated to understand what could realistically be accomplished through early FLL in state schools in Europe (Enever, 2011). The study, which contained 1400 students in seven European countries, presented intriguing results on motivation, attitudes and self-concept. As noted by Enever (2016, p.4), countries selected for the study indicated regions where English (French/ Spanish in England) was introduced from the age of six or seven. According to data analysis, in the first year, the majority of students declared positive attitudes towards foreign language learning while a quarter of students remained neutral (Mihaljević Djigunović, 2012). After three years, the vast majority of students stayed positive and few students expressed neutral attitudes. The change in attitudes was explained with the experience of foreign language learning and introducing new learning activities (Mihaljević Djigunović & Lopriore, 2011). ELLiE study clearly shows that what young FL learners need during the early years is “a teaching approach that ensures structure and guidance, gives enough space for concentration during activities, and provides learners with as much teacher attention as they need” (Mihaljević Djigunović, 2012, p.67).

The Zagreb Project conducted in 1991 (Mihaljevic Djigunovic, 1993) aimed to investigate both attitudes and motivation of seven-years-old learners studying English, German, and French in experimental classes. Another research (Mihaljevic Djigunovic, 1995) was carried out three years later to examine changes in attitudes and motivation of the students and it was found that across the age groups the learning situation level had a significant role in the improvement of favorable attitudes towards the foreign

languages, language learning, and achievement in foreign language learning (cited in Nikolov, 1999, p.38).

Another related project is the Pécs Project, started in 1977 and ended in 1995, during which young English learners were followed throughout eight years of primary school in Hungary. Nikolov (2002) studied the attitudes and motivation of Hungarian students aged from 6 to 14 to find out their perceptions on studying a foreign language. He found that they were motivated in FLL if they find classroom activities, tasks and materials interesting and the teacher supportive. Instead of integrative or instrumental reasons, they were more motivated by classroom practice and knowledge was considered more valuable than rewards. It was reported that instrumental motivation developed around the age of 11/ 12, but they remained ambiguous and general. The most important issue in child FLL motivation was found to be related to the learning context and to what extent teachers could get and continue children's interest in the classroom (Nikolov, 2002).

Kormos and Csizer (2008) also studied the motivation for learning EFL in three distinct learner populations: secondary school students, university students, and adult language learners in a Hungarian context which concluded that all three investigated samples were highly motivated to learn English and had very favorable motivational characteristics. Likewise, Lamb (2012) examined the motivation of Indonesian junior high school pupils, 13–14 years of age, to learn English in three distinct contexts: a metropolitan city, a provincial town, and a rural district. Although students living in a central city were likely to be more motivated to learn English than their rural counterparts, in almost all ways, rural learners still had positive attitudes and high hopes for the future.

A current study, Jurisevic and Pizorn (2013), conducted with learners at the age of six to eight who started FLL in primary school in Slovenia took the student's motivation as the key factor since it determined the learning process and influenced the quality of FL competence. According to research results, the learners liked studying FLs and most of the students preferred lessons to be in informal settings (playing activities) instead of classical settings (reading or writing activities). They also stated that the aims of FLL might be either intrinsic or extrinsic. On that account, it is really crucial that FL teachers of young learners observe their students' motivational characteristics, consult these characteristics into lesson planning and activities, and appreciate students' development and language competences.

Some studies in literature were conducted to see the relationship between young learners' gender and their motivation levels towards learning EFL in Turkey and other countries. For example, Shoaib and Dörnyei (2005) indicated that gender was an important perspective under second language learning investigations and concluded that female students showed more interests, positive behaviors and performances compared with the males. Likewise, in exploring the motivation of Indian college and university students, Narayanan, Nair and Iyyappan (2007) reported higher ratings amongst girls for all four types of motivation studied: instrumental, integrative, intrinsic, and resultative. In a study searching for EFL students' attitudes towards learning English language, Abidin, Pour-Mohammadi, and Alzwari (2012) found out that the attitudes of female secondary school students towards English were slightly higher than that of male ones. In another study, Yılmaz (2013) also found the similar results in his study in Turkey with high school students in that female students had high level of motivation towards learning English compared to male students. In another study, Kızıltan and Atlı (2013) indicated that there was not a significant difference in the attitudes of fourth grade students towards English according to gender.

2.5. Studies on Motivation in EFL/ ESL Contexts

Motivation is an important area of academic study because of its considerable power on language learning and performance. Related studies on motivation in EFL/ ESL contexts are presented in detail in this sub-section.

2.5.1. Gardner's Theory of L2 Motivation (Gardner and Lambert's 1959 Study)

Research on motivation started in Canada with Robert Gardner and his colleagues in the second language learning field. Their study in 1959 showed the importance of the 'motivational factor' (Gardner & Lambert, 1959, p.271). In language learning field, the effect of motivation on success was intently put forward by them for the first time. They derived from their study that motivation was as significant as linguistic proficiency in success for bilingual second language French learners in Canada.

Integrative and instrumental motivation became the most extensively known notions connected with Gardner's study (Dörnyei & Ushioda, 2011). *Integrative orientation* was defined in Gardner and Lambert's study (1959, pp.267, 271) as the

desire to learn in order to integrate into French-speaking society and the willingness to be like members of the language community. *Instrumental orientation* is related to advantages of second language performance, e.g. to get a better job or a higher salary or to pass an exam. Integrative motivation was found to be more efficient than instrumental motivation in their specific study (Gardner & Lambert, 1959).

Gardner and Lambert's study, published in 1972, paved the way for many subsequent studies by suggesting that motivation had a significant role on attitudes and motivation in L2 learning and achievement (Dörnyei & Ushioda, 2011).

2.5.2. Dörnyei's Hungarian Study

Dörnyei's Hungarian study is the largest ever L2 motivation survey, involving over 13.000 language learners over twelve years studying on attitudes towards five target languages (English, German, French, Italian and Russian). The survey took place in Hungary on three occasions: in 1993, 1999 and 2004. During the period under investigation, the country transformed into a western-style democracy from a closed, Communist society and joined the European Union in 2004, which made the study particularly interesting. Hence, the study gave valuable information on how the socio-political changes affected Hungarians' language attitudes and motivation to study five target languages by analyzing the various national, political, social, and personal motives to choose and learn particular foreign languages (Dörnyei, Csizer, & Nemeth, 2006).

The study provided significant findings analyzing the popularity of the five languages with coherence in all three survey phases. English was the most popular language for Hungarian people, German, the traditional regional lingua franca, was in second, and French was in third place. Italian which closely approached the average French ratings was in fourth place. The least important language was Russian which was imposed by the communist regime (p. 143).

Dörnyei, Csizer, and Németh (p. 149) further emphasized that people learn English not because they take a motivated decision but they study it as a part of their education in the 21st century. Integrative motivation seemed to be increasing in all the languages other than English. The researchers maintained that being a member state in the European Union may also affect Hungarian people's motivation and attitudes towards language acquisition, language attitudes, and language learning motivation.

To sum up, Dörnyei, Csizér, and Németh's study holds a highly important place in the literature for several reasons. First, the language motivation survey in the study focused on different grounds across various language learning settings, and it emphasized the significance of the socio-political changes affecting the language preferences in Hungary. Secondly, it interpreted motivation in a foreign language learning setting. Students in an FLL context have inadequate interaction with the target language groups (like in Turkey as well). Thirdly, the study was employed to create groundwork for L2 motivation, known as the *L2 motivational self-system*.

2.5.3. The L2 Motivational Self System

One of the most recent theoretical developments on motivation in second language learning is the theory of the L2 Motivational Self System (Dörnyei, 2005). Dörnyei had two main sources of inspiration while proposing the L2 Motivational Self System; psychological theories of the self ('possible selves' and 'future self-guides') and the decline of 'integrative motivation' (Dörnyei, 2009).

One of the two theories that influenced Dörnyei in psychology was *possible selves* theory, which suggests, "[p]ossible selves represent individuals' ideas of what they could become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation" (Markus & Nurius, 1986, p.954). The second theory that inspired Dörnyei was Higgins' (1987) self-theory. Dörnyei used two key components of Higgins' future self-guides' theory (the *ideal self* and the *ought self*) in his new theory. Higgins (1987) distinguished between three domains of the self which he listed as the *ideal*, *ought* and *actual* selves (p. 320). Accordingly, the ideal self is described as what a person hopes he is, or will be; the ought self as what an individual, or others around them, think he should be; and actual selves as the attributes that someone has in reality (pp.320, 321).

Apart from the theoretical advances in psychology, the second source of inspiration was rooted in developments within L2 motivation research. It concerned a growing dissatisfaction with the concept of integrativeness/integrative motivation. According to Dörnyei (2009), the term *integrativeness/ integrative motivation*, as suggested by Gardner and Lambert, fell beyond the new cognitive motivational concepts like goal theories or self-determination theory, and it was not applicable to all language learning environments. After the Hungarian study, Dörnyei (2009) concluded

that integrativeness was not always relevant in a situation where a foreign language was learnt at school without any direct contact with target language users. He added, “the problematic nature of integrativeness has been amplified by the worldwide globalization process and the growing dominance of Global World English as an international language” (p.24). Dörnyei suggested that as English no longer belonged to a community, there was no specific target-community into which a language learner could integrate and added that “possible selves theory seemed to offer the most promising way forward” (p.25). Thus, Dörnyei (2005, 2006, 2009) presented that the ‘L2 Motivational Self System’ consisted of three components: the ideal L2 self, the ought to L2 self, and the L2 learning experience.

The Ideal L2 Self is the “the L2 specific facet of one’s ideal self” (Dörnyei 2009, p. 29). It represents the ideal image a learner desires to be in the future. This component is linked to traditional integrative and internalized instrumental motives as the attitude towards the L2 speakers and community constitute the Ideal L2 Self.

The Ought-to L2 self “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2009, p.29). Obligations, responsibilities and perceived duties control this dimension (Dörnyei, 2005, p.106). For instance, if a learner aims to please others, the Ought-to L2 self is the main motivator while learning another language. This dimension is associated with extrinsic motivational motives since the wish to be praised or rewarded by others is important.

L2 learning experience “concerns situated, executive motives related to the immediate learning environment and experience” (Dörnyei, 2009, p.29). The experience during the learning process affects the person. Under this category, he included the impact of the teacher, curriculum, peer group, and the experience of success (Dörnyei & Ushioda (2009, p.29).

With this theory, Dörnyei argued that individual motivation was also affected by the learning environment and inspired substantial interest in the field and since then many studies have been conducted to test and develop parts or all of this theory. In a recent study, You and Dörnyei (2016) conducted a large-scale survey with secondary school and university language learners of English in China to understand their motivational disposition through the lens of the L2 Motivational Self System. They found a strong endorsement of motivation to learn English. Learners tended to have positive ideal self-images related to English, positive attitudes towards second language

learning, and noted high levels of intended effort that they were ready to invest in the process. In another research, Tort Calvo (2015) conducted a study with Spanish high school students to learn the effect of motivation in students' success and motivational learner types according to Dörnyei's L2 Motivational Self System theory. Although the ought-to L2 self was assessed as unimportant, the results displayed a strong relationship between the Ideal L2 self and both achievement scores and the L2 learning experience. The results revealed the significance of students' ability to see themselves as L2 speakers in FLL.

Taguchi, Magid, and Papi (2009) conducted studies in Iran, China and Japan which supported the outcomes of Dörnyei and Csizér's (2002) study in Hungary. They discovered an identical structure in three countries which were greatly different from Hungary and from each other, and they stated that the Hungarian findings had external validity as it confirmed Dörnyei's assumption that Hungary could be considered as a prototype of a general FLL setting. They also claimed that their study confirmed the L2 Motivational Self System in that integrativeness might be relabeled as the ideal L2 self.

Cziser and Kormos (2009, p 109) conducted a study on learners studying at secondary schools and universities in Hungary and found out that both the ideal L2 self and the learning experience had an important role on both groups, with the ought-to L2 self having a minimal effect only for the university students. In another research, Ryan (2009, p. 137) studied on the ideal L2 self and Japanese students of English and suggested that the ideal L2 self was more directly related to motivated behavior. Integrativeness existed in many contexts as part of a broader L2 self-concept. The study by Al Sheri (2009) of Saudi Arabian students at home and in the UK, aimed at investigating the relationship between visual learning style, imagination, ideal language selves and motivated behavior among learners and demonstrated the importance of the ideal L2 self. He concluded from his results that students with a more developed visual/imaginative capacity could develop a more potent ideal language self and reflected a stronger motivated effort and behavior (p.168).

2.5.4. Directed Motivation Currents (DMCs)

Dörnyei and his associates (Dörnyei, Ibrahim, & Muir, 2015; Dörnyei, Muir, & Ibrahim, 2014; Muir & Dörnyei, 2013) have recently identified a motivational milestone

called Directed Motivation Currents (DMCs) which is described as an intense motivational effort supporting and stimulating long term behavior in ESL/EFL learning. A DMC represents the perfect match between the accompanying action and the vision which is likely to strengthen energy rather than absorb it (Muir, 2016). Dörnyei, Ibrahim, and Muir (2015) state, “a DMC is a potent motivational surge that emerges from the alignment of a number of personal, temporal and contextual factors/parameters, creating momentum to pursue an individually defined future goal/vision that is personally significant and emotionally satisfying” (p. 103).

DMCs capture the vision power and then transfer it into consistent force in which individuals perform at above levels of their normal capacities. DMCs are unique within the field of L2 motivation and “have the capacity to align the diverse factors that are simultaneously at work in a complex system, thereby acting as a regulatory force” (Dörnyei, Henry, & Muir, 2016, p. 96). A student who studies beyond his or her own power leaving daily routines to pass a university entrance exam represents an intense motivational drive which impacts individuals and expands over time. Thus, this person achieves more than expected towards a personal goal (Dörnyei, Muir, & Ibrahim, 2014).

The first experiential study of DMCs focused on the motivation of Swedish migrant second language learners. The aim of the study was to examine if typical features of DMCs could be identified in learners consistent motivated behavior. Results displayed that “motivated behavior is characterized by features similar to those outlined by Dörnyei and colleagues, namely the presence of a salient facilitative structure, the generation of positive emotionality, and the direction of motivated behavior towards long-term identity-investment goals” (Henry, Davydenko, & Dörnyei, 2015, p.2).

2.6. Studies on Motivation in EFL Contexts in Turkey

Motivation is an important factor in education and especially in teaching EFL. Some of the studies and the scales developed in Turkey on teaching English and motivation towards learning English have been conducted considering the university students. Aydoslu (2005) did a research to examine to what extent attitudes of students towards English as a common compulsory course were related to their gender, their departments, educational background, reasons for learning English, and their weekly English studying hours. She studied with freshmen at Süleyman Demirel University and developed a five-point Likert type scale for the specific aim of her study. The attitude

items in the scale were divided into three parts: cognitive (thoughts of the students about the necessity and vitality of English and its usage in their professional life and many other fields), emotional (the students' emotions and feelings towards English lesson), and behavioral traits (the devotion to English as a foreign language, students' behavior s towards English). Mean differences between students' attitudes toward English course and their gender, high schools they had graduated from and their departments were found at the end of the study.

Engin (2009) investigated the significance of the types of motivation that university students needed while learning a foreign language effectively suggesting that FLL was based on positive motivation. The results of the data confirmed the prominence of the instrumental, integrative, and work avoidance motivations. The students were in favor of integrative motivation instead of instrumental motivation. The success of language learning and integrative motivation were correlated. Work avoidance motivation and students' success were correlated negatively. The study was important in making suggestions for activity planning connected to teaching and learning foreign languages.

Gömleksiz (2003) developed a five-point Likert type attitude scale to identify the ideas and attitudes of the university students in affective domain towards English courses. Using this scale, Gömleksiz (2010) conducted a study with students studying at Firat University, Turkey with the purpose of exploring students' attitudes towards learning English in relation to grade level, department, and gender variables, and statistically significant differences were observed. The researcher proposed some useful implications such as the role of the teacher and necessary activities to promote positive attitude towards learning English.

Apart from the studies conducted at universities, there are other studies related to motivation and teaching English to young learners in primary and secondary schools. Dilitemizoğlu (2003) aimed at evaluating young learners' attitudes towards learning English at an early age, by comparing the methods studied in English language classes. So as to see if there was any difference between the attitudes of children who learned English through different methods, a questionnaire consisting of 23 items was formed and conducted with the students in fourth and fifth grades in a state and a private school which adopted different types of teaching methods. The results of the research indicated that nearly all of the young learners liked English and were highly motivated while learning it. There was no crucial difference found between attitudes of students in both

schools, but English teachers' role was noted to be more important than the methods used. Moreover, it was proved that young learners started to be influenced by their long-term needs. They knew that they would need English in their future life.

Karahan (2007) aimed to investigate the integration between English language attitudes and its use in Turkish context. She conducted the study with eighth graders in a private primary school in Adana, Turkey, where English was taught intensively, up to 10 hours a week. The results indicated that the students had mildly positive attitudes in spite of being subjected to English more often than public school students- with female students having higher rates. Even though the students realized the significance of the English language, they did not have high level orientation towards learning English. They had neither many positive attitudes towards the English based culture nor were tolerant to Turkish people who speak English.

Biricik (2010) aimed to study how significant motivation was while teaching English to very young learners, what causes demotivation, and what was the role of teachers to improve motivation in classes of five to six year-old learners at the pre-school part in a private school. The data, based on the performance of the participants, were analyzed in three aspects: activities and materials, classroom atmosphere, and teacher attitude. It was concluded that there was a high connection between students' feelings and the performance during the class hour. The overall findings presented that if all the motivational tools such as appropriate teacher behavior, suitable activities, as well as the classroom atmosphere were available for the young children, teaching and learning process was effectively realized in a smooth way. The results presented that the students were highly affected by teacher's attitude and at this age they needed a mother like teacher being caring, supportive and friendly because of their age characteristics.

Kızıltan and Atlı (2013) conducted a study in the academic year 2006-2007 with fourteen fourth grade students in seven cities of Turkey to investigate their attitudes towards English and English lessons. English language instruction started at fourth grade in primary education at that time. The results showed that the students had positive attitudes towards activities, English language skills, the course book, and materials. Most of the students were motivated internally and establish linguistic competence and language awareness. It was obvious that learning environment and language skills affected students' attitude significantly. Grammar, vocabulary, listening, writing, pronunciation, reading, and speaking skills were significant for the students. They also showed positive attitudes considering language activities, course book, and

materials. They liked the topics, art and craft activities, and the cartoon characters in the course book. There was no significant gender difference.

In another study, Akbulut (2014) studied on sixth grade students' language learning skills through Task-Based Language Teaching (TBLT). The results revealed the positive effect of TBLT on the students and the classroom atmosphere. In addition, the findings of the study illustrated that there were many implications that were related to teachers of English, curriculum and test designers particularly in terms of understanding the nature of the young learners and the positive impact of using TBLT in teaching English.

Arda and Doyran (2017) conducted a study in Turkey to examine and analyze the attitudes of young learners (aged 8 to 10) and teenage students (aged 13) towards English language learning to find out whether the attitudes of young learners change when they begin to be teenagers. The results showed that young learners mostly had more enthusiasm and motivation while teenagers had more changing attitudes and were more inclined to have negative attitudes, losing their enthusiasm and motivation for English language learning. They also added that teenage students had some sort of interest for language learning but not enough motivation or desire compared to young learners.

Asmalı (2017) conducted a study to investigate the motivation, attitudes and perceptions of the second graders on English language learning and instruction. English language instruction starts in the second grade with the recent adjustments in Turkish educational system. Teachers, parents, activities, and favorable learning conditions were found to be significant components in students' attitudes and motivation which were mostly positive toward learning English. The results declared that young learners were motivated intrinsically to learn English, and their favorite activities were playing games and singing songs.

2.7. Educational Changes in English Curriculum in Turkey

There have always been changes in education systems in almost all countries in the world to keep up with the changing world. Turkey not being an exception, substantial curriculum changes started in 1997 in Turkish education system, especially in English courses. English was given as a compulsory course in public primary schools in Turkey for the first time in 1997, when five-year compulsory education was carried

to eight years by the Ministry of National Education (MNE, 1997). With this change in the education system, English language courses were compulsory in the fourth grades instead of sixth grades. Increasing young learners' communicative abilities in English by exposing them to a foreign language at an earlier age was the main objective of this change (Asmalı, 2017).

As Kırkgöz (2006) also stated, the presentation of the Communicative Oriented Curriculum (COC) was highly significant in education system in Turkey to promote communicative language proficiency in young learners by moving from the traditional teacher-centered approach to student-centered teaching. However, research in the late 1990s pointed to a gap between the curricular goals and classroom practices despite the effort to address the educational needs of younger learners (Kırkgöz, Çelik, & Arıkan, 2016). Teachers' being insufficient in interpreting the communicative approach or during the implementation process was found to be problematic. Kırkgöz (2008) reported a two-year case study (2003–2005) on teachers' application of the COC and results revealed that teachers' interpretation and their prior training affected their implementation of the curriculum introduction. The study displayed the necessity of constant teacher training programs and teacher improvement opportunities, especially in the first years of the modification process.

İnceçay (2012) investigated the difficulties English language teachers encountered in state schools and the extent of support they received in the process of employment of the new curriculum developed by the Ministry of National Education in 1997. The semi-structured interviews were held with ten Turkish teachers of English. The results revealed that the new curriculum was the consequence of quick administrative applications, which resulted in inadequately resourced schools and inadequate English teachers. İnceçay pointed out the significance of in-service training programs for the teachers before and during the employment of new educational policies.

The Ministry of National Education (MNE) reformed the 1997 program's purposes, methods, content, and evaluation system in 2004 with the aim of controlling four skills in English language, tolerating other cultures, and being able to speak in English, and in 2005 with an attempt to adjust ELT curriculum with the EU's language teaching standards (Kırkgöz, Çelik, & Arıkan, 2016).

In 2013, Turkish educational system transformed from the 8+4 system to the new 4+4+4 educational model. English instruction was lowered to the second grade

(around 6-6.5 years of age) from the fourth grade (around 8-8.5 years of age). Thus, a new curriculum including the second and third grades was necessary considering the younger learners' needs as well as a revision for grades four through eight to maintain continuity (MNE, 2013). Developing communication and language skills were brought to foreground, and speaking and listening skills were given the first priority in second, third and fourth grades, writing and reading skills being more dominant in higher grades (MNE, 2013).

Since this research was carried out in 2011-2012 academic year, English was a compulsory course in state primary schools starting from fourth to eighth grades at that time. Differing from the other studies in the field, the researcher aimed at including all the grades at primary schools in this particular study. Thus, to find out the motivation levels and perceptions of all primary school students about towards learning EFL in Turkey, this specific study was conducted with all the grades (fourth through eighth) at state primary schools.

CHAPTER III

METHODOLOGY

This chapter provides information with a focus on the nature of the research and how the study was designed methodologically. It specifically covers the information about participants, research objectives, and the research instruments. In addition, the procedure of the implementation phase of the study, the data collection procedure and the method used for data analysis are described.

3.1. Research Design

This descriptive study aimed to introduce the motivation levels and opinions of state school students towards learning EFL by gathering quantitative and qualitative data from the participants. For data collection, a questionnaire and an interview were employed. The design of the present study is a mixed method design, which combines and associates both qualitative and quantitative designs to strengthen the structure of the study and to increase reliability and validity of the results by triangulating different forms of data gathering techniques. Mixed method research collects and analyses both qualitative and quantitative data and integrates them to enrich the study as one data source might be insufficient (Creswell & Plano Clark, 2011).

In this study, a questionnaire with three parts was developed and applied by the researcher to the students from grades fourth to eighth at three different state schools in Mersin in the Academic Year 2011-2012 Spring Semester. In the first part of the questionnaire, participants were asked to provide “Personal Information.” In the second part, there was the “Motivation Scale”. In the third part, there were three open-ended items. The data obtained from the first two parts were analyzed quantitatively, whereas the data from open-ended items were analyzed qualitatively. In order to have more detailed information about students’ motivation towards learning English as a foreign language, semi-structured interviews were held with the participants. Data from both quantitative and qualitative instruments complement each other by offering a wider variety of findings and enhancing the credibility of the study (Bryman, 2006; Creswell & Plano Clark, 2011).

3.2. Participants

The study was conducted at three different state schools in Mersin with a formal permission granted by Mersin Provincial Directorate of National Education (see Appendix E) in the spring semester of academic year 2011-2012. Thus, the schools themselves were assigned by the Ministry of National Education when the researcher got the paperwork done before starting the data collection procedure at state primary schools in Mersin. Out of five schools assigned by the MNE, three different schools were chosen according to their location to represent students' motivation towards learning English in different learning atmospheres. The schools, and in turn the students at these schools, had different characteristic features. Schools A, B, and C were located in the city center, in a remote neighborhood; and in a rural area, respectively. School C did not have enough computers compared to the other two schools. The schools used the curriculum prepared by the Ministry of National Education.

In a scientific research, participants play an important role as McKay (2006) states “in designing a survey, the primary questions the researcher needs to address are what the purpose of the survey is and who will take the survey” (p. 36). The participants of the present study were the students who attended from grades four to eight at state primary schools where English was offered as a compulsory subject in the related curricula. The participants came from 15 different classes. Grade four students had three hours and students from four to eight grades had four hours of English lessons in a week in the academic year 2011-2012.

There were 600 students who participated in the study in total. However, some of the respondents gave inconsistent or double answers to Likert scale items, so their papers were eliminated, reducing the number of participants to 500. Thus, the motivation scale and data from personal information of only 500 students in total (100 students in each grade) were included in the study.

Since it was voluntary to answer open-ended questions, there were 296 students who contributed to the study at that point by writing down their ideas about English lessons. Their distribution across grades is presented in Table 1.

Table 1

The Number of Students Taking part in Open-ended Questions across Grades

Groups	Number
Grade 4	63
Grade 5	45
Grade 6	56
Grade 7	65
Grade 8	67
Total	296

As demonstrated in Table 1, 63 students from grade four, 45 students from grade five, 56 students from grade six, 65 students from grade seven, and 67 students from grade eight, and totally 296 students voluntarily responded to the open-ended question.

As gender difference was also taken into consideration as a variable in this particular study, the distribution of the students according to their gender is given in Table 2.

Table 2

The Gender of Students

Gender	Number
Female	230
Male	243
Total	473

In Table 2, the number of female students who filled out the questionnaire was 230, whereas male students were 243. Finally, 20 of these students took part in the interviews. Table 3 illustrates the distribution of interviewees across grades.

Table 3

The Number of Student Interviewees across Grades

Groups	Number
Grade 4	5
Grade 5	2
Grade 6	6
Grade 7	3
Grade 8	3
Total	20

As it is clear in Table 3, totally 20 students contributed to the interviews: five students were from grade four, two students from grade five, six students from grade six, three students from grade seven, and three students from grade eight.

In the following sections, data collection tools used in the study are presented in detail.

3.3. Data Collection Tools

Two research instruments were used to collect data for this study. The first data collection tool was a questionnaire developed by the researcher which consisted of three parts. In the first part, participants were asked to provide “Personal Information.” In the second part, there was the “Motivation Scale” with 21 three-point Likert-scale questions. Although some items appropriate for the Turkish learning context were adapted from another survey (Dörnyei, Csizer, and Nemeth, 2006), an exploratory factor analysis was conducted as well to have a reliable measurement tool. The aim was to create an instrument that adequately addressed the needs of the Turkish context. In the third part, there were three open-ended items that aimed to get additional information about students’ ideas related to English lessons. Open-ended questions enabled the researcher to have more detailed information about students’ motivation towards learning EFL.

The second data collection tool was semi-structured interviews conducted with the students from grades fourth to eight. The questions of the interviews were developed by the researcher based on the research questions and the items in the questionnaire. After the interview questions prepared, one English language instructor’s thought and two educational experts’ opinions from the Department of Educational Sciences were consulted. The open-ended statements and interviews enabled the researcher to collect in-depth data based on students’ thoughts about English language in general, the reasons for learning English, English classes, English teachers, English exams, and a computer program called ‘Dynamic Education’ (DynEd).

Table 4 summarizes the research questions and corresponding data collection tools.

Table 4

Research Questions and Data Sources

<i>Research Question</i>	<i>Data Collection Tool</i>
1. What are the motivation levels of state school students towards learning EFL in Turkey?	Questionnaire (motivation scale and open-ended items), interview
2. Is there a significant difference in motivation levels of students across grades?	Questionnaire (motivation scale and open-ended items)
3. Is there a significant gender difference among students in terms of their motivation levels?	Questionnaire (personal information)
4. What factors influence students' motivation towards learning EFL?	Questionnaire (open-ended items), interview

As clearly shown in Table 4, four research questions were formulated in this study in order to examine the motivation towards learning EFL at state schools. A questionnaire (see Appendix A) with three parts (personal information, motivation scale, open-ended items) was administered to students to answer the research questions. Then, interviews (see Appendix C) were held to enrich the data.

It should be noted that all students took part in the study voluntarily and they were informed not to write their names on the questionnaire forms. They were not given any time limitation to complete the questionnaire. It is still noteworthy that it took them about 10-15 minutes to complete the questionnaire. Open-ended questions took another 5-10 minutes to complete for volunteers. The researcher was available in each class to support the participants if any question would arise during the administration of the questionnaires. Semi-structured interviews were held with the students after the classes during the break times and took approximately 10 minutes. Only volunteer students took part in interviews. Interviews which were conducted in Turkish (L1) were tape recorded for data analysis.

3.3.1. Student Questionnaire

Hopkins (2002, p. 117) states that “questionnaires that ask specific questions about aspects of the classroom, curriculum or teaching method are a quick and simple way of obtaining broad and rich information from pupils”. According to Hopkins, there are some advantages and disadvantages of questionnaires. They are advantageous in that they are easy to administer, quick to fill in and provide direct comparison of groups and individuals. However, there might be some disadvantages because it is difficult to get questions that explore in depth, and effectiveness might depend on reading ability and comprehension of students. In this particular study, we aimed to minimize the disadvantages by giving enough time to students to answer the questions, offering help during the administration process if questions arise, and encouraging them to feel free while answering the questions by asking them not to write their names on the questionnaires. Furthermore, the researcher was available in each class to support the participants in case of need.

There were three parts on the questionnaire. The first part investigated personal information such as grade and gender of the participants and was helpful in interpreting the results. The second part included motivation scale aimed to explore the motivation levels of students towards learning English and differences in motivation levels across grades. In the third part, the participants were encouraged to write down their ideas or explain their feelings on English and English lessons through three open-ended questions on a voluntary basis to understand factors influencing students’ motivation towards learning EFL.

An open-ended question requires a full answer using the person's own knowledge or feelings. “Open-ended questions have no prepared response choices. This form of question allows respondents to communicate without having to choose from a set of prepared response categories (Royse, 2008, p. 182).” Open-ended questions are truly helpful for the researches in that they provide valuable additional data. Therefore, in this study we gained very important results about the English lessons, teachers, activities, materials and a computer program called DynEd which was not mentioned in the questionnaire. DynEd (Dynamic Education) is a computer based English language learning software that has been used in all state primary schools in Turkey since the 2008-2009 academic years to help students learn English easily on their own.

3.3.1.1. Development Phase of the Motivation Scale

Although many standardized scales developed by other researchers are adopted into Turkish and used in various research studies on motivation, it is still a necessity that we develop a scale that is specific to Turkish state school students to assess the motivation towards learning EFL. The main reason for developing a scale is the fact that many scales adopted into Turkish are suitable only for university students or upper grade levels and not appropriate for young learners because they contain too many questions (50 or 60 items), which may be distracting for young learners. Because motivation begins at earlier grades (Nikolov, 1999, Mihaljević Djigunović, 2015), it was thought essential to develop a measurement tool that aims to assess motivation of young learners at state schools, from grades fourth to eighth at the time of the study.

In developing the *Motivation Scale*, the steps suggested by DeVellis (2003) were followed. Different types of questionnaires were examined in order to develop the questionnaire that would fit the present study. The questionnaire developed by Dörnyei, Csizer, and Nemeth (2006) to be used in Hungarian context was analyzed and the items that would be appropriate for the purpose of this study were chosen taking into consideration the age of the students and the nature of state schools in Turkey. Besides, the researcher added some items that were considered crucial when it comes to motivation towards learning English such as the role of activities, the place of four skills and teacher influence. Thus, the first draft of the motivation scale consisting of 41 items was created. After the scale was created, the researcher carried out informal interviews with two instructors at Mersin University School of Foreign Languages who were also attending at a doctoral program in ELT department to have their opinions about whether each item should be included in the questionnaire or not. Furthermore, the researcher also asked for the opinions of an academician from the Department of English Language Teaching and three educational experts from the Department of Educational Sciences at Mersin University and Çukurova University. In the light of their suggestions, some necessary changes were made to the questionnaire. Thus, experts' review was consulted.

Considering the opinions of the academicians and using the questions of the examined surveys, a new questionnaire was developed by updating the questions. To be more specific, 41 items in the first questionnaire were reduced to 36 items after consulting experts' opinion. The items were originally prepared in English and

translated into Turkish in order to avoid possible misunderstandings. Both versions of the questionnaires were crosschecked by four English instructors to see if there were any unclear items or if there was a problem with translation. As a result, a new questionnaire scale (the Motivation Scale) consisting of 36 five-point Likert-type was developed to be used in the pilot study and the items were pointed from 1 (Strongly disagree) to 5 (Strongly Agree).

3.3.1.2. Pilot Study

The piloting study of the students' questionnaire (the Motivation Scale) was conducted in Turkish to be administered for students from four to eight grades at a state school in the central district of Mersin province, Turkey in the academic year 2011-12. The motivation scale consisting of 36 items was administered to students attending seven different classes at a state school. The piloting lasted 15-20 minutes in each class, and over 200 students (from grades four to eight) participated in the pilot study. The motivation scale of only 187 students out of over 200 has been analyzed because of the reasons such as giving inconsistent or double answers to scale questions.

The researcher was available in each class to observe and support the participants during the administration of the questionnaires. In the process of piloting, the students were asked if there were any confusing or unclear items to make the scale better and more understandable for the main study. Subsequently, to check the questionnaire's validity, a researcher opinion was consulted, and after contacting with the educational expert, the validity and the reliability of the questionnaire was confirmed and that process is explained in detail in the following sections. The validity and the reliability of the questionnaire was calculated using SPSS statistical program version 17.0.

3.3.1.3. Statistical Analysis

To assess the validity and the reliability of the scale, Cronbach Alpha analysis for reliability, experts' review for content validity, and exploratory factor analysis by means of principal components analysis with varimax rotation for construct validity were performed on the data collected. In addition, descriptive statistics, including means, standard deviations and item-total correlations of the items were examined and

t-test was performed to examine the discriminative power of each item. All statistical analysis was carried out using SPSS version 17.0.

3.3.1.3.1. Exploratory Factor Analysis/Construct validity

Factor structure, reliability, and validity are the most important dimensions that should be dealt with in detail when developing a good scale to be used in research (De Vellis, 2003). After conducting the students' questionnaire for piloting, factor analysis was used in this study to find factors among observed variables. We aimed to reduce the number of variables by using factor analysis as the data contains many variables. Factor analysis groups variables with similar characteristics together. Therefore, with factor analysis a small number of factors could be produced from a large number of variables and these (reduced) factors were capable of explaining the observed variance in the larger number of variables and could be used for further analysis (see Chetty & Datt, 2015).

In order to evaluate sampling adequacy to perform a satisfactory factor analysis, the Kaiser-Meyer-Olkin measure of Sampling Adequacy (KMO) and the Bartlett test of Sphericity were examined. The KMO measures the sampling adequacy to determine if the responses given with the sample are adequate. The KMO value is expected to be less than 0.5 for a satisfactory factor analysis to proceed. Bartlett's test is another indication of the strength of the relationship among variables (Chetty & Datt, 2015). A significant result indicates suitability for analysis. Small values (less than 0.05) of the significance level indicate that a factor analysis may be useful with the data.

In this study, the overall KMO statistic and the Bartlett test of Sphericity were applied and the values are presented in Table 5.

Table 5

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.932
Bartlett's Test of Sphericity	Approx. Chi-Square	2119.294
	df	210
	Sig.	.000

In Table 5, Kaiser-Mayer-Olkin score was .93 and Bartlett Sphericity Test score was 2119.294 with respect to the significance levels ($p=.00$). Kaiser (1974)

recommends 0.5 (value for KMO) as barely accepted, values between 0.7-0.8 acceptable, and values above 0.9 are superb. Looking at Table 5, the KMO measure is 0.93, which is superb and therefore strongly accepted. From the same table, we can see that the Bartlett's Test of Sphericity is significant (0.00). That is, significance is less than 0.05. So, the data was adequate to exploratory factor analyses as seen in Table 5 (KMO = .93; Barlett Sphericity Test $\chi^2 = 2119.294$, $df = 210$, $p < .000$).

The next item from the output is the table of communalities (Table 6) which shows how much of the variance in the variables has been accounted for by the extracted factors. A communality is the extent to which an item correlates with all other items. Higher communalities are better. The closer the communality is to 1, the better the variable is explained by the factors. The communality values of the Motivation Scale are presented in Table 6.

Table 6
Communalities

	Initial	Extraction
one	1.000	.719
two	1.000	.742
three	1.000	.529
four	1.000	.406
five	1.000	.548
six	1.000	.556
seven	1.000	.488
ten	1.000	.744
seventeen	1.000	.599
nineteen	1.000	.327
twenty	1.000	.758
twenty-one	1.000	.534
twenty-three	1.000	.552
twenty-four	1.000	.527
twenty-six	1.000	.670
twenty-seven	1.000	.678
twenty-eight	1.000	.545
twenty-nine	1.000	.538
thirty	1.000	.664
thirty-one	1.000	.552
thirty-five	1.000	.540

As seen in Table 6, item “ten” and “two” is accounted for %74 of the variance. All the communalities indicate 50% or more of the variance in each variable which is explained by the combined three components; with two exceptions (item “nineteen” and “four”) which is lower than 50%. In this study, the communality value which is lower than 0.3 is considered for further analysis.

The next item from the output is the figure of the scree plot which graphically displays the components' eigen values against all the factors. The graph is useful for determining how many factors to retain (Chetty and Datt, 2015). The factors with eigen values greater than 1 are considered for retention. Figure 1 below gives the scree plot graph which includes the eigen values and factor numbers.

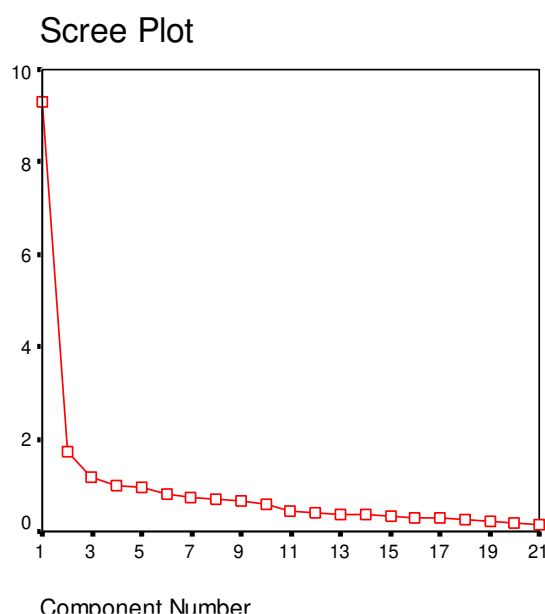


Figure 1. Scree plot

As seen in Figure 1, for the 21-item scale, three factors displayed eigen values above 1.0, explaining 58.18 % variance (Table 7). The scree plot indicated a three factor solution, and these factor solutions were explored, with item performance repeatedly evaluated with removal of items conducted in a step-by-step process. A three-factor solution generated the most comprehensible factor structure and was considered principal. It provided a KMO measure of sampling adequacy of .93 (Table 5) and explained 58.18% of the total variance as seen in Table 7. The final factor analytic solution comprised 21 items.

The next table (Table 7) reports the variance explained by each component as well as the cumulative variance explained by all components. The number of components selected has been determined by the Kaiser Rule. The variance explained with regard to this table is the amount of variance in the total collection of variables/items which is explained by the component(s). Table 7 gives the Total Variance Explained table with percentages and loading values.

Table 7

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.296	44.268	44.268	9.296	44.268	44.268	6.663	31.726	31.726
2	1.744	8.306	52.574	1.744	8.306	52.574	3.268	15.563	47.289
3	1.177	5.604	58.178	1.177	5.604	58.178	2.287	10.889	58.178
4	1.008	4.801	62.979						
5	.942	4.486	67.465						
6	.814	3.877	71.342						
7	.743	3.538	74.881						
8	.708	3.372	78.252						
9	.646	3.078	81.330						
10	.583	2.778	84.108						
11	.451	2.148	86.256						
12	.420	2.001	88.257						
13	.380	1.809	90.066						
14	.364	1.735	91.801						
15	.331	1.575	93.377						
16	.298	1.417	94.794						
17	.283	1.347	96.141						
18	.247	1.178	97.319						
19	.225	1.071	98.390						
20	.187	.890	99.280						
21	.151	.720	100.000						

Extraction Method: Principal Component Analysis.

Looking at Table 7, it is inferred that the three right-most columns of Total Variance Explained contain the most important information on this table. Three factors

(components) have been saved. That is, the analysis assumes that the 21 original variables can be reduced to three underlying factors. The three components explain 58% of the variance in the data. That is, when it is assumed that there are three components, we can predict 58% of the information in all the 21 variables. The first component explains 32% of the variance, the second component explains 16% of the variance, and the third component explains 11% of the variance in the items; specifically, in the items' variance-covariance matrix. To sum up, 58.178 % of the variance in our items was explained by the three extracted components.

The Rotated Component Matrix displays the loadings for each item on each rotated component, again clearly showing which items make up each component. That is; it contains estimates of the correlations between each of the variables and the estimated components. "The idea of rotation is to reduce the number factors on which the variables under investigation have high loadings. Rotation does not actually change anything but makes the interpretation of the analysis easier (Chetty and Datt, 2015)."

Table 8 gives the factor loading values in the rotated component matrix including items, factors and cronbach alpha values as well.

Table 8

Motivation Scale Items in terms of Three Factors

Factors	Items	Factor Loading Values	Cronbach Alpha
Attitudes	10: I want to learn English because I like it.	.809	.94
	1: I like English.	.806	
	20: English is one of my favorite lessons.	.793	
	2: I like studying English.	.775	
	31: Learning English is difficult for me.	.731	
	29: Doing exercises in the workbook is easy for me.	.708	
	3: Learning English is easy for me this year.	.690	
	27: I like taking tests in English.	.686	
	26: I like learning new words in English	.663	
	23: I like reading activities in my course book.	.604	
	21: I would like to have more English lessons to learn English better.	.600	
	35: When I have a problem understanding something in English class. I immediately ask the teacher for help.	.586	
	24: I like speaking activities in my course book.	.550	
Learning Environment	30: I like English lesson because I like my English teacher.	.764	.71
	17: My English teacher encourages me to learn English.	.737	
	28: I enjoy the English course book we are using.	.625	
	19: My friends encourage me to learn English.	.512	
Instrumentality	6: Knowing English would help me get a good job.	.738	.64
	5: English is important in the world these days.	.727	
	7: Knowing English would help me to speak to tourists.	.688	
	4: Knowing English would help me to become a more knowledgeable person.	.600	

In Table 8, it is clear that the 21 original variables were reduced to three underlying factors. The first component (Factor 1) is called *Attitudes* and includes 13 items (10, 1, 20, 2, 31, 29, 3, 27, 26, 23, 21, 35 and 24). Some of the items that took place on this factor are “I like studying English”, “I like reading activities in my course book”, “When I have a problem understanding something in English class, I immediately ask the teacher for help”, “Doing exercises in the workbook is easy for me”, “Learning English is easy for me this year”. Factor loading values of 13 items range between .55 and .81 for Factor 1 and Cronbach Alpha for Attitudes factor is .94.

The second component (Factor 2) in Table 8 is called *Learning Environment* and includes items 30, 17, 28, and 19. The items “I like English lesson because I like my English teacher”, “My English teacher encourages me to learn English”, “I enjoy the English course book we are using” and “My friends encourage me to learn English” are substantially loaded on this component (Factor 2). Factor loading values of four items range between .51 and .76 and Cronbach Alpha for learning environment factor is .71.

The third component (Factor 3) in Table 8 is called *Instrumentality* and includes items 6, 5, 7, and 4. The items “Knowing English would help me get a good job”, “English is important in the world these days”, “Knowing English would help me to speak to tourists”, “Knowing English would help me to become a more knowledgeable person” are substantially loaded on this component (Factor 3). Factor loading values of four items range between .60 and .74 and Cronbach Alpha is .64 for Instrumentality factor.

As it is clear in Table 8, factor solution resulted in 21 items and three factors; namely *Attitudes*, *Learning Environment* and *Instrumentality*. These factors will be used as variables for further analysis. Cronbach Alpha internal consistency coefficients were .94, .71 and .64 respectively. The three-factor solution accounted for 58.18 % of the total variance (Table 7). Considering Table 8 above, we can conclude that “The Motivation Scale” improved by the researcher have three dimensions:

Attitudes: Attitudes factor has loadings from items related to students’ emotions and feelings towards English lesson. Positive emotions are to enjoy English and English lesson, be willing to attend it, to enjoy the activities and having a good time during the lesson, on the other hand, negative emotions are having difficulties in learning or understanding it etc.

Learning Environment: This factor has loadings from items related to English language in the students' immediate learning environment, like the school context and encouragement from friends and English teacher.

Instrumentality: This factor includes some thoughts of the students about the necessity and vitality of English and its usage in their professional life and in the future.

Briefly, principal axis factoring was undertaken to explore latent constructs and to assess the dimensionality of the Motivation Scale. Prior to conducting this analysis, tests of the suitability of the data were conducted, the overall KMO statistic was 0.93, and Bartlett's Test of Sphericity was significant ($p < 0.000$) (Table 5). Items with the lowest individual KMO statistic were considered for dropping from the analysis, with judgments additionally made on the basis of the magnitudes of communalities and factor loadings derived from factor analyses. 15 items were removed from the initial 36-item scale, on the basis of low communalities (< 0.2), low individual measures of sampling adequacy (< 0.7), and low factor loadings (< 0.5), together with judgments about the interpretability and theoretical clarity within emerging factor structures.

3.3.1.3.2. Reliability Statistics / Internal consistency

Exploratory factor analysis is usually performed to understand whether a given set of items forms a consistent factor or several factors. When it is decided to be likely, it is important to evaluate how well those constructs are measured. Osborne (2014) notes that to fully evaluate an instrument, we should evaluate whether the factors or scales that we derive from the exploratory factor analysis are reliable, confirmed in a new sample, and stable across multiple groups. Therefore, Cronbach Alpha analysis is conducted in this particular study to assess the reliability of the Motivation Scale.

Cronbach's alpha is one of the most widely-reported statistics relating to scale reliability (internal consistency) in the social sciences (Osborne, 2014, Büyüköztürk, 2010). In this study, we conducted Cronbach's alpha analysis within SPSS to measure the internal consistency (reliability of the measuring instrument; the motivation scale). It is most commonly used when the questionnaire is developed using multiple likert scale statements and therefore to determine if the scale is reliable or not. Reliability of 0.6 or higher is required for the pilot study before using that instrument to continue with the research. The acceptable reliability value is 0.6. Therefore if your questionnaire's

reliability result is more than .6 then your questionnaire is considered reliable (Chetty & Datt, 2015).

In this particular study, internal consistency was assessed by Cronbach's alpha values, conducted for the total scale (Table 9) and for the subscales that emerged from the factor analysis.

Table 9

Statistical Results for Reliability Coefficients (Cronbach Alpha Value)

Factors	Alpha	Number of Cases	Number of Items
1	.94	18	13
2	.71	19	4
3	.64	19	4

Table 9 displays some of the results obtained from Cronbach's alpha analysis. As the results show, overall alpha for Factor 1 (Attitudes) is .94 which is very high and indicates strong internal consistency among the 13 items. Fundamentally; this means that students who tended to select low scores for one item also tended to select low scores for the others. Likewise, students who selected high scores for one item tended to select high scores for the other items. The results also indicate that reliability coefficient for Factor 2 (Learning Environment) is .71 which reflects high reliability of the measuring instrument and it indicates high level of internal consistency with respect to the specific sample (among the four items) and for Factor 3 (Instrumentality) is .64 related to the four items.

One of the outputs from the analysis is a table of descriptive statistics for all the variables under investigation. The mean, standard deviation and number of respondents who participated in the survey are given. The results of Cronbach Alpha reliability analysis of each item for Factor 1 (Attitudes) are presented in detail in Table 10.

Table 10

Cronbach Alpha Reliability Analysis for Attitudes Factor

Number	Items	Mean	St. Dev	Cases
1.	twenty	2.1732	.8334	179.0
2.	two	2.3352	.7566	179.0
3.	ten	2.4134	.7087	179.0
4.	one	2.4749	.6977	179.0
5.	twenty-six	2.5754	.7179	179.0
6.	twenty-seven	2.3575	.8180	179.0
7.	twenty-one	2.1899	.8195	179.0
8.	twenty-three	2.2682	.8384	179.0
9.	thirty-one	2.2402	.8026	179.0
10.	thirty-five	2.2235	.7970	179.0
11.	twenty-four	2.3631	.8326	179.0
12.	three	2.2067	.7319	179.0
13.	twenty-nine	2.2123	.7859	179.0

In table 10, when we consider the mean and standard deviation related to 13 items, we can conclude that item ‘twenty-six’ namely ‘I like learning new words in English.’ is the most important variable that has the highest mean of 2.58. The mean of other 12 items is also over 2.000.

The results of cronbach alpha reliability analysis of each item for Factor 2 (Learning Environment) are presented in Table 11. The mean, standard deviation, and valid number (number of cases) for each variable are presented in detail.

Table 11

Cronbach Alpha Reliability Analysis for Learning Environment Factor

Number	Items	Mean	St. Dev	Cases
1.	seventeen	2.2727	.8522	187.0
2.	nineteen	1.8449	.8440	187.0
3.	twenty-eight	2.2193	.8425	187.0
4.	thirty	2.3155	.8500	187.0

Table 11 displays some of the results obtained from Cronbach's alpha analysis. As seen in Table 11, considering the mean and standard deviation related to four items, item ‘thirty’ namely (I like English lesson because I like my English teacher.)’ has the highest mean of 2.32.

The results of cronbach alpha reliability analysis of each item for Factor 3 (Instrumentality) are presented in Table 12.

Table 12

Cronbach Alpha Reliability Analysis for Instrumentality Factor

Number	Class	Mean	St. Dev	Cases
1.	four	2.7514	.5345	185.0
2.	five	2.7405	.5689	185.0
3.	six	2.7568	.5519	185.0
4.	seven	2.9081	.3078	185.0

As seen in Table 12, looking at the mean related to four items, item ‘seven’ namely “Knowing English would help me to speak to tourists.” has the highest mean of 2.91. The mean of other three items is also over 2.700.

From the analysis above (Table 10, 11, 12), it appears that all 21 items indicating three factors designed to measure the scale on motivation towards learning English work well and contribute to overall reliability of Motivation Scale, so all were retained.

3.3.1.3.3. Convergent Validity

Convergent validity was assessed performing item-scale correlations corrected for overlaps. Correlations were calculated using Pearson’s product moment correlation coefficient, and acceptable corrected item-total correlations were those ≥ 0.3 .

Table 13, 14, and 15 below show the results of item-total statistics for Factor 1, 2, 3 respectively. Table 13 presents the results of item-total statistics for Factor 1 (*Attitudes*) including the "Corrected Item-Total Correlation" and “Alpha if Item Deleted” analysis for each of the items in the scale.

Table 13

Statistical Results of Reliability Analysis for Attitudes Factor

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
twenty	27.8603	50.4804	.8324	.9343
two	27.6983	51.4703	.8281	.9347
ten	27.6201	52.1021	.8238	.9352
one	27.5587	52.5850	.7868	.9363
twenty-six	27.4581	52.5530	.7652	.9368
twenty-seven	27.6760	51.1978	.7829	.9360
twenty-one	27.8436	52.4248	.6687	.9396
twenty-three	27.7654	51.9671	.6918	.9390
thirty-one	27.7933	52.7716	.6532	.9401
thirty-five	27.8101	52.5817	.6762	.9393
twenty-four	27.6704	52.3683	.6615	.9399
three	27.8268	53.6159	.6420	.9402
twenty-nine	27.8212	53.1813	.6311	.9407

‘Corrected Item-Total Correlation’ column displays the correlation between an item and the sum score of the other items. For example, the correlation between item ‘twenty’ and the sum of other items is $r = .8324$ in Table 13 for Factor 1 (Attitudes). It means that there is a strong, positive correlation between the scores on the one item ‘twenty’ and the combined score of the other items. This is a way to assess how well one item's score is internally consistent with composite scores from all other items that remain. If this correlation is weak, De Vaus (2014) suggests anything less than .30 is a weak correlation for item-analysis purposes, then that item should be removed and not used to form a composite score for the variable in question. As seen in Table 13, item-total correlation values for Factor 1 (Attitudes) range between .63 and .83.

‘Cronbach's Alpha if item Deleted’ column displays Cronbach's alpha that would result if a given item were deleted. Like the item-total correlation presented in Table 13, this column of information is valuable for determining which items from among a set of items contributes to the total alpha. The value presented in this column represents the alpha value if the given item were not included. For example, in Table 13 for the item ‘two’, the Cronbach's alpha if item ‘two’ was deleted would drop from the overall total of .94 (Table 9) to .93 (Table 13). Since alpha would drop with the removal of item ‘two’ and the other items as well, all the items for Factor 1 (Attitudes) appear to be useful and contribute to the overall reliability of the scale.

Table 14 presents the results of item-total statistics for Factor 2 (*Learning Environment*) including the "Corrected Item-Total Correlation" and "Alpha if Item Deleted" analysis for each of the items in the scale.

Table 14

Statistical Results of Reliability Analysis for Learning Environment Factor

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
seventeen	6.3797	3.5379	.5757	.5907
nineteen	6.8075	4.1993	.3463	.7290
twenty-eight	6.4332	3.8060	.4849	.6482
thirty	6.3369	3.5472	.5747	.5915

As seen in table 14, item-total correlation values for Factor 2 (*Learning Environment*) range between .35 and .58 which shows that there is a strong, positive correlation between the scores on the one item and the combined score of the other items.

In table 14, for the item 'seventeen', the Cronbach's alpha if item was deleted would drop from the overall total of .71 to .59. For the item 'twenty-eight' the Cronbach's alpha would drop to .64 and for the item 'thirty' it would drop to .59. Since alpha would drop with the removal of item 'seventeen', 'twenty-eight' and 'thirty', these items appear to be useful and contribute to the overall reliability of the scale. Item 'nineteen', however is less certain. Cronbach's alpha would increase from .71 to .73 if item 'nineteen' were deleted or not used for computing an overall score. However, this item was not removed from the Motivation Scale for two reasons. First alpha does not increase by a large degree from deleting item 'nineteen'. Second, item 'nineteen' still correlates well with the composite score from items 'seventeen', 'twenty-eight' and 'thirty' (the item-total correlation for item 'nineteen' is .35). Since deletion of item 'nineteen' results in little change, and since it correlates well with the composite of the other items, there is no statistical reason to drop item 'nineteen'.

Table 15 presents the results of item-total statistics for Factor 3 (*Instrumentality*) including the "Corrected Item-Total Correlation" and "Alpha if Item Deleted" analysis for each of the items in the scale.

Table 15

Statistical Results of Reliability Analysis for Instrumentality Factor

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
four	8.4054	1.2206	.3741	.6115
five	8.4162	1.0813	.4592	.5496
six	8.4000	1.0783	.4931	.5206
seven	8.2486	1.5248	.4322	.6009

As it is clear in Table 15, item-total correlation values for Factor 3 (Instrumentality) range between .37 and .49 which shows that there is a positive correlation between the scores on the one item and the combined score of the other items.

In table 15, for item ‘six’, the Cronbach's alpha if item ‘six’ was deleted would drop from the overall total of .64 to .52. Since alpha would drop with the removal of item ‘four’, ‘five’, ‘six’, and ‘seven’, these items appear to be useful and contribute to the overall reliability of the scale.

After conducting statistical analyses for reliability and validity of the Motivation Scale, the researcher made the necessary changes and created the last form of the questionnaire. The developed questionnaire consisted of three main sections. The first part consisted of personal information such as gender and class (close-ended questions). The second part was the Motivation Scale which consisted of 21 Likert scale items investigating participants’ motivation towards learning English as a foreign language. Finally, the third part involved three open-ended items to get extra information which were not mentioned in the motivation scale by asking the questions (i) Do you like English? Please state the reasons. (ii) Do you want to learn English? Please state the reasons. (iii) Apart from these, is there anything else that you would like to add? Please specify.

As the last point, it should be noted that in the pilot study, the five levels of Likert scale ranging from “strongly disagree” to “strongly agree” were used for the Motivation Scale. However, during the pilot study, it was observed that participants’ especially fourth and fifth graders found five-point Likert scales confusing. Thus, in the main study the three levels of scale ranging from “agree” “partly agree” to “disagree”

were used as the five levels of Likert scale was too complicated for primary and secondary school students.

Results of the statistical analyses for reliability and validity of the Motivation Scale provided hard evidence for the scale's suitability for use. In line with the explanations of some statisticians (Büyüköztürk, 2005, p.125; Sheskin, 2004; Tabachnick & Fidell, 2001), considering the results of the analyses, it can be said that the Motivation Scale is a reliable and valid tool in finding out the general perspective of state school students in Turkey about motivation towards learning English as a foreign language. Results show that the Motivation Scale has a stable structure that is suitable to use in similar studies at primary and secondary school level.

3.3.2. Interviews

In our study, interview was used as a data collection tool in addition to the questionnaire to increase the reliability and enrich the data elicited from the students. The questions of the interviews were developed by the researcher based on the research questions and the items in the questionnaire. Two educational experts' from the Department of Educational Sciences and one English language instructor's opinion was consulted while preparing the interview questions.

The researcher aimed to complement the quantitative data deriving from the questionnaires by employing an interview. As Brown (2001, p. 78) suggests, "the flexibility of interviews allows the interviewer to explore new avenues of opinion in ways that a questionnaire does not; thus, interviews seem better suited to exploratory tasks". McKay (2006, p.51) also lists several purposes of interviews stating that "like surveys, the questions included in an interview [...] can be designed to find out more about teachers' and learners' *opinions and attitudes* about various aspects of language learning, such as their feelings about the use of particular classroom activities or the content of classroom materials".

In a similar vein, Walker and Adelman (1990) propose the following guidelines for effective interviewing (cited in Hopkins, 2002, p. 110):

1. Be a sympathetic, interested and attentive listener" by showing that you esteem and recognize the significance of the person's opinion.

2. Be neutral with respect to the subject matter.” Be careful not to declare your opinions or emotions with respect to the subject or answers.
3. Even if you feel tense or hasty, try not to show it.
4. Make the participants feel comfortable by indicating that there is no one correct answer and their ideas are important to the study.
5. Especially, be careful about to “phrase questions similarly each time,” keep the interview questions in hand and try to rephrase the question if it is not clear for the participant.

Observing the above-mentioned tenets of effective interviewing, the researcher carried out semi-structured interviews with twenty students from three different state schools. The interviews were held with 20 volunteer students from grades fourth to eighth during the breaks whereby the researcher tried to create an environment where the students could feel free to talk.

Semi-structured interviews were preferred in this study since they enable the interviewees to talk more freely and allow more interaction between the researcher and interviewees. Besides, the questions for the interviews were organized in a way that could make it possible for the students to present their ideas in more detail and clearly than the questionnaires. Ten questions were prepared by taking into consideration the research questions and the questionnaire items in the motivation scale (see Appendices C and D). Interview questions were prepared in English and were translated into Turkish as the students might have difficulty in understanding the questions in English. Thus, the students were interviewed in Turkish since expressing themselves in English would be more difficult. It would make the participants feel freer and more secure to talk in their mother tongue.

Looking at the components of the interview, the first three questions aimed at finding the interviewees’ opinions on English and their reasons for learning English through such questions as (i) “Do you like English? Why? / Why not?”, (ii) “Do you want to continue learning English? Why? / Why not?” and (iii) “Do you believe that English will help you in your school life/ for your future career? / How?” The next two questions were about the use of English in students’ environment, their feelings about speaking and hearing English, and the support they had while learning English: (i) “Do you meet an environment where English is used? If yes, how do you feel when you speak/ hear English?” (ii) “Are there people around you who support/ encourage you

while learning English? If yes, who and how?”. The subsequent three questions attempted to elicit participants’ opinions on the importance and the use of English language skills and the use of activities in the classroom. The sixth question was “While learning English, what activities attract you most?” and the seventh question was “What kind of activities do you use in the classroom?” Do you want to do different activities? If yes, what kind of activities?”. The next question inquired about the loss of interest in the classroom and the things that decreases their motivation. The students answered the eighth question “While learning English, what decreases your motivation?” and the ninth question “Do you think English will be a part of your life in the future? If yes, how?” The last question aimed to elicit further comments, if any (see Appendice C).

3.4. Data Collection Procedure

In this study, a questionnaire including personal information, the motivation scale and open-ended questions were administered to the students who studied English as a compulsory course at state schools. Over 500 questionnaires were distributed to the students by the researcher in the Academic Year 2011-12 Spring Semester. The participants were kindly requested to contribute to the open-ended questions part at the end of the questionnaire, and 296 students out of 500 from fourth to eight grades voluntarily contributed in that part.

Finally, interviews were conducted generally in an empty classroom during the break time with 20 volunteer students from grades fourth to eight. Their responses were audio-recorded, and some notes were taken during the interviews. Besides, all participants were asked the same set of questions prepared previously by the researcher and were encouraged to make further comments if they had any in addition to their responses to the existing questions.

The questionnaires were collected by the researcher during the class hours with a formal permission from the MNE, school administration and the teachers. It took students 5-10 minutes to fill the personal information part and the motivation scale. Only volunteer students contributed to the open-ended questions part after filling out the motivation scale and took another 5-10 minutes to finish it. The interviews were conducted after class hours with volunteer students and took approximately 10 minutes to complete.

3.5. Data Analysis

In the questionnaire, students were asked to rate the items in the motivation scale on the basis of a three-item Likert scale. The data gathered from the personal information and the motivation scale were analyzed quantitatively and interpreted by using certain statistical methods. In this sense, SPSS, a Statistical Program for Social Sciences was applied on to report students' opinions in numerical data. SPSS 17.0 for windows was used to compute frequencies and percentages and 0.05 was taken as a criterion for considering the results as significant.

In the analysis of the motivation scale, one-way-ANOVA (post hoc LSD and Scheffe test) was used to calculate and analyze means and standard deviations for the Likert-scale items and to indicate the significant differences. Descriptive analysis of SPSS was used to calculate means and standard deviations of each item of the motivation scale. The t-test was conducted to find out whether there was a significant gender difference among the state school students in terms of motivation towards learning English.

The responses to open-ended statements and interviews were analyzed qualitatively. The interviews which were conducted in Turkish were tape-recorded, and then transcribed and translated into English for data analysis. Not only the transcriptions of the interviews but also the responses of the students in open-ended questionnaires were analyzed for key words and recurring themes. To do this, one of the most common methods used in qualitative research, thematic content analysis, was applied with the purpose of finding common patterns across the data (Boyatzis, 1998; Patton, 2002). Firstly, the researcher read the whole data to be familiar with and then read again in detail to code the students' statements. Secondly, the researcher searched for themes to broaden the patterns of meaning, and reviewed themes to ensure they fit the data best. Lastly, themes defined and named, and some quotes from the interviewees and open-ended statements were given for illustration. After the researcher categorized the interview data, another researcher familiar with content analysis independently analyzed the data and then results were compared. The interrater reliability was found to be 88.35%.

CHAPTER IV

RESULT

This study intended to find out the motivation levels and perceptions of state school students towards learning EFL in Turkey. In this section, we aim to present the analysis and the results of the questionnaires and interviews. The organization of the chapter is based on the research questions, and hence the data will be presented following the order of the research questions.

4.1. Analysis of the Questionnaire

In this section, findings and interpretations obtained from the “Personal Information Part”, answers given to “Motivation Scale” items, and open-ended responses were analyzed and presented in detail. This section consists of three sub-parts aiming to answer the first (the motivation levels of state school students towards learning EFL in Turkey), the second (whether there was a significant difference in motivation levels of students across grades) and the third research question (whether there was a significant gender difference among students in terms of their motivation levels) of the study. The students’ attitudes to English and their motivation towards learning EFL were discussed in terms of attitudes, learning environment and instrumentality factors.

4.1.1. Frequency Analysis of the Motivation Scale: Motivation Levels of the Students towards Learning English

In order to answer the first research question of the study, the motivation levels of state school students towards learning EFL in Turkey, frequency analysis was conducted. Frequency analysis is a descriptive statistical method that shows the number of occurrences of each response chosen by the respondents. When using it, SPSS Statistics calculate the mean, median and mode to help users analyze the results and draw conclusions.

The questionnaire contained questions concerning factor 1 “attitudes”, factor 2 “learning environment” and factor 3 “instrumentality”. The students’ motivation levels have been discussed in terms of these three factors.

Table 16 shows the frequency results of students' motivation levels towards learning EFL concerning "attitudes" factor including the mean and standard deviation values as well.

Table 16

Frequency Analysis of Attitudes Factor

Factor1	Disagree		Partly agree		Agree		$\bar{X}$	S
	f	%	F	%	f	%		
item1	69	13.8	174	34.8	257	51.4	2.38	.72
item2	86	17.2	218	43.6	194	38.8	2.22	.72
item3	109	21.8	238	47.6	151	30.2	2.08	.72
item8	139	27.8	218	43.6	142	28.4	2.01	.75
item10	43	8.6	144	28.8	312	62.4	2.60	1.51
item11	120	24.0	202	40.4	175	35.0	2.11	.76
item12	170	34.0	176	35.2	151	30.2	1.96	.80
item13	117	23.4	182	36.4	200	40.0	2.17	.78
item14	93	18.6	176	35.2	226	45.2	2.27	.76
item16	133	26.6	212	42.4	154	30.8	1.96	.76
item17	104	20.8	232	46.4	158	31.6	2.11	.72
item18	67	13.4	165	33.0	265	53.0	2.44	1.13
item19	98	19.6	153	30.6	247	49.4	2.36	1.58

As seen in Table 16, most of the students (51,4 %) had positive attitudes concerning item 1. That is, they agreed on the item 'I like English'. While 34, 8 % of them partly agreed, 13, 8 % confirmed negative ideas for the related item.

For Item 2 (I like studying English.), in the light of the figures above, students declared that they partly agree with a percentage of 43, 6 % and agreed with a percentage of 38, 8 %. However, some students declared negative opinions with a percentage of 17, 2 %.

In Table 16, in relation to Item 3 (Learning English is easy for me this year.), 47,6 % of the students stated that they partly agreed on that issue and 30,2 % of them gave positive reactions by choosing 'I agree'. 21, 8 % of the students had negative opinions towards this item.

The findings related to Item 8 revealed that 218 (43, 6 %) of the students partly agreed on the statement that English was one of their favorite lessons. 142 (28, 4 %) of them supported this item by choosing '*I agree*'. On the other hand, 139 of them (27, 8 %) expressed negative ideas for the related item.

In Table 16, with regard to Item 10, most of the students (62, 4 %) agreed that they liked learning new words in English. 28, 8 % of them declared that they partly agreed on that issue. On the other hand, only 8, 6% of them had negative opinions for the related item.

Concerning Item 11 (I like taking tests in English.), 40, 4 % of the students stated that they partly agreed and 35, 0 % of them agreed upon this item. On the contrary, 24, 0 % of the students declared their opinions as negative.

For Item 12 (I would like to have more English lessons to learn English better), while 35, 2 % of the students stated that they partly agreed, 34, 0 % of them declared that they did not agree on that issue. 30, 2 % of the students declared positive opinions by saying '*I agree*'.

The findings related to Item 13 revealed that 40, 0 % of the students liked reading parts in their course book and 36, 4 % of them partly agreed on that issue. On the other hand, 23, 4 % of the students declared negative opinions by choosing '*I don't agree*'.

In the light of the values given for Item 14, most students (45,2 %) of the students gave their opinion as '*I agree*' and stated that they liked speaking activities in their course book. 35, 2% stated their opinion as '*I partly agree*' and only 18, 6 % of the respondents had negative opinions for the related item.

When it comes to Item 16 (Learning English is difficult for me.), most of the students (42, 4 %) partly agreed; some (30,8 %) stated that they agreed; and the others (26,6 %) did not agree with the given statement.

For Item 17 (Doing exercises in the workbook is easy for me.), while most of the students (46,4 %) partly agreed, and some (31,6 %) agreed with the item, only 20,8 % of the participants did not find doing exercises in the workbook easy.

As regard to Item 18, in Table 16, most of the students (53,0 %) agreed that when they had a problem understanding something in English class, they immediately asked the teacher for clarification. While 33,0 % of the respondents partly agreed, only 13,4 % of the respondents had negative opinions for the related item.

Concerning Item 19, most of the students (49,4 %) stated that they wanted to learn English because they liked it. 30,6 % of them partly agreed and only 19,6 % of the respondents had negative opinions for the related item.

In conclusion, looking at Table 16, the general perspective of state school students in Turkey about motivation towards learning EFL was positive. The items related to Attitudes factor revealed that the vast majority of the students had high motivation and positive attitudes towards learning English. It could be concluded that (i) students enjoyed English and English lessons in general, (ii) they liked the activities in their book, (iii) they had a good time during the English lessons, and (iv) they were willing to attend the lessons.

Table 17 shows the frequency results of students' motivation levels towards learning EFL concerning factor 2 "learning environment" in the study including the mean and standard deviation values as well.

Table 17

Frequency Analysis of Learning Environment Factor

Factor2	Disagree		Partly agree		Agree		$\bar{X}$	S
	f	%	F	%	F	%		
item9	97	19.4	214	42.8	186	37.2	2.18	.73
item15	74	14.8	139	27.8	284	56.8	2.42	.74
item20	96	19.2	143	28.6	261	52.2	2.33	.78
item21	229	45.8	163	32.6	108	21.6	1.76	.79

As seen in Table 17, concerning item 9, the results showed that 42,8 % of the students partly agreed and 37,2 % agreed that they enjoyed the English course book they were using. On the other hand, 19,4 % of the respondents had negative opinions for the related item.

For item 15, in the light of the figures above, students confirmed that they agreed (56,8 %) and partly agreed (27,8 %) that they liked English lesson because they liked their English teacher. However, some students declared negative opinions with a percentage of 14,8 %.

Regarding item 20, the rate of the participants who agreed that their English teacher encouraged them to learn English was higher than those who partly agreed with

the same item (52,2 % and 28,6 % respectively). On the other hand, 19,2 % of the respondents had negative opinions for the related item.

The findings related to item 21 revealed that 45,8 % of the students had negative attitudes concerning this item. That is, they did not agree on the item ‘My friends encourage me to learn English.’. While 32,6 % of them partly agreed, 21,6 % confirmed positive ideas by choosing ‘I agree’.

In conclusion, looking at Table 17, the items related to learning environment factor revealed that most of the students at state schools enjoyed their English teacher and the course book they were using. Besides, they believed that their friends did not encourage them to learn English as much as their English teachers did.

Table 18 shows the frequency results of students’ motivation levels towards learning EFL concerning factor 3 “instrumentality” in the study including the mean and standard deviation values as well.

Table 18

Frequency Analysis of Instrumentality Factor

Factor3	Disagree		Partly agree		Agree		X	S
	f	%	f	%	F	%		
item4	34	6.8	103	20.6	357	71.4	2.72	1.49
item5	38	7.6	113	22.6	348	69.6	2.62	.62
item6	51	10.2	94	18.8	355	71.0	2.61	.67
item7	20	4.0	31	6.2	448	89.6	2.86	.45

In Table 18, in accordance with item 4, most of the students (71,4 %) believed that knowing English would help them to become a more knowledgeable person. While 20,6% of the students partly agreed, only 6,8 % had affirmative opinions related to this item.

As for the responses given for item 5, the majority of the participants either agreed or partly agreed that English is important in the world these days (69,6% and 22,6 % respectively). According to the results, only 7,6 % of the students had negative ideas regarding this issue.

In Table 18, the findings related to item 6 showed that most of the students (71,0 % for agree, 18,8 % for partly agree) believed that knowing English would help them get a good job. 10,2 % of the respondents had negative opinions for the related item.

The findings related to Item 7 revealed that 89,6 % of the students stated that knowing English would help them to speak to tourists. Only 6,2 % partly agreed and 4,0 % of them disagreed with this idea.

In conclusion, looking at Table 18, the items related to instrumentality factor revealed the fact that the vast majority of the students at state schools were aware of the importance of English in the world, in their professional life and in their future prospects, in general.

As clearly seen in Table 16, 17, and 18; when the general perspective of state school students in Turkey is taken into account, we can conclude that the vast majority of the students had high motivation and positive attitudes towards learning EFL concerning attitudes, learning environment and instrumentality factors.

4.1.2. Motivation Levels of the Students across Grades

The second research question of the study aimed to investigate whether there was a significant difference in motivation levels of the students across grades. The purpose was to see the differences between the grades concerning three factors (factor 1 “attitudes”, factor 2 “learning environment” and factor 3 “instrumentality”).

The descriptive table (Table 19) related to factor 1 “attitudes” provides information about the number of the students, the mean and standard deviation for grades four, five, six, seven and eight separately.

Table 19

Descriptive Values of Attitudes Factor by Grades

GRADE	N	X	S
4	95	29.74	6.85
5	94	29.85	7.10
6	93	29.92	5.19
7	94	28.00	5.79
8	97	25.93	5.99

Looking at Table 19, it is clear that sixth ($M = 29.92$, $SD = 5.19$) graders had the most positive attitude score of all grades in terms of attitudes factor. While the second most positive attitude score belonged to fifth grade students ($M = 29.85$, $SD = 7.10$), fourth grades took the third place ($M = 29.74$, $SD = 6.85$). Seventh grade students ($M = 28$, $SD = 5.79$) had less positive attitudes compared to grades fourth, fifth, and sixth. The most negative attitude score belonged to eighth grade students ($M = 25.93$, $SD = 5.99$). That is, fourth, fifth, sixth and seventh grade students had more positive attitudes to learning EFL considering attitudes factor than eighth grade students.

The results of the one way Anova test was conducted to find out whether there was a significant difference among the grades fourth to eighth related to attitudes factor (Table 20). The participants were divided into five groups according to their grades, and a one-way between groups analysis of variance was done to explore the impact of grades on motivation towards learning English.

Table 20

One-Way Anova Results of Attitudes Factor by Grades

Source of Variance	Sum of Squares	df	Mean Square	F	P	Scheffe
Between Groups	1157.246	4	289.311	7.468	.000*	4>8
Within Groups	18129.304	468	38.738			5>8
Total	19286.550	472				6>8

* $p < .05$

Table 20 shows that there is a statistically significant difference among the grades fourth to eighth concerning attitudes factor, $F(4, 468) = 7.468$, $p < 0.05$. In other words, motivation towards learning English concerning attitudes factor changed according to the grades. For that reason, one of the Post hoc tests, Scheffe's test, was used to indicate which values were significantly different and to find out among which grades motivation changed. As a result, significant differences among the classes were found. In accordance with the descriptive results in Table 19 and the results of Scheffe's test in Table 20, the motivation level concerning attitudes factor of the grades fourth ($M = 29.74$, $SD = 6.85$), fifth ($M = 29.85$, $SD = 7.10$) and sixth ($M = 29.92$, $SD = 5.19$) are found higher than the grade eighth ($M = 25.93$, $SD = 5.99$).

In conclusion, looking at Table 19 and 20, the items related to attitudes factor revealed that state school students at fourth, fifth, sixth and seventh grades had more positive attitudes towards learning EFL than eighth grades. We can suggest that students at fourth, fifth, sixth and seventh grades enjoyed the English lessons more, they liked the activities in their book more, they had a good time during the English lessons more, and they were more willing to attend the lessons than eighth grades.

Table 21 shows the number of the students, the mean and standard deviation for each separate grade related to factor 2 “learning environment”.

Table 21

Descriptive Values of Learning Environment Factor by Grades

GRADE	N	$\bar{X}$	S
4	100	8.94	2.15
5	96	8.96	2.22
6	99	8.95	1.96
7	99	8.41	2.05
8	100	8.12	2.00

Looking at Table 21, it is clear that fifth ($M = 8.96$, $SD = 2.22$) grade students had the most positive attitude score of all grades concerning learning environment factor. While the second most positive attitude score belonged to sixth grade students ($M = 8.95$, $SD = 1.96$), fourth grades took the third place ($M = 8.94$, $SD = 2.15$) and seventh grade students ($M = 8.41$, $SD = 2.05$) had less positive attitudes compared to grades fourth, fifth, and sixth. The most negative attitude score belonged to eighth grade students ($M = 8.12$, $SD = 2.00$) That is, fourth, fifth, sixth and seventh grade students had more positive attitudes to learning EFL concerning learning environment factor than the eighth grade students.

Table 22 presents one-way Anova results which was used to see whether there was a significant difference among the grades in motivation towards learning English in terms of learning environment factor.

Table 22

One-Way Anova Results of Learning Environment Factor by Grades

Source of Variance	Sum of Squares	df	Mean Square	F	P	LSD
Between Groups	60.859	4	15.215	3.528		4>8
Within Groups	2108.965	489	4.313		.007*	5>8
Total	2169.824	493				6>8

*p<.05

As clearly seen in Table 22, motivation towards learning English in terms of learning environment differed significantly among the grades, $F(4, 489)=3,528$, $p<0,05$. One of the Post hoc tests, Least Significant Difference (LSD) test was used to determine which of the means for the five groups were significantly different from each other. According to descriptive values in Table 21 and the results of LSD test in Table 22, the motivation level of the eighth grades considering learning environment factor ($M = 8.12$, $SD = 2.00$) was lower than the grades fourth ($M = 8.94$, $SD = 2.15$), fifth ($M = 8.97$, $SD = 2.22$), and sixth ($M = 8.96$, $SD = 1.96$).

In conclusion, looking at Table 21 and 22, the items related to learning environment factor revealed that fourth, fifth, sixth and seventh grade students at state schools had more positive attitudes to learning English than the eighth grade students. That is; fourth, fifth, sixth and seventh grade students enjoyed their English teacher and the course book they were using more than the eighth grade students. Besides, it might be inferred that the English teachers had more positive impact on the fourth, fifth, sixth and seventh grade students than the eighth grades because they believed that their English teacher encouraged them to learn English. In addition, it is clear that their friends had more negative impact on the eighth grade students than the other grades because they believed that their friends did not encourage them to learn English.

Table 23 related to factor 3 “instrumentality” in terms of motivation towards learning English presents relevant descriptive statistics including the number of the students, the mean and standard deviation for each separate group.

Table 23

Descriptive Values of Instrumentality Factor by Grades

GRADE	N	$\bar{X}$	S
4	97	10.45	1.88
5	99	10.64	1.79
6	98	10.77	1.57
7	100	11.00	1.46
8	99	11.13	3.53

According to descriptive values in terms of instrumentality factor by grades in Table 23, grade four students' arithmetic mean score is 10,45 and fifth grade students' arithmetic mean score is 10,64. Grade six students' arithmetic mean score is 10, 77, grade seven students' arithmetic mean score is 11,00 and grade eight students' arithmetic mean is 11,13.

The results of the one way Anova test which was conducted to find out whether there was a significant difference among the grades concerning instrumentality factor is presented in Table 24.

Table 24

One-Way Anova Results of Instrumentality Factor by Grades

Source of Variance	Sum of Squares	df	Mean Square	F	P
Between Groups	29.274	4	7.319	1.536	
Within Groups	2325.845489	488	4.766		.191*
Total	2355.120493	492			

*p<.05

One of the Post hoc tests was not used in factor 3 as Table 24 revealed the fact that there was no significant difference among the grades fourth to eighth in terms of instrumentality factor, $F(4, 488)=1,536$, $p>0,05$. That is, all the students at state schools were aware of the importance of English in the world, in their professional life and in their future life without class difference.

To sum up, considering the results of the one way Anova tests which was run to understand whether students' motivation towards learning English significantly differed

across grades they attended at state schools in Turkey, it was clear that there were differences across grades in terms of attitudes and learning environment factor. However, there were no differences across grades in terms of instrumentality factor in this study.

4.1.3. Gender Differences

Motivation towards learning EFL among the grades including three factors (attitudes, learning environment and instrumentality) was analyzed in general. Further analysis was conducted to investigate whether there was a significant gender difference among the students in terms of their motivation levels related to three factors to answer the third research question of the study. An independent-samples t-test was run to determine if there were significant differences between male and female students. The analysis including the gender difference was grouped into three categories according to three factors; “attitudes”, “learning environment” and “instrumentality”.

The results of the t-test related to factor 1 “attitudes”, which was conducted to find out whether there was a significant gender difference among the state school students in terms of motivation towards learning English is presented in Table 25. This output provides descriptive statistics for the two groups that were compared, including the mean and standard deviation, as well as the actual results from the independent t-test.

Table 25

T-test Results of Gender Differences in Attitudes Factor

Gender	N	Mean	Sd	t	df	P
Female Students	230	30.01	6.43	4.536	471	.000*
Male Students	243	27.40	6.10			

*p<.05

As is clearly seen in Table 25, according to the results of the independent T-test, there was a statistically significant difference between the two gender groups, $t(471) = 4.536$, $p < .05$ ($P = 0.000$). Looking at the mean column, it is clear that female students (30,01) had higher motivation level towards learning English compared to male students (27,40) considering attitudes factor.

This finding indicates that there was a meaningful relation between students' motivation to EFL and their genders, namely the female students liked English more. Their feelings about EFL were more affirmative; however, male students probably do not like English or English lessons in the same manner as the females. It is inferred that female students enjoyed the English lessons more, they liked the activities in their course book more, they had a good time during the English lessons more and they were more willing to attend the lessons than male students.

The results related to factor 2 "learning environment" which was conducted to find out whether there was a significant difference based on gender in terms of motivation towards learning English is presented in Table 26. The independent t-test was used to assess whether the means of two groups (males and females) were statistically different from each other.

Table 26

T-test Results of Gender Differences in Learning Environment Factor

Gender	N	Mean	Sd	t	df	P
Female Students	240	8.93	1.98	2.688	492	.007*
Male Students	254	8.43	2.18			

* $p < .05$

According to the findings in Table 26, the results of the independent T-test pointed out that the group means were significantly different as the p -value was less than 0.05 (i.e. based on a 2-tailed significance level). The independent T-test results showed that male students (8,43) had lower motivation level towards learning English compared to female students considering learning environment factor (8,93), $t(492)=2,688$, $p < .05$ ($P=0,007$). This finding showed that there was a meaningful relation between students' motivation towards learning EFL regarding the learning environment factor and their gender. Briefly, it is inferred from this table that female students enjoyed the course book they were using and their English teacher more than male students. Besides, female students believed more that their English teachers and friends encouraged them to learn English compared to male students.

The results of the independent t-test related to factor 3 "instrumentality" which was conducted to find out whether there was a significant gender difference in terms of motivation towards learning English is presented in Table 27.

Table 27

T-test Results of Gender Differences in Instrumentality Factor

Gender	N	Mean	Sd	t	df	P
Female Students	239	11.01	1.37	2.108	491	.036*
Male Students	254	10.60	2.73			

*p<.05

Table 27 reveals that group means were significantly different because the p-value was less than 0.05. In Table 27, boys had lower motivation level towards learning English than girls regarding instrumentality factor. This study found out that female participants (10,60) had statistically significantly higher motivation level compared male to participants (11,01), $t(491)=2,108$, $p<,05$ ($P=,036$). In other words, female students at state schools were more aware of the necessity and importance of English in the world, in their professional life and in their future than male students.

In conclusion, in this particular study, the results of t-test analysis showed that there was a meaningful relation between students' gender and their attitudes towards learning EFL regarding three factors (attitudes, learning environment and instrumentality) in that female students had higher motivation level towards learning English in general compared to male students.

4.2. Factors Related to Motivation Derived from Participants' Open-ended Responses

In order to answer the fourth research question of the study, the factors that influenced students' motivation towards learning EFL, students' responses to open-ended questions in the questionnaire were analyzed by grades.

63 students from grade four with 83 statements, 45 students from fifth grade with 64 statements, 56 students from sixth grade with 80 statements, 65 students from seventh grade with 91 statements, and 67 students from eighth grade with 77 statements, and totally 296 students voluntarily took part in "open-ended questions" section of the study by presenting their ideas with 395 statements in total. Participants are presented with numbers starting with *Student 1* to exemplify their sentences. The statements were transformed into themes emerged from students' responses to be presented in the sections to follow. The results are presented in five parts according to participants'

grades. The sentences that appeared only once are not included in this study as they may not be generalized.

4.2.1 Factors that Influence Fourth Grade Students' Motivation

To identify the factors that influenced fourth grade state school students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 28 presents the opinions of 63 fourth grade students with 83 statements explained by them.

Table 28

Fourth Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number
Teacher	positive	• teaches well	2
	negative	• always gets angry with us	15
		• prejudiced/discriminates against some students	9
		• not encourages or helps us	4
		• hits us	4
		• mocks us	3
		• gives a lot of homework	2
DynEd	positive	• like studying on it	17
		• want more DynEd hours	4
	negative	• dislike	12
Perceptions towards liking English	positive	• lots of fun	3
		• want more songs in the book	3
		• like English despite its difficulty	2
	negative	• not enjoyable	3
Total			83

In Table 28, the most important factor for fourth grade students was the teacher but in a negative aspect. 37 students explained negative ideas related to the teacher factor. 15 students stated that they did not like English because the teacher always got angry with them. Nine students stated that they did not like English because the teacher was prejudiced or discriminated against some students. Four students declared that they did not like English because the teacher did not encourage or help them. Four students stated that they did not like English because the teacher hit them. Three students declared that they did not like English because the teacher mocked them. Two of the

students declared that they did not want their English teacher to give them a lot of homework. Only two students declared positive ideas concerning teacher factor with the statement “I like English because the teacher teaches well.” Some of the statements from fourth grade students’ responses related to teacher factor are as follows:

Student 1: *“I do not like English lessons just because of the English teacher. When I ask something I do not understand... he gets angry with me. I want my teacher to be changed for the following years.”*

Student 2: *“I do not love English lessons because it is not enjoyable for me. The teacher does not encourage us. On the other hand, I like English because it helps me to get a good job and to speak to tourists.”*

Student 3: *“I do not love English lessons because the teacher does not help me.”*

Student 4: *“If the English teacher were good, I would love English. He is always yelling at us. We do not love English lessons just because of the teacher.”*

As clear from Table 28, the second most important dimension for fourth class students is the computer program currently used at state schools. About 33 grade four students stated their ideas on DynEd; 21 students voiced positive opinions concerning the software program; 17 students stated that they liked studying on the software, and four students said they would love to have more DynEd hours. On the other hand, 12 students had negative attitudes regarding this issue. They did not like the software program at all. Some of the statements from students’ responses related to the computer program are as follows:

Student 5: *“I like studying on DynEd. We record our voice and have fun.”*

Student 6: *“I like DynEd program. I would rather there had been more DynEd hours.”*

Student 7: *“There are not enough computers for everyone to study on DynEd program which makes me really sad. We have to share the computers and that is boring and inefficient.”*

Student 8: *"I do not like DynEd program. I would rather it had been removed. I do not like the English teacher or the lesson."*

Apart from the results shown above in Table 28; three students stated that they liked English because it was fun for them. Three students explained that they liked the songs in their book, and they would love to have more of them and two students reported that they liked English but it was too difficult to learn. Another three students stated negative idea explaining that they did not like English because it was not enjoyable for them.

In conclusion, for fourth grade students the most important dimension was their English teacher maybe because it was the first time they started learning English at the time. This study shows clearly how important teachers' role on students' attitudes towards English and English lessons. Besides; the computer program DynEd affected greatly the fourth grade students' motivation towards learning English. It may be inferred from these results that fourth grade students were highly affected by external factors maybe because of their age (9 years old).

4.2.2 Factors that Influence Fifth Grade Students' Motivation

To identify the factors that influenced fifth grade students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 29 presents the opinions of 45 fifth grade students with 64 statements explained by them.

Table 29

Fifth Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number	
Perceptions towards learning English		• love English language itself	9	
		• to get a good job	2	
		• to get high marks in the exams	2	
		• to speak it well when I go abroad	2	
		• to speak to tourists	2	
		• to know it better	2	
		• to learn a new language encourages and makes me happy	2	
		• need English in the future	2	
Perceptions towards liking English	positive	• like my English teacher	8	
		• lots of fun	6	
		• my English teacher encourages me	3	
		• easy	3	
		• want more activities	2	
		• like English more than the other school subjects	2	
	negative	• boring	3	
		• noise in the classroom	2	
	DynEd		• problems with the program	7
			• dislike	3
		• want DynEd program to be improved and more fun	2	
Total			64	

In Table 29, the most frequently stated reason about the desire to learn English lied in the fact that they loved the English language itself. The other reasons to learn English were to get a good job, to get high marks in the exams, to speak it well when they go abroad, to speak to tourists, to know it better, and to learn a new language encouraged and made them happy. Lastly, two fifth grade students declared that they wanted to learn English because they needed English in the future.

As Table 29 demonstrates 24 fifth class students presented their ideas about the reasons why they liked English. The most important dimension for loving English for fifth grade students was the teacher. Eight students stated that they liked English because they liked their English teacher. Six students expressed that they liked English because it was lots of fun for them. Three students declared that they liked English because their English teacher encouraged them. Three students stated that they liked English because it was easy. Two students expressed that they liked the activities in their book and they would love to have more of them. Two students stated they liked

English more than the other school subjects. Five students presented negative ideas about the reasons why they did not like English. Three fifth class students expressed that they did not like English because it was boring for them. Two other students claimed that there was noise in the classroom. Some of the statements from students' responses related to perceptions towards liking English are as follows:

Student 9: *"English lessons are really enjoyable because we have a teacher who loves us so much and endeavors to make us learn."*

Student 10: *"I love English lessons because of my teacher. She helps me learn and I feel happy as I learn a new language."*

Student 11: *"I do not like English lessons so much. However; I want to learn as it might help me in my daily life and business life."*

As Table 29 reveals twelve fifth class students presented their ideas concerning the computer program DynEd. Seven students stated that they had problems with the software program. Three students presented negative attitudes concerning the program reporting that they did not like it. Two students explained that they wanted the software program to be improved and more fun. Some of the statements from students' responses related to problems about the software program are as follows:

Student 12: *"To study on DynEd program helps me get extra points but we do not always chance to study during the lessons."*

Student 13: *"I would prefer whether DynEd program had never been or to be more hours."*

Student 14: *"There is too much noise during DynEd hours."*

In conclusion, for fifth grade students, the most important dimension was their English teacher like fourth grade students. Again, the influence of teachers on students' attitudes to learn English was clearly shown in this particular study. We can conclude that students loved English lessons if they loved their English teacher. On the other hand, students did not love English lessons if they did not love their English teacher like in fourth grades. Besides; it is inferred from Table 29 that fifth grade students were aware of the importance of English and extrinsically motivated in that they wanted to learn English for the reasons as getting a good job or high marks in the exams.

Furthermore, some of them were intrinsically motivated as they wanted to learn English just because they liked it and they were happy to learn a new language. The computer program DynEd was also an important factor for fifth grade students.

4.2.3. Factors that Influence Sixth Grade Students' Motivation

To identify the factors that influenced sixth grade students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 30 presents the opinions of 56 sixth grade students with 80 statements explained by them.

Table 30

Sixth Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number
Perceptions towards learning English	positive	• like the English language itself	16
		• to get a good job	13
		• to speak to tourists	10
		• need English in the future	6
		• important in the world	4
		• to pass the exams	4
		• my parents want me to learn	3
		• to speak it well	2
	negative	• noise hinders learning	3
Perceptions towards liking English	positive	• like English despite its difficulty	10
		• lots of fun	2
	negative	• too difficult to learn	3
• not enjoyable		2	
• I have to learn it		2	
Total			80

In Table 30, looking at sixth grade students' statements about the reasons why they wanted to learn English, the most frequently stated reason appeared to be a liking for English with a frequency of 16. The second most important reasons were to get a good job with a frequency of 13 and to speak to tourists with a frequency of 10. Six students wanted to learn English because they believed that they needed English in the future and four students gave the reason as its being important in the world. Four of the sixth grade students wanted to learn English to pass the exams. Three students seemed to be under family influence, and two of them wanted to learn English to speak it well.

Three students expressed that they wanted to learn English but there was noise in the classroom. One of the statements from students' responses related to noise is as follows:

Student 15: *"Even if I want to learn English I cannot because of the noise in the classroom."*

As clear from Table 30, one of the most important factors that affect sixth grade students' perceptions towards liking English appears to be the difficulty of English with a frequency of 10. They explained that they liked English but it was too difficult to learn. Two sixth grade students declared their ideas concerning English with the statement "I like English because it is lots of fun for me." Three students declared negative ideas concerning English stating that they did not like English because it was too difficult to learn. Two students stated they did not like English because but it was not enjoyable for them. Two other students expressed that they did not like English but they had to learn it. Some of the other statements from students' responses related to these issues are as follows:

Student 16: *"I have difficulty learning new words in English."*

Student 17: *"I do not like English so much but I might get a great job if I learn it."*

Student 18: *"I partly love English lessons. If I understand the lesson I love it but if I do not understand, I do not love it. For example; if the lesson is enjoyable like 'Animals' unit I understand it."*

Student 19: *"I do not want to learn English. I do not like English lessons. It is difficult for me. My family wants me to learn it."*

Student 20: *"I do not like English because it is not fun for me. But, I have to learn it even if I do not like it."*

In conclusion, it can be inferred from Table 30 that sixth grade students were highly aware of the importance of English and highly motivated extrinsically in that they wanted to learn English to get a good job or high marks in the exams or because their parents wanted them to learn it. Besides, some of the sixth grade students presented positive attitudes towards English lessons in spite of its difficulty.

4.2.4. Factors that Influence Seventh Grade Students' Motivation

To identify the factors that influenced seventh grade students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 31 presents the opinions of 65 seventh grade students with 91 statements explained by them.

Table 31

Seventh Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number	
Perceptions towards learning English	positive	• love the English language itself	6	
		• to pass the exams	4	
		• to speak to tourists	3	
		• to get a good job	2	
		• to know a foreign language	2	
	negative	• too difficult to learn	8	
		• not understand	7	
		• not like English	3	
	Perceptions towards liking English	positive	• like English despite its difficulty	6
			• like my English teachers	5
• lots of fun			3	
• easy to learn			2	
negative			• too difficult to learn	9
		• not understand	5	
		• spelling is different from its pronunciation	3	
		• boring	3	
		DynEd	positive	• like
negative			• dislike	4
	• boring		3	
Course book	negative	• difficult to understand	5	
		• boring	5	
Total			91	

In Table 31, 35 seventh grade students presented their ideas regarding English lessons by giving reasons to why or why not they wanted to learn English. As Table 31 shows 17 students presented positive ideas on the reasons why they wanted to learn English. The most frequently declared reason about the desire to learn English was because the participants liked it. The other reasons to learn English were to pass the

exams, to speak to tourists, to get a good job, and to know a foreign language. One of the statements from students' responses related to these issues is as follows:

Student 21: *"I like English lessons because we listen to songs and do different activities. Besides; if we learn English, we can to speak to tourists when they visit our country."*

Furthermore, 18 students presented their ideas about the reasons why they did not want to learn English. Eight seventh class students found English lesson too difficult to learn. Five of them had difficulty in learning new vocabulary and three of them stated that they did not want to learn English because it was too difficult to learn. Seven students stated the reason of why they did not want to learn English as not understanding it and three students declared that they did not like English. Two of the statements from students' responses on these issues are as follows:

Student 22: *"I have difficulty in learning new words in our course book as they are very difficult. I cannot memorize them."*

Student 23: *"I took the English course just to learn it; not because I like it. I want to learn English but it is boring."*

In Table 31, it is clear that 36 seventh grade students presented their ideas about the reasons why they liked or did not like English. Sixteen students presented positive ideas about the reasons why they liked English. The statements explained by seventh class students presented that six of them liked English but it was too difficult to learn. Five of them reported that they liked English because they liked their English teachers. Three students suggested that the reason was English being lots of fun, and two students liked English because it was too easy to learn. However, there were 20 students who presented negative ideas about the reasons why they did not like English. The analysis of the open-ended statements clearly showed that nine students did not like English because it was too difficult to learn. Five of them disliked English just because of its difficulty while another two had difficulty in speaking it. Five seventh grade students presented that they did not like English because they did not understand it. Three of the seventh class students declared that its spelling was different from its pronunciation and

another three gave the reason because it was sometimes boring. Some of the statements from students' responses on these issues are as follows:

Student 24: *"I like English lessons but learning vocabulary in our course book is very difficult for me. I have difficulty in doing the activities and in the exams."*

Student 25: *"Even if English is difficult, I am doing my best to learn it."*

Student 26: *"I do not like English lessons so much but I have to study to be successful."*

Student 27: *"I do not like English so much. It is boring to learn new words in English. I cannot understand the reading parts as I do not know the vocabulary. That's why I do not like English."*

Student 28: *"I have difficulty in learning English as its pronunciation is different from its spelling unlike my mother tongue. I think there should be more listening activities. I believe that we understand English better by hearing and seeing."*

Student 29: *"I do not like English because it is not easy for me. If there were more beautiful and interesting visual activities in every unit, we would benefit more."*

In Table 31, it is obvious that 10 seventh class students expressed their ideas on the computer program DynEd. Four students declared negative ideas with the statement "I do not like DynEd program". Three students declared that the software program was boring. Only three students presented positive ideas by saying that they liked the software program. One of the statements from students' responses is as follows:

Student 30: *"I believe that DynEd program should be removed because it affects our success in a negative way. We have an important exam approaching to enter high school."*

As seen on the same table, 10 seventh class students adopted negative attitudes regarding the course book they were using. Five students stated that the course book was too difficult for them to understand. Five other students expressed that the course

book was too boring for them. One of the statements from students' responses related to course book is as follows:

Student 31: *"The course book is too boring for me. I think there should be more interesting reading parts in it."*

From Table 31, it is concluded that most of the seventh grade students presented negative attitudes towards learning EFL by giving reasons such as having difficulty in understanding and learning it. Some seventh class students presented positive ideas about teacher influence and having fun while learning English. It is also clear that seventh class students were aware of the importance of English and were highly motivated extrinsically in that they wanted to learn English for the reasons such as getting a good job or high marks in the exams. Besides, some of them were intrinsically motivated as they wanted to learn English just because they liked it. Furthermore, seventh grade students' responses to open-ended questions clearly showed that the computer program DynEd was also an important factor for seventh grade students but in a negative way.

4.2.5. Factors that Influence Eighth Grade Students' Motivation

To identify the factors that influence eighth grade students' motivation towards learning English, students' responses to open-ended questions were analyzed. Table 32 presents the opinions of 67 eighth grade students with 77 statements explained by them.

Table 32

Eight Grade Students' Responses to Open-ended Questions

Themes	Sub-themes	Perceptions/comments	Number
Perceptions towards learning English	positive	• to pass the exams	7
		• to speak to tourists	7
		• it is important in the world	7
		• to get a good job	4
		• to know a foreign language	4
		• need English in the future	4
		• like the English language itself	4
		• my parents want me to learn	2
	negative	• dislike for the English teacher	3
Perceptions towards liking English	positive	• like English despite its difficulty	6
		• like English despite the English teacher	2
		• lots of fun	2
		• my English teacher encourages me	2
	negative	• too difficult to learn	14
		• just study to pass the exams	4
		• more pictures in the lessons	3
		• just study as I have to	2
Total			77

As Table 32 demonstrates 39 eighth grade students presented positive ideas about the reasons why they wanted to learn English. The most frequently stated reasons to learn English were to pass the exams, to speak to tourists and because it was important in the world. The second most frequently stated reasons were to get a good job, to know a foreign language, because they needed English in the future and because they liked English. Lastly, two eighth grade students declared that they wanted to learn English because their parents wanted them to learn it. Besides, three students presented negative ideas about the reasons why they did not want to learn English as "... because of the English teacher." One of the statements from students' responses on the reasons why they wanted to learn English is as follows:

Student 32: *"I want to learn English because I like it and to pass the exams. I like English because to learn more than one language makes me more knowledgeable."*

Table 32 shows that 12 of the eight grade students wrote positive statements about the reasons why they liked English. Six students declared that they liked English, but it was too difficult to learn. Two students explained that they liked English but they did not like the English teacher. Two of them explained the reason as it was lots of fun for them and other two students stated that they liked English because their English teacher encouraged them. However, 23 students presented negative perceptions towards liking English. As Table 32 reveals fourteen eight grade students found English too difficult to learn. Eight of them did not like English because it was too difficult to learn and six of them stated that they had difficulty in learning new vocabulary. Four students stated that they did not like English; they just studied to pass the exams.

Three students explained that they would learn English better with more pictures in the lessons. Lastly, two students expressed that they studied English just because they had to. Some of the statements from students' responses are as follows:

Student 33: *"I must learn English because there are questions on English in the high school entrance exam."*

Student 34: *"I just learn English to pass the exams. I believe that I would understand English better if there were more pictures instead of letters all the time. To actualize the dialogs in the course book and role play would help me a lot."*

From Table 32, it can be concluded that most of the eight class students were aware of the importance of English and highly extrinsically motivated in that they wanted to learn English for the reasons such as passing the exams or getting a good job. Only a few of them were intrinsically motivated as they wanted to learn English just because they liked it. Some students stated negative attitudes towards learning EFL by giving reasons as having difficulty in understanding it or because of the English teacher. Only a few eight class students presented positive attitudes considering English teacher and English (having fun while learning it).

4.3. Analysis of the Students' Interviews

In this section, the results of the semi-structured interviews carried out with the students will be discussed. There are four parts in this section: (i) students' perspectives

on attitudes to learning English, (ii) perspectives on the use of English (iii) perspectives on the use of activities, and (iv) perspectives on demotivation towards learning English and the place of English in their life. Some sample quotations from the students were presented together with their grade information in parenthesis. Participants are presented with numbers starting with *Student 1*.

4.3.1. Perspectives on Attitudes to Learning English

The first three questions aimed at finding the students' opinions on English and their reasons for learning English by asking the following questions:

- Do you like English? Why? / Why not?
- Do you want to continue learning English? Why? / Why not?
- Do you believe that English will help you in your school life/ for your future career? / How?

The students' perspectives on the reasons for loving and not loving English are presented in accordance with the interviews conducted with the students by taking the frequency of every item into account (Table 33 and 34).

The first question aimed at finding the students' opinions on English by asking the question "Do you like English? Why? / Why not?". Table 33 shows the positive answers of the students who said "Yes" to this item including the reasons for loving English.

Table 33

Students' Perspectives on the Reasons for Loving English

Reasons for Loving English	Number
To increase job opportunities	2
To improve myself	2
English' being a different language	1
Being good at English/ Personal success	1
English lessons' being exiting	1
Because of my English teacher	1
Total	8

In Table 33, eight students presented reasons for loving English. Two of them stated the reason to increase job opportunities and other two stated the reason to improve themselves. Some sample quotations from the interviews are as follows:

Student 18: *"It is beneficial for me, for my job."* (Grade 8)

Student 15: *"English makes me a cultured person as it is a different language. For example; when somebody asks I can say that "I speak English."* (Grade 7)

One of the students stated the reason that English was a different language. The quotation from the interview is as follows:

Student 9: *"English is a different language. It includes all the lessons like Social Sciences or Mathematics. For example; the unit we are studying in English class now is about Mathematics."* (Grade 6)

One of the students declared that he loved English because he was good at it, the other one believed that learning English and different words was exiting. Another one stated that he loved English because he loved his English teacher.

Table 34 shows the negative answers of the students for the same item along with the reasons for not loving English.

Table 34

Students' Perspectives on the Reasons for Not Loving English

Reasons for Not Loving English	Number
Having difficulty in learning English	5
Because of my English teacher	4
Being bad at English/ Personal failure	2
Personal dislike	1
Total	12

As Table 34 shows 12 students presented reasons for not loving English. Five of them stated that they did not like English because they had difficulty in learning it. Some sample quotations from the interviews are as follows:

Student 16: *"It is different from Turkish, especially third person singular and irregular verbs."* (Grade 7)

Student 1: *"I have difficulty in pronunciation and memorizing new words."* (Grade 4)

Four of the students suggested that they did not like English because they did not like their English teacher. The following quotations represent these students' opinions:

Student 2: *"I cannot ask the things that I do not understand to the teacher. I do not like English just because of my teacher."* (Grade 4)

Student 3: *"At first, I liked English, but I do not now because of my English teacher. The teacher threatens us to hit..."* (Grade 4)

Student 19: *"I would like to learn English but I do not like my English teacher. He is always angry with us or yelling at us."* (Grade 8)

Two students stated that they did not love English because they did not understand it. Another student said that he did not study English just because he did not love English.

The students' perspectives on the reasons to continue or not to continue learning English are presented in accordance with the interviews conducted with the students by taking the frequency of every item into account (Table 35 and 36).

The second question "Do you want to continue learning English? Why? / Why not?" aimed at finding the students' opinions on reasons to continue learning English. Table 35 shows the positive answers of the students who said "Yes" to this item including the reasons to continue learning English.

Table 35

Students' Perspectives on the Reasons to Continue Learning English

Reasons to Continue Learning English	Number
To increase job opportunities	4
To improve myself	2
Interest in foreign languages	2
To have the chance of studying abroad	2
English' being a universal language	1
Personal like/ interest	1
To be successful at lessons	1
Total	13

Table 35 indicates that 13 students presented reasons to continue learning English. Most of the students stated the reason to increase job opportunities. Two of the students stated the reason to improve themselves and other two had interest in foreign languages. Two of the students wanted to continue learning English to have the chance of studying abroad. The quotation from one of the interviews is as follows:

Student 6: *"I want to be a scientist but I believe that I cannot be in Turkey, so I want to go abroad."* (Grade 5)

One of the students stated that he wanted to continue learning English because English was a universal language, the other one believed that learning English was exiting. One of the students declared the reason to be successful at lessons.

Table 36 shows the negative answers of the students who said “No” to the item “Do you want to continue learning English? Why not?” including the reasons not to continue learning English.

Table 36

Students' Perspectives on the Reasons Not to Continue Learning English

Reasons Not to Continue Learning English	Number
Because of my English teacher	3
Having difficulty in learning English	2
Personal dislike	2
Not necessary in the future	1
Family influence	1
Total	9

As stated in Table 36, nine students presented reasons not to continue learning English. The most frequently expressed reason was that they did not want to continue learning English because of their English teacher. Some sample quotations from the interviews are as follows:

Student 4: *“If other English teachers are like that, I don’t want to continue learning English. I feel mentally depressed.” (Grade 4)*

Student 20: *“I don’t want to continue learning English because of my English teacher. I don’t want to be in his class.” (Grade 8)*

Two of the students stated the reason that they had difficulty in learning English. The quotation from one of the interviews is as follows:

Student 17: *“Learning English is difficult for me now; maybe I learn it in the future when I become a businessman. It is difficult now; it may be easier when I grow up.” (Grade 7)*

Two students did not want to continue learning English because they did not like English. One of the students believed that English would not be necessary in the future.

One of the students stated that he did not want to continue learning English because of her sister. The quotation from the interview is as follows:

Student 10: *“My sister couldn’t pass the University Entrance Exam, that’s why I do not want to continue learning English.”* (Grade 6)

The third question aimed at finding the students’ opinions on reasons for learning English by asking the question “Do you believe that English will help you in your school life/ for your future career? / How?”. Table 37 shows the positive answers of the students who said “Yes” to this item including the reasons for learning English.

Table 37

Students’ Perspectives on the Reasons for Learning English+

Reasons for Learning English	Number
To increase job opportunities	6
To communicate with tourists	4
To have the chance of studying abroad	2
To visit foreign countries	1
English lessons’ being exiting	1
To improve myself	1
Total	15

In Table 37, 15 students presented reasons for learning English. Interview results revealed that most of the students learned English to increase job opportunities. The second most frequently mentioned reason was to communicate with tourists. Two of the students stated the reason to have the chance of studying abroad. One of the students wanted to learn English to visit foreign countries, the other one found English lessons exiting and another reason was to improve himself.

Table 38 shows the negative answers of the students who said “No” to the item “Do you believe that English will help you in your school life/ for your future career? / How?” including the reasons for not learning English.

Table 38

Students' Perspectives on the Reasons for Not Learning English

Reasons for Not Learning English	Number
Personal dislike	3
Cultural dislike	1
Total	4

Table 38 reveals that four students presented reasons for not learning English. Three of the students did not believe that English would help them in their school life/ for their future career just because they did not like English. One of the students declared cultural dislike towards English speaking countries. The quotation from the interview is as follows:

Student 7: *“I want to learn Spanish and Japan for my future career not English because English is the language of America and England and I don’t like these countries.” (Grade 5)*

4.3.2. Perspectives on the Use of English and Encouragement

This part tries to figure out the students’ perspectives on the use of English and encouragement and support while learning English. It deals with the next two questions (4 and 5) that aimed at finding answers about the use of English in students’ environment, their feelings about speaking and hearing English and the support they had while learning English.

The students’ perspectives on the use of English and encouragement are presented in accordance with the interviews conducted with the students by taking the frequency of every item into account (Table 39 and 40).

The fourth question aimed at finding the students’ opinions on the use of English by asking the question “Do you meet an environment where English is used? If yes, how do you feel when you speak/ hear English?”. Table 7 shows students’ perspectives on the use of English by explaining the sources of English they exposed to.

Table 39

Students' Perspectives on the Use of English

Sources of English	Number
Songs	6
Tourists	5
Movies with subtitles	2
Acquaintances	2
Family	2
Friends	1
Total	18

Table 39 shows that 18 students declared ideas on the use of English. The most frequently expressed source of English was songs and the second one was tourists. Some sample quotations from the interviews about how they felt when they were exposed to English are as follows:

Student 11: *“When I hear music in English, I feel excited. It sounds more beautiful than Turkish music.”* (Grade 6)

Student 16: *“Even if I don’t understand songs in English, I try to translate word by word and when I understand, I feel happy.”* (Grade 7)

Student 17: *“I feel excited when I speak to tourists, I feel as if my English improves.”* (Grade 7)

Student 18: *“When tourists speak in English, I understand and feel happy. I feel myself different from other people who cannot understand English.”* (Grade 8)

In Table 39, movies with subtitles, acquaintances and family are other sources of English expressed by the students regarding the use of English. The quotations from the interviews on their feelings are as follows:

Student 12: *“My sister teaches me pronunciation and we practice English which makes me happy. So I can speak to people who visit my country.”* (Grade 6)

Student 8: *“A friend of my father is an English teacher. We sometimes practice. Besides, I hear English on NBA games and the Eurovision Song Contest. I like hearing the stress and intonation in English.” (Grade 5)*

One of the students stated that he hears English when his friends speak it and he likes it but learning English is difficult for him. Apart from Table 39, three of the students declared that they do not meet an environment where English is used and they are exposed to English only in the classroom. The quotation from one of the interviews is as follows:

Student 6: *“When I hear English in the classroom, it doesn’t sound good to me because I don’t like English.” (Grade 5)*

The fifth question aimed at finding the students’ opinions about the support and encouragement they had while learning English by asking the question “Are there people around you who support/ encourage you while learning English? If yes, who and how?” Table 40 below presents students’ perspectives on the support they had by explaining the sources of encouragement.

Table 40

Students’ Perspectives on the Support They Had While Learning English

Sources of Encouragement	Number
Family	12
Friends	3
Teachers	3
Relatives	1
Acquaintances	1
Total	20

As Table 40 indicates 20 students declared ideas when they were asked to give their opinions on the support and encouragement they had while learning English. The most frequently expressed source of encouragement was family. The second most

frequently mentioned sources were friends and teachers. The remaining sources were relatives and acquaintances. Some sample quotations from the interviews are as follows:

Student 18: *“My bother helps me for my English homework. When I have difficulty in English, he helps me by answering my questions.”*
(Grade 8)

Student 13: *“No one helps me for my homework but my mother supports my education by financing my tutoring.”* (Grade 6)

Apart from Table 40, three of the students declared that they did not have any support or encouragement while learning English.

4.3.3. Perspectives on the Use of Activities

This section deals with the students’ perspectives on the use of activities while learning English. It includes the questions (6 and 7) that aimed at finding the students’ opinions on the use of activities in the classroom and the activities that attract them most like cartoons, puzzles, songs, etc.

The students’ opinions on the use of activities are gained by asking the sixth question “While learning English, what activities attract you most?” and the seventh question “What kind of activities do you use in the classroom?” Do you want to do different activities? If yes, what kind of activities?”.

Table 41 shows students’ perspectives on the use of activities while learning English. The table gives details about the type of activities the students like doing in the classroom.

Table 41

Students' Perspectives on the Use of Activities while Learning English

Activity types	Number
Songs	7
Dialogs	5
Games	5
Puzzles	5
Reading parts	4
Tests	1
Total	27

As seen in Table 41, the students declared 27 ideas when they were asked to give their opinions on the use of activities. The most frequently expressed activity type was songs. The second most frequently expressed items by the students were dialogs, games and puzzles. The third one was reading parts and the last one was tests. Some sample quotations from the interviews on the type of activities students used in the classroom and the different activities they would like to have are as follows:

Student 14: *"We practice dialogs and listen to songs in the classroom. I like those activities but we don't do anything different."*
(Grade 6)

Student 9: *"We practice the dialogs in the course book but we don't do any listening activities. I find puzzles and games interesting."*
(Grade 6)

Student 15: *"We do the activities in the course book; we look up in the dictionaries for new words. I like different activities. For example; once we made masks of animals. The songs and games help me learn English."* (Grade 7)

Student 19: *"I like the reading parts in the course book. I like learning new words but the course book is boring. We don't understand the instructions as they are written in English instead of Turkish. The course book should be more colorful and there must be more activities."*
(Grade 8)

When students were asked about the different activity types they would like to do in the classroom, they usually talked about the activities they already did in their course books like games, puzzles, dialogs, etc. The quotation from one of the interviews is as follows:

Student 10: *“We study on the dialogs, puzzles and games in the course book.” (Grade 6)*

Only a few students declared different ideas on that item. Some sample quotations from the interviews are as follows:

Student 11: *“I would learn English better if there were more games and puzzles.” (Grade 6)*

Student 20: *“There are some puzzles in our course book but we don’t do any different activities. If there were more visual and different things such as cartoons or pictures, the lessons would be more enjoyable.” (Grade 8)*

4.3.4. Perspectives on Demotivation of English and the Place of English

This section deals with the students’ perspectives on the demotivation towards learning English in the classroom and the place of English in their life. The students’ opinions are gained by asking the eighth “While learning English, what decreases your motivation?” and the ninth question “Do you think English will be a part of your life in the future? If yes, how?”

Table 42 shows students’ perspectives on demotivation towards learning English in the classroom. They were asked about the things that decreases their motivation. The table also gives details about the sources of demotivation.

Table 42

Students' Perspectives on Demotivation towards Learning English

Sources of demotivation	Number
DynEd	5
Noise in the classroom	3
Nonstop lectures	3
English lessons' being boring	3
English lessons' being difficult	1
Crowded classroom	1
Homework	1
Total	17

As Table 42 reveals, the students declared 17 ideas when they were asked to give their opinions on the things that decrease their motivation. The most frequently expressed source of demotivation was DynEd. Some sample quotations from the interviews are as follows:

Student 5: *"We go to the computer classroom for DynEd hours but it's boring."* (Grade 4)

Student 1: *"We study on DynEd just to get some points."* (Grade 4)

Student 2 and 11: *"I study on computer or DynEd but I still get bad marks."* (Grade 4 and 6)

The second most frequently expressed items were noise in the classroom, nonstop lectures and English lessons' being boring. The following quotations present the students' opinions on these items:

Student 15: *"While I am trying to listen to the lesson, my friends are talking to each other and that decreases my motivation."* (Grade 7)

Student 18: *"The teacher lectures nonstop, which is boring for me."* (Grade 8)

Student 20: *"The teacher gets through with the topics fast."* (Grade 8)

The third most frequently expressed item by the students were English lessons' being difficult, crowded classroom and homework. A sample quotation from one of the interviews is as follows:

Student 3: *"The teacher sometimes gives homework when we have exams and we cannot submit homework on deadline."* (Grade 4)

Table 43 shows the students' perspectives on the place of English in their life. The students were asked about if English would be a part of their life in the future and to express their ideas in detail about how.

Table 43

Students' Perspectives on the Place of English in Their Future Life

Place of English	Number
In business life	8
In communication with tourists	5
In exams	2
In abroad	2
Total	17

In Table 43, when the students were asked to give their opinions on the place of English in their life, 17 students expressed ideas on that issue. The most frequently expressed item was in business life. The second one was in communication with tourists. The third most frequently expressed item by the students were in exams and in abroad. On the other hand, some of the students expressed negative opinions and feelings on that issue. Some sample quotations are presented below:

Student 12: *"I like all the lessons but English. I hate English. I am going to learn English only if I have to; for example; for my business life."* (Grade 6)

Student 16: *"English won't be a part of my life. I am not going to learn English even if for business life."* (Grade 7)

When the students were asked the tenth item within the interview questions “Apart from these, is there anything else that you would like to add?”, only a few students added some ideas as indicated in the following quotations:

Student 5: *“English is a beautiful language. We use it in our daily lives.” (Grade 4)*

Student 1: *“I learn English only for grades and my family.” (Grade 4)*

Student 13: *“I like following the course book all the time but there is no overhead projector in the classroom.” (Grade 6)*

Student 9: *“English should have a more important place in our curriculum. I study English only for SBS exam.” (Grade 6)*

In sum, the interviews help the researcher gain more insights into what the students’ general opinions are on English and English classes from different perspectives and what they find problematic or insufficient regarding the lessons. The results show that the students declare different ideas from the questionnaire, which contributes to the study a lot like DynEd program, activities and materials, teacher influence, and so on.

CHAPTER V

CONCLUSION

This chapter presents a brief summary of the study with its aims and findings. Then, the implications of the study are discussed. Finally, limitations and a set of suggestions are presented for further research.

5.1. Summary and Discussion

The aim of the study was to investigate the motivation levels and the perceptions of state school students towards learning EFL in Turkey. This study had a mixed method research design to introduce the opinions of the participants regarding their motivation towards learning English. For data collection, a questionnaire including open-ended questions and an interview were employed. The data obtained from the questionnaire was analyzed quantitatively except the third part. Both open-ended questions and the interviews were analyzed qualitatively, and data from these sources contributed significantly to the study in order to understand motivation and demotivation sources. The students' attitudes to English and their motivation have been discussed in terms of attitudes, learning environment and instrumentality factors.

The study draws from four research questions: (i) the motivation levels of state school students towards learning EFL in Turkey, (ii) whether there is a significant difference in motivation levels of students across grades, (iii) whether there is a significant gender difference among students in terms of their motivation levels, (iv) the factors that influence students' motivation towards learning EFL.

In order to address the first three research questions, the questionnaire including the motivation scale developed by the researcher was applied to the students from fourth to eight grades. In addition to the closed ended items on the questionnaire, three open-ended items were used to answer the fourth research question of the study in further detail, that is, the factors that influence students' motivation towards learning EFL. The statements explained by the students were analyzed by grades in open-ended questions part. In order to have more detailed information about students' motivation towards learning EFL and to enhance the data, semi-structured interviews were held with the students.

5.2. Motivation Levels of the Students towards Learning English

In order to answer the first research question of the study, i.e. the motivation levels of state school students towards learning EFL in Turkey, frequency analysis, a descriptive statistical method, was conducted. The students' motivation towards English is discussed in terms of three factors namely *attitudes*, *learning environment* and *instrumentality*.

The results related to *attitudes* factor revealed that the vast majority of the students from grades four to eight had positive attitudes towards learning English. Students liked studying English and also found learning English easy that year. Students partly agreed that English was one of their favorite lessons. Most of the students liked learning new words and taking tests in English. Likewise, most of the students expressed that they wanted to learn English because they liked it. However, students were neutral about the necessity of having more English lessons to learn English better. Most of the students liked reading passages and speaking activities in their course book. While students found learning English to be difficult, they found doing exercises in the workbook easy. The vast majority of the students declared that they immediately asked the teacher for help when they had a problem understanding something in English.

Students' motivation towards learning English concerning *learning environment* factor revealed that most of the students at state schools from grades four to eight had positive attitudes towards learning English and enjoyed their English teacher and the course book they were using. Besides, most of the students agreed that their English teacher encouraged them to learn English while their friends did not encourage them.

Instrumentality factor displayed the fact that the vast majority of the students at state schools had positive attitudes towards learning English and were aware of the importance of English in the world, in their professional life and future life in general. They believed that knowing English would help them become a more knowledgeable person and recognized the importance of English in the world. Most of the students believed that knowing English would help them get a good job and speak to tourists.

The motivation levels of state school students found to be high and they had positive attitudes towards learning EFL in this study considering three factors, i.e. attitudes, learning environment and instrumentality which is in line with the other studies in the field of ELT in Turkey (Kızıltan & Atlı, 2013; Asmalı, 2017) and other countries as well (Nikolov, 1999). Kızıltan and Atlı (2013) conducted a study with

fourth grade students. The findings of the study revealed that the learners seemed to develop positive attitudes towards materials, activities, English language skills, and the course book which is in line with the current study. Asmalı (2017) conducted a study with young learners studying in the second grade to understand their motivation, attitudes, and perceptions toward learning English and students' attitudes were found to be mostly positive like in this study. Another study in a Hungarian context (Kormos & Csizer, 2008) studying the motivation for learning EFL in three learner populations: secondary school students, university students, and adult language learners is also parallel with the result of the current study in that all three investigated samples were highly motivated to learn English and had very favorable motivational characteristics. You and Dörnyei (2016) conducted a large-scale cross-sectional survey of the motivational disposition of English language learners in secondary schools and universities in China and found a strong endorsement of motivation to learn English which is parallel with the results of the current study.

5.3. Motivation Levels of the Students across Grades

The second research question of the study aimed to investigate whether there was a significant difference in motivation levels of the students across grades. We aimed to see the differences between the grades in terms of three factors: *attitudes, learning environment and instrumentality*.

Considering *attitudes* factor, sixth grade students had the most positive attitude score of all grades. While the second most positive attitude score belonged to fifth grade students, fourth grades took the third place. Seventh grade students had less positive attitudes compared to grades fourth, fifth, and sixth. The most negative attitude score belonged to eighth grade students. That is, fourth, fifth, sixth and seventh grade students had more positive attitudes to learning English in terms of attitudes factor than eighth grade students. This result means that students at fourth, fifth, sixth and seventh grades enjoyed the English lessons and studying English more, and they regarded English as one of their favorite lessons. They liked reading and speaking activities in their course book more than the eighth grades. Likewise, they liked taking tests and learning new words in English more, and they found learning English and doing the exercises in the workbook easier. Besides, they had a good time during the English lessons more, and they were more willing to attend the lessons than eighth graders.

These findings from the current study were parallel with what Moon (2000) stated in his study. He declared that younger children (aged 6 to 10) tend to be more enthusiastic, while older children (11-12 upwards) often become less interested and less motivated losing their concern for language learning which is in line with the current study. Likewise, Arda and Doyran (2017) conducted a study in Turkey with young learners (aged 8 to 10) and teenage students (aged 13) and found that young learners mostly had more enthusiasm and motivation. On the other hand, teenagers were more inclined to have negative attitudes, losing their enthusiasm and motivation compared to young learners.

In line with what Moon (2000) and Arda and Doyran (2017) stated, the current study displayed that fourth, fifth, and sixth grade students had more positive attitudes to learning EFL in terms of attitudes factor than seventh grade students. The most negative attitude score belonged to eighth grade students. In conclusion, the motivation level of the students in this study seemed to decline as their age increased. To understand the reasons why students lost their motivation and interest in time, the sentences explained by the students in open-ended questions part were analyzed by grades. It was concluded that most of the seventh graders expressed negative attitudes by giving reasons such as having difficulty in understanding and learning the language. It was also clear that seventh graders were highly extrinsically motivated in that they wanted to learn English in order to get a good job or high marks in the exams. Eighth grade students developed more negative attitudes towards EFL than younger students. The reasons for that might be the fact that most of the eighth grade students were highly extrinsically motivated as they wanted to learn English to pass the exams or get a good job like the seventh grade students. Most of the eighth grade students stated negative attitudes because of having difficulty in understanding it or because of the English teacher.

The items related to *learning environment* factor revealed that fifth grade students had the most positive attitude score of all grades. While the second most positive attitude score belonged to sixth grade students, fourth grades took the third place and seventh grade students had less positive attitudes compared to grades fourth, fifth, and sixth. The most negative attitude score belonged to eighth grade students. That is, fourth, fifth, sixth and seventh grade students had more positive attitudes to learning EFL in terms of learning environment factor than eighth grade students. To look in detail, fourth, fifth, sixth and seventh grade students enjoyed their English teacher and the course book they were using more than the eighth grade students did. Besides, it was

inferred that the English teachers had more positive impact on the fourth, fifth, sixth and seventh graders than the eighth graders because the students except the eighth graders believed more that their English teacher encouraged them to learn English. In addition, it was clear that their friends had more negative impact on the eighth grade students than the other grades because they believed that their friends did not encourage them to learn English. This finding of the study proved Moon's (2000) statement about how significant parental and peer influences were while trying to develop positive attitudes for students' liking English. Accordingly, older children (11-12 upwards) often become less interested in learning and more influenced by their friends. Moon (2000) further asserted that "parental influences may be more important in younger children, while peer influences may become more important as children approach their teens" (p.16). This claim was in line with the result that eighth graders in this study believed more than the younger grades that their friends did not encourage them to learn English.

The results indicated that there was no significant difference among the grades fourth, fifth, sixth, seventh and eighth in terms of *instrumentality* factor. It means that all of the students at state schools believed that knowing English would help them get a good job, speak to tourists and become a more knowledgeable person. Besides, they recognized the importance of English in the world these days.

To sum up, the findings of the study showed that there were differences across grades in terms of attitudes and learning environment factor in that the motivation level of the grades fourth, fifth, sixth and seventh are found higher than the grade eighth. However, there were no differences across grades in terms of instrumentality factor in this study. The reason for that might lie in the fact that all of the students at state schools were aware of the importance of English in the world today, in their professional life and in the future without class difference.

5.4. Gender Differences in terms of Motivation towards Learning English

Motivation towards learning EFL among the grades including three factors was analyzed in general. Further analysis was conducted to investigate whether there was a significant gender difference among students in terms of their motivation levels related to three factors, which were *attitudes*, *learning environment* and *instrumentality* to answer the third research question of the study.

According to the results, it was clear that female students had higher motivation level towards learning English compared to male students in terms of *attitudes* factor. This result showed that there was a meaningful relation between students' motivation levels towards learning EFL and their gender in that female students liked English more than their male peers did. Their feelings about EFL were more affirmative; however, male students probably did not like English or English lessons in the same manner as the females. In other words, female students enjoyed the English lessons more, they liked the activities in their book more, they had a good time during the English lessons more, and they were more willing to attend the lessons than male students.

The results showed that male students had lower motivation level towards learning English compared to female students considering *learning environment* factor. It was inferred from the findings that female students enjoyed the course book they were using and their English teacher more than male students. Besides, female students believed more that their English teachers and friends encouraged them to learn English compared to male students.

Looking at results, it was concluded that female students had higher motivation level towards learning English compared to male students regarding *instrumentality* factor. In other words, female students at state schools are more aware of the necessity and importance of English in the world, in their professional life and in the future than male students.

In conclusion, in this particular study, the results of the study showed that there was a meaningful relation between students' gender and their motivation levels towards learning EFL regarding the above mentioned three factors in that female students had higher motivation level compared to male students. This result was consistent with the other studies in the field (e.g., Aydoşlu, 2005). Shoaib and Dörnyei (2005) indicated that gender was an important perspective under second language learning investigations and concluded that female students showed more interests, positive behaviors and performances compared with the males. The results in the current study were also in line with a study by Narayanan, Nair and Iyyappan (2007) aiming to explore the motivation of Indian college and university students, and reported higher ratings amongst girls for all four types of motivation studied: instrumental, integrative, intrinsic, and resultative. Likewise; in a study searching for EFL students' attitudes, Abidin, Pour-Mohammadi, and Alzwari (2012) found out that the attitudes of female secondary school students towards English were slightly higher than that of male ones.

Yılmaz (2013) also found the similar results in his study in Turkey with high school students in that female students had high level of motivation towards learning English compared to male students. However, in another study, Kızıltan and Atlı (2013) found a different result from the current study and indicated that there was not a significant gender difference in the attitudes of fourth grade students towards English.

5.5. Factors that Influence Students' Motivation towards Learning English

In order to answer the fourth research question of the study about the factors that influenced students' motivation towards learning EFL, the sentences explained by the students in open-ended questions part were analyzed by grades. The results are presented in five parts in terms of each grade.

5.5.1. Factors that Influence Fourth Grade Students' Motivation

The most important dimension influencing fourth class students' motivation towards learning English was the teacher factor. Most of the students expressed negative ideas stating that they did not like English because the teacher always got angry with them, the teacher was prejudiced/ discriminated against some other students, the teacher did not encourage or help them, the teacher hit or mocked them, and gave a lot of homework.

The second most important factor for fourth class students was a computer program called DynEd. Most of the fourth class students adopted positive attitudes concerning the software program stating that they liked studying on the program, and they would love to have more DynEd hours. On the other hand, some of students had negative attitudes and declared that they did not like the software program at all.

The other factors that influenced fourth class state school students' motivation towards learning English were as follows starting with the most important one: English lessons being lots of fun, the songs in their book, English lessons being too difficult or not enjoyable.

5.5.2. Factors that Influence Fifth Grade Students' Motivation

When fifth grade students presented their ideas on the reasons why they wanted to learn English, the results implied that some of them (n=11) were intrinsically motivated. They wanted to learn English because they loved it, and learning a new

language made them feel happy and inspired. Besides, some of them (n=12) were aware of the importance of English and extrinsically motivated in that they wanted to learn English so as to get a good job or high marks in the exams, and because they needed English in the future.

Fifth graders declared that they liked English because (starting with the most important one) (i) they liked their English teacher, (ii) English was lots of fun, (iii) their English teacher encouraged them, and (iv) it was easy for them. Some students also stated that they liked English more than the other school subjects. On the other hand, some students presented negative ideas stating they did not like English because it was boring for them and there was noise in the classroom.

One of the most of important factors influencing fifth grade students' motivation was the computer program DynEd. Most of the students had negative attitudes concerning the software program reporting that they had problems with the program or they did not like it at all. A few students stated that they wanted the program to be improved and be more fun.

In conclusion, for fifth grade students the most important factor for loving English was their English teacher like fourth grade students. Again, the influence of teachers on students' attitudes to learn English is clearly shown in this particular study. We can conclude that students loved English lessons if they loved their English teacher like in fourth grades. Also, the computer program DynEd proved to be an important factor for fifth grade students.

5.5.3. Factors that Influence Sixth Grade Students' Motivation

Sixth grader students (n=42) seemed to be extrinsically motivated because they stated that they wanted to learn English in order to get a good job or pass the exams. They learned English just because they had to or because their parents wanted them to learn it. Some of the students (n=16), however, declared that they wanted to learn English because they liked it, which indicates that they were intrinsically motivated.

Apart from the results above, one of the most important dimensions for sixth grade students is the difficulty of English. They stated that they liked/did not like English but/because it was too difficult to learn. Another factor that affected sixth graders' motivation seemed to be the noise in the classroom.

In conclusion, it was inferred from the findings that sixth grade students were highly aware of the importance of English and were highly motivated extrinsically in that they wanted to learn English to satisfy an external need. They also presented positive attitudes towards English lessons in spite of its difficulty.

5.5.4 Factors that Influence Seventh Grade Students' Motivation

The analysis of the open-ended statements clearly showed that some seventh class students (n=17) had positive attitudes towards learning EFL. The most frequently explained reason about the desire to learn English lied in the fact that they actually liked it. The other reasons to learn English were to pass the exams, to speak to tourists, to get a good job, and to know a foreign language. However, some students (n=18) had negative attitudes towards learning English. They found it too difficult to learn or did not understand.

Sixteen students presented positive ideas about the reasons why they liked English. Six of them liked English despite its difficulty. Five of the seventh graders liked English because they liked their English teachers. Three students suggested that English was lots of fun, and two students liked English because it was too easy to learn. On the other hand, there were twenty students who presented negative ideas about the reasons why they did not like English. Most of the seventh graders found English lesson too difficult to learn. Some of them had difficulty in learning new vocabulary, while some had difficulty in speaking the target language. Others stated that they could not understand English. Some students declared that its spelling was different from its pronunciation and other three students said it was sometimes boring.

Most of the seventh class students expressed negative ideas on the computer program DynEd stating that they did not like it or found it boring. Only a few students presented positive ideas by saying that they liked the software program. Seventh grade students had negative attitudes regarding the course book they were using. They declared that the course book was too difficult for them to understand and boring for them.

Overall, most of the seventh class students presented negative attitudes towards learning English because they had difficulty in understanding and learning it. Some seventh class students presented positive attitudes for the reasons as teacher influence and having fun while learning English. It is also clear that seventh class students were

aware of the importance of English and were extrinsically motivated in that they wanted to learn English to get a good job or high marks in the exams. Besides, some of them were intrinsically motivated as they wanted to learn English just because they liked it. Furthermore, seventh grade students' responses to open-ended questions clearly showed that the computer program DynEd and the course book were also an important factor for seventh grade students but in a negative way.

5.5.5. Factors that Influence Eighth Grade Students' Motivation

When eight class students presented their ideas about the reasons why they wanted to learn English, the most frequently explained reasons to learn English were to pass the exams, to speak to tourists and because it was important in the world. The second most frequently stated reasons were to get a good job, to know a foreign language, because they needed English in the future and because they liked English. Lastly, two eighth grade students stated that they wanted to learn English because their parents wanted them to learn it. However, some of the students declared that they did not want to learn English because of their English teacher.

Although some of the eighth graders had positive attitudes towards English lessons stating that it was lots of fun for them and their English teacher encouraged them during the classes, some students voiced certain concerns about their classes. For example, some students (n=6) suggested that they liked English, but it was too difficult to learn. Some students said that they liked English, but they did not like their English teacher, and they had difficulty in learning new vocabulary. Some students stated that they would learn English better with more pictures in the lessons. Lastly, some students expressed that they studied English just because they had to. The most frequently explained reason (n=14) why eighth graders did not like English was English being too difficult to learn. Some students (n=4) stated that they did not like English; they just studied English to pass the exams.

In conclusion, most of the eighth grade students were aware of the importance of English and were highly extrinsically motivated in that they wanted to learn English to fulfill a goal. Only a few of them were intrinsically motivated as they wanted to learn English just because they liked it. Most of the eighth grade students presented negative attitudes towards learning English stating the reason English being too difficult. Some students expressed negative ideas about learning English because they had difficulty in

understanding it or because of the English teacher. Only a few eight class students presented positive attitudes considering their English teacher and English as a subject (having fun while learning it).

5.5.6. Factors that Influence State School Students' Motivation in General

So far, the factors that influence state school students' motivation towards learning English were analyzed separately for each grade considering the students' responses to open-ended questions. In this part, these factors are summarized and discussed in general concluding and comparing the results and grades.

The most important factor influencing fourth class students' motivation towards learning English was the teacher factor. For both fourth and fifth grade students, the most important factor for loving English was their English teacher. While some seventh class students were happy about the teacher's positive attitudes, some of the eighth grade students declared that they did not want to learn English because of the English teacher.

The current study definitely indicated the importance of teachers' role on students' attitudes towards English and English lessons in all grades of state schools especially in the early years of education. Students loved English lessons if they loved their English teacher like in fifth and seventh grades. On the other hand, students did not love English lessons if they did not love their English teacher like in grades fourth and eighth. These findings were in line with other studies in the field in Turkey (Dilitemizoğlu, 2003; Asmalı, 2017; Biricik 2010) and in other countries as well (Dörnyei, 2001; Nikolov, 2002; Kormos and Csizer, 2008; Mihaljević Djigunović, 2012; Jurisevic and Pizorn, 2013). Kormos and Csizer (2008) studied the motivation for learning EFL in three learner populations (secondary school, university, and adult language learners) and concluded that it was highly important for all the age groups that teachers employed a wide variety of motivational strategies. The findings of the current study were also in line with what Moon (2000) stated: "two of the most important reasons for pupils liking English appear to be teacher and teaching methods" (p.16). Dilitemizoğlu (2003) aimed at evaluating young learners' attitudes towards learning English at an early age, by comparing the methods in fourth (aged 9-10) and fifth (aged 10-11) grades in a state and a private school. The results of the study indicated that there was no crucial difference found between the attitudes of students in both schools, but English teachers' role was noted to be more important than the methods employed

which is in the hearth of the current study as well. Similarly, Biricik (2010) aimed to study how significant motivation was while teaching English to very young learners (five to six year-old) and presented that the students were highly affected by teachers' attitude and at this age they needed a mother like teacher who is caring, supportive and friendly because of their age characteristics parallel. To sum up, this study and the other studies in the field proved that teachers' attitude was the most important factor for young learners and the younger the students were, the greater the impact of the teacher was.

The second most important factor that affects greatly the fourth and fifth grade students' motivation towards learning English was the computer program DynEd used at state schools. While most of the fourth class students pronounced positive attitudes concerning the software program stating that they liked studying on the program and would love to have more DynEd hours, most of the fifth grade students had negative views, reporting that they had problems with computer program or they did not like it. Likewise, seventh grade students' responses to open-ended questions clearly showed that the computer program was also an important factor affecting them, and they expressed negative ideas stating that they did not like it or found it boring. Looking at the students' statements for the problems they had while using DynEd program, they gave the reasons such as technological problems and limited time. They stated that it was boring and inefficient because there were not enough computers for everyone. They also declared that to study on DynEd program helped them get extra points but they did not always have a chance to study during the lessons, and they did not have a computer or internet connection at home. The findings of the current study on DynEd program were in line with the other studies conducted in Turkey (Baş, 2010; Meri, 2012; Yiğit, 2013; Baz and Tekdal, 2014). Baş (2010) aimed to evaluate DynEd courses used in English classes in elementary schools of Turkey from the views of teachers. Teachers considered DynEd courses to be important, and they believed in the positive and beneficial aspects of the program on students' side. Nevertheless, they stated that they faced some difficulties such as technological problems, limited time for both DynEd courses and English lessons and problems in the process of DynEd program as teachers had no education for the usage and application of the program. In line with the current study, Baş (2010) stated that there were no computer labs or internet access and the number of the computers was limited in some schools, especially in rural areas. Likewise, Yiğit (2013) investigated EFL teachers' attitudes towards the DynEd

program in primary education with 121 teachers of English in ten different cities in Turkey and concluded that “a large number of the teachers (89,3%) indicated that their students could not use the software program effectively in their schools because of such factors as insufficient equipment (number of computers, microphones, headphones, etc.) in their schools, internet connection problems, intensive syllabus and crowded classes” (p. 64) and these results are also parallel with the results of the current study.

It was clear from the current study that, for fourth and fifth graders, their English teacher and DynEd program was the most important factors affecting their motivation. When it comes to other results, we can conclude that even though some of the fifth grade students (n=12) were extrinsically motivated with exam or grade purposes, some of them (n=11) were intrinsically motivated as they wanted to learn English because they loved it, and learning a new language made them feel happy and encouraged. On the contrary, the vast majority of the sixth, seventh and eighth grade students were highly aware of the importance of English and highly motivated extrinsically in that they wanted to learn English to get a good job, pass the exams or get high marks in the exams or because their parents wanted them to learn it. Only a small majority of them were intrinsically motivated as they wanted to learn English just because they liked it.

The current study obviously showed that even though some of the fifth (aged 10-11) grade students were motivated intrinsically, most of the fourth (aged 9-10) sixth (aged 11-12), seventh (aged 12-13) and eight (aged 13-14) grade students were motivated extrinsically. This result is in line with Nikolov (1999), who states that students are mostly motivated intrinsically to learn a language until the age of eleven after which the indications of instrumental motivation appear. The results of the current study are different from another study conducted in Turkey as well. Kızıltan and Atlı (2013) conducted a study with fourth grade students (aged 10) to investigate their attitudes towards English and English lessons and found that 77,4% of the pupils seemed to be intrinsically motivated to learn English, while 45,9% of them seemed to be externally motivated. Carreira (2011) investigated children's motivation for learning EFL and intrinsic motivation with third-sixth graders in Japan and stated that the pattern of decline in EFL motivation simply reflected a general developmental decline in intrinsic motivation for learning in general from third through sixth grades. Similarly, the present study indicated that there was a decline in intrinsic motivation for learning English in general and most of the state school students were highly extrinsically motivated especially sixth, seventh, and eighth grades.

The results of the analysis of the responses given by the students to the open-ended questions confirmed the results of the SPSS analysis, and both analyses demonstrated that motivation decreased in time, which was in line with the other studies in the field (e.g., Moon, 2000; Arda and Doyran, 2017). Mihaljević Djigunović (2015) conducted a study with younger beginners (6/7 years old) and older beginners (9/10 years old) and the results presented that although the younger students were more motivated in the beginning, both group of students showed a decline in motivation over time.

5.6. Analysis of the Students' Interviews

The semi-structured interviews overall focused on students' perspectives about learning English, the use of English, and encouragement they received while learning English. Besides, students' perspectives on the use of activities, demotivation towards learning English, and the place of English in their life were discussed in detail in the following four sub-sections.

5.6.1. Students' Perspectives on Attitudes to Learning English

The first three questions in the semi-structured interviews aimed at finding the students' opinions and attitudes on English and their reasons for learning English. Students stated that they liked English because (i) English earned many job opportunities, (ii) English gave chances to improve themselves, (iii) learning English and different words was exiting and (iv) they loved their English teacher. On the other hand, some students said they did not like English because they had difficulty in learning it, they did not like their English teacher, and they did not understand it.

When students were asked why they would like to continue learning English, most of the students said they aimed to increase job opportunities, to improve themselves, and to be successful in prospective lessons and other two stated that had an interest in foreign languages and learning English was exiting. Some of the students wanted to continue learning English to have the chance of studying abroad and because English was a universal language. The most frequently expressed reasons not to continue learning English was because of their English teacher and they had difficulty in learning English. Some of the students did not want to continue learning English because they did not like English and believed that English would not help them in their

school life or for their future career. One of the students declared cultural dislike towards English speaking countries.

Interview analyses apparently display the fact that one of the most important factors for state school students was teacher factor again like in the motivation scale and open-ended questions part. Analysis of the motivation scale confirmed that students agreed with a percentage of 56,8 % and partly agreed with a percentage of 27,8 % that they liked English lesson because they liked their English teacher. Students considered their teachers as the indicators of loving or not loving English. Lamb (2017) states, “we now have sufficient research evidence to suggest that language teachers are able to influence their learners’ motivation, both for better and worse” (p. 330). Another important factor that affects students’ motivation towards learning English according to interview analyses is the difficulty of English, which is in line with the questionnaire results. Motivation Scale analysis presents that most of the students (42,4 %) partly agreed with the item “Learning English is difficult for me.”, and (30,8 %) agreed, while only (26,6 %) disagreed with the item.

Interview results also revealed that most of the students learned English to increase job opportunities and to communicate with tourists. Starting with the highest frequency, other reasons were to have the chance of studying abroad, to visit foreign countries, and to improve themselves respectively. The analyses of the interviews are parallel with the analyses of the open-ended questions part of the current study, and proved the claim that most of the state school students were motivated extrinsically instead of intrinsically in EFL settings.

5.6.2. Students’ Perspectives on the Use of English and Encouragement

Related to the students’ perspectives on the use of English in their environment and their feelings about speaking and hearing English, they felt excited and happy when they were exposed to English. The most frequent exposure to English was through songs and the second one was through communication with tourists. Movies with subtitles, acquaintances and family were other sources of English expressed by the students regarding the use of English. However, some of the students declared that they had not been in an environment where English was used and that they were exposed to English only in the classroom. The reason for that is the fact that students learn English

in an EFL setting and hardly ever find a chance to speak the language outside the classroom.

As for the support and encouragement students had while learning English, the most frequently expressed source of encouragement was family and second one was friends and teachers. As Moon (2000) also states, parental and peer influences are of great importance for students to develop positive attitudes towards English. The remaining sources were relatives and acquaintances. Some of the students declared that they did not have any support or encouragement while learning English.

5.6.3. Students' Perspectives on the Use of Activities

When students were asked about the use of activities in the classroom, the most frequently expressed activity type was songs and the second ones were dialogues, games and puzzles. These results were in accordance with the study of Asmalı (2017), who stated that singing songs and playing games were young learners' favorite activities. When students were asked about the different activity types they would like to do in the classroom, they usually talked about the activities they already did in their course books like games, puzzles, dialogues, and etc. Only a few students favored the use of different visual materials such as cartoons or pictures.

5.6.4. Students' Perspectives on Demotivation towards English and the Place of English

When the students were asked to give their opinions on the things that decreased their motivation, the most frequently expressed source of demotivation was DynEd. The other expressed items were noise in the classroom, non-stop lectures, English lessons' being boring or difficult, crowded classrooms and homework.

When the students were asked about whether English would be a part of their life in the future and to give their opinions on the place of English, the most frequently expressed item was business life. Secondly, the participants stated that they would be using English in communication with tourists. Thirdly, they stated that they would use it in exams and finally when they go abroad.

In summary, the interviews helped to gain more insights into what the students' general opinions were on English and English classes and what they found problematic or insufficient regarding the lessons. There were some factors mentioned by the

respondents only during the interviews such as DynEd program, crowded classrooms, homework, and so on.

5.7. Implications

Quantitative analyses of the motivation scale showed that the general perspective of state school students in Turkey about motivation towards learning EFL is in an affirmative dimension and they had high motivation level in terms of three factors, that is, *Attitudes, Learning Environment and Instrumentality*. “Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/ foreign language learning” (Dörnyei, 1998, p. 117). Therefore, the Ministry of Education, schools and teachers should benefit from this existing motivation and sustain it through their practices in all grades of primary and secondary education.

According to the motivation scale analyses of the study, it is clear that there are differences across grades in terms of attitudes and learning environment factor in that the motivation level of the grades fourth, fifth, sixth and seventh are found higher than the grade eighth. Thus, the findings of the study imply that the younger students are much more motivated than the older ones. Therefore, teachers, researchers and policy-makers should be aware of this change and find ways of keeping the students’ initial motivation. The reasons for this decline in motivation might arise from the age related factors, or lessons getting difficult and complex in time. In this respect, teachers should be aware of the needs and age of the students and take into consideration cognitive development as well as physical development of their students. For example, older students prefer pair and group work, while younger students prefer teacher-centred methods and are more under influence of their friends. Besides, as Brophy (2004) also stated, most of the students in the early grades have positive and high self-concepts and success expectations. “These inflated self-perceptions of ability persist until about age seven, when they begin to show more consistent relationships with test scores and other more objective measures” (p. 345). That’s why different teaching activities should be applied according to age-related factors.

Quantitative analyses of the Motivation Scale reveal that there are no differences across grades in terms of instrumentality factor in this study. This shows that all of the students at four-eight grades are aware of the importance of English in the world today,

in their professional life and in the future without class difference. This result also confirms that state school students tend to be motivated extrinsically in Turkey as they are highly aware of the instrumental motives. Qualitative analyses of open-ended questions also reveal that students from all grades tended to stand closer to extrinsic motivation in the sense of Deci and Ryan (2000).

The results of this particular study show that there is a meaningful relation between students' gender and their attitudes towards learning English regarding the three factors mentioned above. More specifically, female students have higher motivation level towards learning English in general compared to male students. It is of great importance for teachers to remain conscious of gender issues and be careful to choose an activity that is not gender typed, as teachers' and students' attitudes and expectations are likely to be affected (Brophy, 2004).

According to analysis of open-ended statements, the English teacher and the computer program DynEd greatly affects the fourth grade students' motivation towards learning English. It may be inferred from these results that fourth grade students were highly affected by external factors maybe because of their age (9 years old) or maybe because it was the first time they start learning English (at the time this study was conducted). Some of the fifth grade students were intrinsically motivated as they wanted to learn English because they loved it, and to learn a new language made them. However, the vast majority of the sixth, seventh and eighth graders were highly aware of the importance of English and highly motivated extrinsically in that they wanted to learn English to get a good job, pass the exams, get high marks in the exams, or to conform to their parents' demands. If we consider intrinsic and extrinsic motivation to take place on the same continuum, all the state school students were closer to be extrinsically motivated. As a result, policy-makers and teachers should benefit from this result and convert students' awareness into advantages to teach English better and transform this extrinsic motivation into intrinsic motivation by taking their needs and learning preferences into account.

As stated above, for all the grades in state school, especially for fourth and fifth graders, the most important factor is their English teacher. Similar to many other studies on motivation towards learning English (e.g., Behrooz and Amoozegar, 2014), this study shows clearly that teachers have a big role on students' attitudes and motivation towards English classes, especially for younger learners. As Brophy (2004) indicated, "primary-grade teachers can afford to be more spontaneous in scaffolding

their students' learning, giving them feedback, and praising both their efforts and their accomplishments" (p. 348). Thus, English teachers' awareness about how to support their students throughout the language learning process could be increased through in-service training and seminars given at certain intervals.

Besides, the computer program DynEd affects greatly state school students' motivation towards learning English. While some students pronounced positive attitudes concerning the software program, most students presented negative attitudes reporting that they had problems with the program or they did not like it. There seems to be many problems with DynEd program such as technological problems and time limitation both on teachers' and students' side. Students stated that DynEd hours were boring and inefficient because there were not enough computers for everyone, and they did not have a computer or internet at home. Yiğit (2013) also concluded that although teachers agreed that DynEd motivated students to learn English, a large number of them (89,3%) indicated that their students could not use the software program effectively in their schools because of such factors as insufficient equipment (number of computers, microphones, headphones, etc.) in their schools, internet connection problems, intensive syllabus and crowded classes. If DynEd has a role to increase students' motivation, the difficulties while using it should be overcome and the Ministry of Education and schools should supply enough computer labs.

When students were asked to give their opinions on the use of activities in the classroom while learning English, the most frequently expressed activity type was songs and the second ones were dialogs, games and puzzles, which is in accordance with the study of Asmalı (2017), who stated that singing songs and playing games were young learners' favorite activities. In line with Dörnyei (2001), this study proved that teachers, materials, and activities are instrumental in shaping attitudes towards learning languages. Therefore, it is of great importance that teachers employ a wide variety of motivational strategies for all the age groups (Kormos and Csizer, 2008).

5.8. Limitations and Suggestions for Further Research

This study was conducted in the city of Mersin, in Turkey. Therefore, the results of the study reflect the local context of this city. To be able to reach more generalisable conclusions on the perspectives of state school students in Turkey about motivation towards learning EFL, it may be useful to conduct similar studies in different parts of

the country. Also, the current study was held at state schools. The Motivation Scale could be applied in private schools to compare the results concerning possible differences between two school types. Finally, the computer program DynEd seems to be greatly affecting students' motivation towards learning English. Therefore, studies might be done to enhance the quality of the use of the program with a view to increasing student motivation.



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APPENDICES

Appendix A. Questionnaire (English)

Part I: Personal Information

Put X please: Female _____ Male _____

For your grade, put X please: 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

Part II: Motivation Scale

	 Agree	 Partly agree	 Disagree
1. I like English.			
2. I like studying English.			
3. Learning English is easy for me this year.			
4. Knowing English would help me to become a more knowledgeable person.			
5. English is important in the world these days.			
6. Knowing English would help me get a good job.			
7. Knowing English would help me to speak to tourists.			
8. English is one of my favorite lessons.			
9. I enjoy the English course book we are using.			
10. I like learning new words in English.			
11. I like taking tests in English.			
12. I would like to have more English lessons to learn English better.			
14. I like speaking activities in my course book.			
15. I like English lessons mainly because I like my English teacher.			
16. Learning English is difficult for me.			
17. Doing exercises in the workbook is easy for me.			
18. When I have a problem understanding something in English class, I immediately ask the teacher for help.			
19. I want to learn English because I like it.			
20. My English teacher encourages me to learn English.			
21. My friends encourage me to learn English.			

Part III: Open-ended Questions

1. Do you like English? Please state the reasons.
2. Do you want to learn English? Please state the reasons.
3. Apart from these, is there anything else that you would like to add? Please specify.



Appendix B. Questionnaire (Turkish)

İngilizce dilini öğrenme ile ilgili soruları cevaplayarak bize yardımcı olmanızı diliyoruz. Lütfen cevaplarınızı samimi veriniz çünkü sadece bu şekilde araştırma başarılı olacaktır. Cevaplarınız sadece araştırma amacıyla kullanılacak ve gizli tutulacaktır.

Katkılarınız için çok teşekkürler,

Edge BAHAR

Kısım I: Kişisel Bilgiler

Doğru yere X işareti koyunuz: Kız _____ Erkek _____

Kaçıncı sınıftaysanız, yanına X işareti koyunuz: 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

Kısım II: Güdülenme Ölçeği

	 Katılıyorum	 Kısmen	 Katılmıyorum
1. İngilizceyi seviyorum.			
2. İngilizce çalışmayı seviyorum.			
3. Benim için bu sene İngilizce öğrenmek kolay oldu.			
4. İngilizce bilmek daha bilgili bir insan olmama yardımcı olur.			
5. Bu günlerde İngilizce dünyada önemli.			
6. İngilizce bilmek iyi bir iş bulmama yardımcı olur.			
7. İngilizce bilmek turistlerle konuşmama yardımcı olur.			
8. İngilizce en sevdiğim derslerimden birisidir.			
9. Kullandığımız İngilizce ders kitabını seviyorum.			
10. İngilizcede yeni kelimeler öğrenmeyi seviyorum.			
11. İngilizce test çözmeyi seviyorum.			
12. İngilizceyi daha iyi öğrenmek için İngilizce ders saatinin daha fazla olmasını isterdim.			
13. Ders kitabımdaki okuma metinlerini seviyorum.			
14. Ders kitabımdaki konuşma etkinliklerini seviyorum.			
15. İngilizce dersini sevmemde İngilizce öğretmenimin çok büyük etkisi vardır.			
16. İngilizce öğrenmek bana göre zor.			
17. Çalışma kitabındaki alıştırmaları yapmak bana göre kolay.			
18. Sınıfta İngilizce dersinde anlamadığım bir şey olunca hemen öğretmenime soruyorum.			
19. İngilizceyi sevdiğim için İngilizce öğrenmek istiyorum.			
20. İngilizce öğretmenim İngilizce öğrenmem için beni cesaretlendiriyor.			
21. Arkadaşlarım İngilizce öğrenmem için beni cesaretlendiriyor.			

Kısım III: Açık Uçlu Sorular

1. İngilizceyi seviyor musun? Lütfen sebeplerini belirtiniz.
2. İngilizce öğrenmek istiyor musun? Lütfen sebeplerini belirtiniz.
3. Eklemek istediğiniz şeyleri lütfen belirtiniz.



Appendix C. Interview Questions (English)

1. Do you like English? Why? / Why not?
2. Do you want to continue learning English? Why? / Why not?
3. Do you believe that English will help you in your school life/ for your future career? / How?
4. Do you meet an environment where English is used? If yes, how do you feel when you speak/ hear English?
5. Are there people around you who support/ encourage you while learning English? If yes, who and how?
6. While learning English, what activities attract you most?
7. What kind of activities do you use in the classroom? Do you want to do different activities? If yes, what kind of activities?
8. While learning English, what decreases your motivation?
9. Do you think English will be a part of your life in the future? If yes, how?
10. Apart from these, is there anything else that you would like to add?

Appendix D. Interview Questions (Turkish)

Görüşme Soruları

1. İngilizceyi seviyor musun? Niçin?
2. İngilizce öğrenmeye devam etmek ister misin? Niçin?
3. İngilizcenin okul hayatında/ gelecek kariyerinde sana yardımcı olacağına inanıyor musun? Nasıl?
4. Günlük hayatta İngilizce kullanılan bir durumla karşılaşıyor musun? Nasıl hissediyorsun?
5. Çevrende İngilizce öğrenmeni destekleyen kişiler var mı? Kimler? Nasıl destekliyorlar?
6. İngilizceyi öğrenirken ne tür aktiviteler ilgini çekiyor?
7. Sınıfta İngilizce ile ilgili ne tür aktiviteler yapıyorsunuz? Daha farklı olmasını ister miydin? Nasıl?
8. İngilizceyi öğrenirken ilgini azaltan şeyler var mı? Neler?
9. Sence İngilizcenin gelecekte hayatında yeri olacak mı? Nasıl?
10. Bunların dışında eklemek istediğin şeyler var mı? Neler?

Appendix E. Formal Permission Granted by Mersin Provincial Directorate of National Education

T.C.
MEZİTLİ KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü
(967617)

Sayı : 300/3465
Konu: Anket Çalışması

27/04/2011

KAYMAKAMLIK MAKAMINA
MEZİTLİ

Edge BAHAR'ın 25.04.2011 dilekçesi ile yüksek lisans tez çalışmasına kaynak olmak amacıyla İlçemiz Davultepe Atatürk İlköğretim Okulu, Ahmet Hocaoglu İlköğretim Okulu, Tece İlköğretim Okulu, Bozön İlköğretim Okulu, Fındıkpınarı İlköğretim Okulu öğrencileri arasında "İngilizceye öğrenmeye karşı çocukların güdülenmesi" konulu anket çalışması yapması müdürlüğümüzce uygun mütalaa edilmektedir.

Makamlarınızca da uygun görüldüğü takdirde Olur'larınıza arz ederim.

Muzaffer NENİ
İlçe Milli Eğitim Müdürü

OLUR
27/04/2011
Kamil KİCİROĞLU
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