

# Determining External and Internal Demotivating Factors among Young Learners at Pozantı Regional Primary Boarding School

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## Abstract

This paper takes a brief look at external and internal demotivating factors among EFL young learners at Pozantı Regional Primary Boarding School (YİBO). In the search of the reasons of demotivation, a questionnaire consisting of 5-point Likert Scale, open-ended questions, observations and interviews were administered. Following the evaluation of data tools, interviews were conducted with randomly chosen students, and a new lesson plan was designed and applied for 8 hours of English lesson independent from the state English book. Regretfully, this study is not exhaustive to provide solutions for demotivation due its limited application period. However, it might show that teachers could change the negative attitudes into positive ones even with little effort, though it does not occur miraculously.

**Keywords:** Internal and external factors, demotivation, amotivation, young learners

## 1. Introduction

Motivation is one of the most crucial elements of teaching. It is one of the most dynamic and effective features in our classes perhaps the most essential one. This significant element can be defined as “a dynamic, continuously changing resultant of a variety of internal and external forces”. (Dörnyei, 2005). According to Gardner et al. (1987) motivation is regarded as the “combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language”. It can be easily seen from this definition that there are three main aspects of motivation: effort, desire and favourable attitudes. If there is a lack of any of them, then it means the table is missing a leg and it is bound to shake and perhaps collapse sooner or later.

As the problem is the lack of motivation the counterpart of motivation which is demotivation deserves to be defined to have a clear idea about the essence of the problem and their probable reasons mentioned above briefly. Dörnyei describes demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action” (Dörnyei, 2001b). These specific forces cover not just the external factors but the internal ones as well. These forces constitute the backbone our research questions. They could be listed as follows:

- What are the intrinsic and extrinsic demotivating factors affecting EFL young learners of primary schools at Pozantı Regional Primary Boarding School?
- What strategies should be followed to improve young learners’ demotivation problems in terms of student perceptions?
- To what extent can these strategies be useful in increasing language aptitude of EFL young learners of primary schools in Pozantı Primary Boarding School?

## 2. Literature Review

This chapter examines the related literature about motivation, motivation types such as intrinsic & extrinsic motivation, factors affecting motivation negatively in classes, namely causing demotivation or amotivation among young learners, and strategies to improve lack of motivation of learners in terms of young learners' nature.

### 2.1. Motivation

Motivation is one of the most crucial elements of SLA (Second Language Acquisition). It is important because it provides the primary impetus to initiate L2 learning and it helps sustain the long learning process. (Dörnyei, 2005, p.65). It is the key to open the door of effective learning. As Dörnyei (2005) expresses "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.

Though motivation is not a new term for SLA and psychology, there are different definitions of it and there is no such a consensus on it. Dörnyei summarizes it ironically as "no more than an obsolete umbrella that hosts a wide range of concepts that do not have much in common". (Dörnyei, Csizér, and Németh, 2006, cited Tuan, T.L.,2011). Moreover, there is another definition which is a highly popular one proposed by Gardner. Gardner suggests that "*motivation is the combination of effort, plus desire to achieve the goal of learning the language plus favourable attitudes towards learning.*" (1985, p. 10).

A more exhaustive L2 motivation definition came from Williams and Burden. Motivation is a "state of cognitive or emotional arousal which provokes a „decision to act, which results in sustained intellectual and/or physical effort so that the person can achieve some previously set goal"(Williams and Burden, 1997, p. 120; cited Tuan, T.L., 2011 ).

Identifying the most effective influence, motivation would probably be ranked the first among other influence as it affects both learner and the teacher in different proportions at the same time. It seems likely that learning takes place when the learner wants to learn it.

### 2.2. Intrinsic & Extrinsic Motivation

Consolidated by many overlapping factors, motivation is influenced by many intrinsic and extrinsic factors in different circumstances. Williams and Burden (1997) explain that the reason why people opt for certain ways is inherent in their motivation type. Our prompts are shaped by intrinsic and extrinsic reasons. Intrinsic motivation is described as the inner reasons of learners for learning. Interest, curiosity, independent mastery and judgement, internal criteria for success are some of the intrinsic reasons to operate on language learning. On the other hand, extrinsic reasons are defined as factors affecting the learner process externally. These factors can be sequences as parents, teachers, grades, friends, rewards, learning environment, cultural contexts etc. (Williams & Burden, 1997). Although these factors could be grouped under two titles, most of the time they are intertwined and overlapped. Susan Harter views *intrinsic and extrinsic as the opposite ends of a continuum.* (Harter, S., 1987; cited Williams & Burden, 1997). She provides this example to express her suggestion more clearly.

*Does the child work hard to satisfy his or her own interest and curiosity?*

*Does the child do schoolwork to satisfy the teacher and get good marks and grades?* (Harter 1981:304; cited Williams & Burden, 1997).

Here is a figure contrasting of these questions given below:

INTRINSIC	EXTRINSIC
preference for challenge	preference for easy work
curiosity/interest	pleasing teacher/getting grades
independent mastery	dependence on teacher in figuring out problems
internal criteria for success	external criteria for success

Figure 1: *Dimensions of Intrinsic and extrinsic motivation* (from Harter, 1981)

Thus, it can be deduced that it is quite crucial to present lessons, tasks or activities sustaining the learners' motivation both intrinsically and extrinsically as they are so mingled that it would not be easy to isolate them in learning situations. As teachers, we need to arouse our learners' natural curiosity, which is an inherent trait we bring in our genes, and interest through tasks and activities personally relevant to the students' life for present and future. Tasks should be challenging but not demotivating, namely, they should allow the students to succeed and proceed but require their participation, concentration and interest. They should give them a sense of achievement to tap their perceptions about learning positively. Tasks may not be motivating for adults but also young learners all the time even if designed and applied properly. According to William and Burden (1997), pupils should be assisted to engage in tasks actively and these tasks should promote self-confidence; at the same time and increase positive attitudes towards the country and culture should be encouraged.

It would be appropriate to summarize intrinsic and extrinsic factors and promote intrinsic motivation with some tentative suggestions for teachers within a socio-constructivist framework which highly values student motivation in learning environment. (Williams & Burden, 1997, p. 141-142)

1. *Recognize the complexity of motivation*
2. *Be aware of both initiating and sustaining motivation*
3. *Discuss with learners why they are carrying out activities*
4. *Involve learners in making decisions related to learning the language*
5. *Involve learners in setting language learning goals*
6. *Recognize people as individuals*
7. *Build up individuals' beliefs in themselves*
8. *Develop internal beliefs*
9. *Help to move towards a mastery oriented style*
10. *Enhance intrinsic motivation*
11. *Build up a supportive learning environment*
12. *Give feedback that is informational*

### **2.3. Strategies to improve motivation problems in young learners' classes**

Advances in educational implications of motivation in classes have provided us invaluable strategies to implement in EFL classes. Dörnyei (2005) groups the motivational strategies which help to enhance the effectiveness of SLA into 3 sets:

- *motivational strategies used to generate motivation in the learners*
- *self-motivating strategies for personal control over conditions and actions*
- *teacher motivation*

Furthermore, there is a process model devised by Otto and Dörnyei (Dörnyei, 2005, p. 111) to help compose motivational strategies. It consists of four dimensions. ( see Fig. 2):

- *creating the basic motivational conditions*
- *generating initial student motivation*
- *maintaining and protecting motivation*
- *encouraging positive retrospective self-evaluation*

Regarding action control and self-motivating strategies learners take their own learning responsibility, but learners especially the young learners may not fulfill this responsibility well, or they just may not be aware of it. Therefore, support from outside, namely, a teacher would be really helpful for them to be aware of it and get actively engaged in the learning process. For the regulation of motivation there is a system consisting of macro-strategies designed by Wolters. (Wolters, 2003 as cited in Dörnyei, 2005). These macro-strategies are as follow:

- ***Self-consequating:*** *Identifying and administering self-provided extrinsic rewards. For instance, buying an ice-cream for yourself, self-praising verbal statements and so on.*
- ***Goal-oriented self talk:*** *Using sub-vocal statements or thoughts designed to increase one's desire to complete a task. Students talk themselves for persisting a task to improve their performance.*
- ***Interest enhancement:*** *Increasing one's intrinsic motivation by using strategies that promote the immediate enjoyment of an activity such as turning a task into an enjoyable game.*
- ***Environmental structuring:*** *Decreasing distractions or reducing the intensity of them.*
- ***Self-handicapping:*** *Manufacturing obstructions before or during task to make more difficult. By doing so, students in effect create a kind of "win-win" situation for themselves because if they fail, they can use the obstacle as a mitigating circumstance, and if they succeed against the odds, that puts them in a particularly good light.*
- ***Attribution control:*** *It entails the students' a priori manipulation of the casual attributions that they can make once the outcome of an academic task has been obtained.*
- ***Efficacy management:*** *Monitoring, evaluating, and purposefully controlling one's own self-efficacy for tasks by applying one of three methods: a) **proximal goal setting**- breaking tasks into simpler segments; b) **defensive pessimism**- highlighting one's level of unpreparedness or lack of ability in order to increase anxiety that will strategically increase one's effort to prepare; c) **efficacy self-talk**- engaging in thoughts or sub-vocal statements such as "You can do it" to increase one's perceived self-efficacy.*
- ***Emotion regulation:*** *Regulating one's emotional experience in a constructive way.*

Being an essential motivating factor, the characteristic of a language teacher is undoubtedly of a pivotal role in motivation because the teacher's motivation has numerous effects on students' motivational tendency and success of learning. Teachers' motivational practices are strong indicators of classroom environment and success. As every teacher is a unique social being with different attitudes and backgrounds as pupils are, they bring their own way of perceiving things, learning and teaching styles and

notion of success and motivation to the classroom. Teacher's beliefs about learning will beyond shadow of a doubt be reflected on his/her teaching and the perceptions of the pupils will be shaped similarly to some extent. Therefore, while trying to find out the reasons of demotivation among students and the teaching context, we cannot avoid from teacher factor in this circumstance. We shall conclude the literature review chapter with a quotation from Keller to summarize this section. "Seldom do the arguments about the boundaries of teacher's responsibilities or whether teaching is an art or science become more animated than when discussing the motivation of the students". (Keller, 1987, p. 6).

### **3. Methods**

This study was conducted at Pozantı Regional Primary Boarding School. The school is situated in Pozantı in the city of Adana. 290 primary and secondary students participated in the present study. The students are between 11-14 ages. As it is a state school, it consists of mostly the students who are socio-economically disadvantaged. The students were informed about the content of the study and the data tools used in the research beforehand. Moreover, they were made sure that they would never be graded for any activities which would be organized in the classroom, nor for the interviews and questionnaires administered for this study. Three kinds of instruments were administered to collect the data: a questionnaire consisting of 5-point Likert Scale and open-ended questions, observations, and interviews with some randomly chosen students. Additional materials were chosen to leave some space for communicative activities which were thought to promote motivation in these classes. The activities and data collection tools were administered by the English teacher who is one of the researchers of this study. The lessons were covered in two 4th, 5th, 6th, and 7th grade classes. Initially, 8th grade learners were planned to be included in the study; however, being about 14-15 ages 8th graders are not eligible for young learners sampling anymore and they were excluded from the study. The lessons were observed by the English teacher. Firstly, the questionnaires were delivered, and activities and lesson plans were organized according to the suggestions and wishes of the students derived from the questionnaires up to each grade's level. An observation scheme was used during the classes. The aim of using a scheme is to get outcomes from the observations in an organized and a clear manner. Afterwards, 10 students were asked some questions randomly after applying 8 hours of English lesson without MEB (Ministry of National Education) schoolbook in two- week period.

### **4. Findings and results**

Results of the three data collection instruments are given below in detail. Questionnaires were analyzed through Excel 2007 Office Version and observations were carried out through a form prepared by the English teacher.

#### **4.1. Questionnaires**

There are 18 questions in the 5-point Likert Scale Questionnaire. The answers are range from *strongly agree*, *agree*, *I don't know*, *disagree*, *totally disagree*. The questions are categorized into 3 groups as content: learner-related motivations, teacher-related motivations and curriculum-related motivations, thus, there are 6 questions representing each content. Here is the statistics of percentages given for each point in each question by 290 students. The purpose here is to point out the students' tendency to view themselves in terms of lesson, teacher and curriculum motivation variables.

It is assumed that it would be practical to analyze the table under three titles: student-related statements, teacher-related statements and finally curriculum-related statements. Questions 1,4,7,10,13 and 16 reflect the students' attitudes towards English, teacher and the curriculum. They are explained below in detail.

Table 1: Student-related Factors

Question number	1 Strongly agree	2 Agree	3 I don't know	4 Disagree	5 Totally disagree
Q1	71,03%	22,07%	4,48%	1,72%	0,69%
Q4	34,48%	30,34%	27,24%	3,45%	4,48%
Q7	71,72%	16,55%	7,59%	1,72%	2,41%
Q10	12,41%	14,48%	21,38%	18,28%	33,45%
Q13	65,52%	15,17%	12,07%	3,10%	4,14%
Q16	66,90%	17,93%	9,66%	1,72%	3,79%

***[S1] I enjoy attending English lessons.***

71,3% of the students chose strongly option for this question. It shows that students have quite positive views about English lessons. That 22, 07 % of them agree on it shows that more than 93% of the students like English classes. The other questions will give us some the reasons to like English.

***[S4] I am interested in foreign cultures as much as in foreign languages.***

34, 48 % of the students chose strongly agree for this statement. Also, about 30% of them chose agree option and it makes more than half of the class' attitude towards foreign languages and cultures It shows that students are quite open-minded about foreign cultures as far as foreign languages. Perhaps this openness helps students have positive ideas about foreign languages, in this case English. However, there is a significant percentage of students' being unsure about culture's value in foreign language learning. Perhaps awareness could be raised by including cultural motifs in our books or activities so that learners could be more interested in foreign languages.

***[S7] Learning English is useful since it helps me to learn foreign cultures.***

When asked in another way around and in a more general tone, learning English for learning foreign cultures took more attention than the 4<sup>th</sup> statement. It might be because the 4<sup>th</sup> one is more personal than the 7<sup>th</sup> one and with a general statement they felt more confident and as it sounds a common sentence, they regarded it as to be strongly agreed on. The percentage of uncertainty about learning English to get to know foreign cultures in statement 4 drops from 27, 24 % to 7, 59 % sharply which is another interesting finding from the questionnaire.

***[S10] I like English since I like travelling.***

It is surprising to see that 33, 45 % of the students totally disagree about liking English for travelling purposes. It might be because students have never gone abroad and used English or they just like and regard English like any other topic learnt at school such as maths or science. 21, 38 % of the learners do not know either if they like English or if they like, they like it for travelling purposes. Calculated with agree option, nearly 27 % of the students are positive about liking English for travelling purposes. It is not clear to say whether those students have had the chance to travel and used English practically and so they like English or they just liked idea of speaking English while travelling in

the future. Then, it would not be wrong to assume that those learners are aware of practical side of English.

**[S13] I would like to go on learning English in the future.**

Looked at the all statements in the questionnaire in general, students tended to choose strongly agree option more than other options. As researchers, we are not quite sure whether students chose that option for sake of pleasing their teacher or they were quite honest about it. However, observations made by the teacher could prove that the students were mostly honest about their answers because most of them participated in the activities and games eagerly and actively.

**[S16] I think it is enjoyable to speak English with foreign people.**

Not surprisingly, the majority of the students chose strongly agree option by 66, 90%. It is followed by with 17, 93 % agree option. It clearly indicates that students aspire to speak English with foreigners; it means they are open to improve their communicative skills. How English teacher can benefit from this is by bringing speaking activities to the class and using them as interactively as possible because the teacher already has the cement and the brick to build a wall; the cement and brick represent openness and enthusiasm in this case. Summing up the I don't know, disagree and totally disagree options, only about 15% of the students are not sure about it or not quite enthusiastic to speak in English. This might be because of the students' lack of self- confidence in speaking English as well.

Table 2: Teacher-related Factors

Question number	1 Strongly agree	2 Agree	3 I don't know	4 Disagree	5 Totally disagree
Q2	11,72%	19,31%	38,97%	16,55%	13,45%
Q5	87,93%	5,86%	2,76%	2,76%	0,69%
Q8	48,62%	23,79%	11,03%	7,59%	8,97%
Q11	17,59%	21,72%	35,52%	12,41%	12,76%
Q14	60,00%	20,34%	12,07%	2,41%	5,17%
Q17	78,28%	12,07%	7,24%	1,03%	1,38%

**[S2] I think my teacher should speak only English in the classroom.**

This time in contrast with other options *I don't know* leads the first among others. It can be concluded that students do not have clear ideas about the benefits of using English in classes as much as possible, yet they do not against it all together. Total of *Disagree* and *Totally disagree* constitutes nearly 30% of the answers. The rest of the answers given comprise about 30%. It could be interpreted that more than quarter of the students agree on teacher's speaking only English in the class; however, despite not being against all, they are resistant to this application in the classroom. This attitude could be linked to their lack of self-confidence in languages, their low self-efficacy expectations or laziness to try to understand and learn another language. This attitude's roots could traced back social variables, society's attitude to the foreign languages and cultural values.

**[S5] It is useful for me if my teacher corrects my mistake during the lesson.**

Students reached a record high consensus on teacher's correction by 87, 93%. Almost all the students believe that their teacher should correct them if necessary. This indicates

that they are open to be corrected and improve their English. Moreover, teacher's correction does not disturb them among their peers. So to speak, they do not mind losing face in front of their friends. This tendency might be due to teacher's positive correction and feedback attitude. This positive attitude might relax students and they do not feel uncomfortable when they make mistakes. It shows that teacher created a positive and unthreatening environment in the class which is one of the pivotal factors helping promote motivation and success. Another comment for this tendency might be based on authority figure the teacher represents in the class. Perhaps students believe that if the teacher corrects the mistakes, that is the way it should be, namely, students put the responsibility of learning on teacher's shoulders. If this information is necessary and important for me, teacher will teach it to me and certainly correct me when I make mistakes.

***[S8] I like my teacher's praising me in front of my friends.***

Almost half of the students marked *strongly agree* option. Students embrace both being corrected and praised by the teacher. It indicates that it is young learner's nature to see and hear the things concretely. They like attracting peer attention. On the other hand, about 16 % percent of them do not like being praised in front of others. It might be true for the ones close the adolescence such as 7<sup>th</sup> graders.

***[S11] It is better if our teacher uses Turkish more in English lessons.***

35,52 % of the students are not decisive about whether it is good thing or not. Nearly 38% of them agree on its necessity. The percentages of the [S2] *I think my teacher should speak only English in the classroom* show similarities with S1 because the majority of the students do not know whether it is good to use only English or more Turkish in English classes. Apart from *I don't know* option, the other options are quite balanced, in other words, if the teacher spoke only in English in the class, more than half of the students would be unresponsive. It is almost the same for S11 because more than half of the students see the teacher's using Turkish more in the class necessary and correct. In short, these two questions validate each other.

***[S14] Different activities in English lessons increase my interest in the lesson.***

More than 80% of the students liked the different activities prepared by the teacher. Different activities refer to the activities from other sources other than state books. Apparently, students like variety in activities, not mechanical ones as in the state books. About 12% of the students chose *I don't know* options; this shows that those students are not aware of the types of activities carried out in the class, it might be because of their lack of interest in English lessons.

***[S17] Our teacher comes to class in a planned and motivated mood.***

About 90 % of the students are positive about this. The teacher has a very good image in their minds. To approach this result more skeptically, the students might think that if they choose negative options, the teacher would get angry with them or give them bad marks. However, this supposition is not very sound as the students were not asked to write their names on the questionnaires, therefore they remained completely anonymous and there is almost no reason to hide the real feelings of them from the teacher.



Table 3: Curriculum-related Factors

Question number	1 Strongly agree	2 Agree	3 I don't know	4 Disagree	5 Totally disagree
Q3	64,48%	16,21%	10,34%	3,45%	5,52%
Q6	8,28%	6,55%	11,72%	8,62%	64,83%
Q9	54,48%	17,59%	13,10%	8,62%	6,21%
Q12	40,69%	18,97%	17,59%	11,72%	11,03%
Q15	24,14%	17,24%	23,10%	15,86%	19,66%
Q18	64,48%	22,76%	5,86%	3,79%	3,10%

**[S3] It is useful to take English lessons in the special language class.**

In this statement *the special language class* refers to the class which was designed by the English teacher to be used for only English classes. All the materials and electronic gadgets were bought and prepared by the teacher himself. Almost 80 % of the students found it interesting and valuable to take English lessons in that class since they could use computers, videos and an OHP at hand. About 10 % of them don't know if it is a good thing to have lessons in that special class. This could be attributed to their reluctance to the lesson again. About 9 % of the learners do not find special class really "special". Surely, it depends on how successfully the lessons are covered there, or how fun they find the activities carried out in that class. More observations are necessary to reach satisfactory information about it.

**[S6] I attend English lesson as it is compulsory.**

About 72% of the young learners do not attend the English class as it is compulsory according to the results of the questionnaire. It clearly shows that most of the students have positive perceptions about the lesson, the teacher and the activities. Yet, about 15 % of the children attend the English lessons reluctantly as they have to is they want to pass. It is normal that some of the students' being not interested in any course in this case English, but the important thing is to come up with some ideas to conquer those kids' heart and include them all in our classes. As conscious and reflective teachers, it is our responsibility.

**[S9] I think our English book is suitable to our level.**

Most of the students like their English book according to the statistics. Nearly 70 % of the students find the English state book suitable for their level. It means they do not come across any difficulties in interacting with activities in the book. This statement could be combined with.

**[S12] Weekly English lessons are enough to learn English (3 or 4 hours in a week).**

More than half of the students find the weekly English lessons quite enough. About 22% of them do not find them satisfactory and 17% of them do not know whether they are enough or not. These two statements show that more than half of the students are content with the book and lessons. It might be because the learners have not used a better book for English lessons and the class hours are enough for them or at least they might have thought that the book must be good otherwise our teacher would not use it and the class hours must be enough or else we would have had more English classes; we are supposed to be content with the book and the level.

**[S15] *The activities in our English book are enough to learn English.***

About 40% of the students consider the activities are sufficient to learn English. However, 23, 10% of them are not sure if they are enough to learn well or not. It is a significant data because nearly 35% of them find them insufficient. Taken into S9 and S12 account, there is discrepancy with students' answers. While more than 70% of the students assume that English book is up to their level, a substantial amount of them do not consider the activities in the book insufficient. 23, 10 % of the pupils do not know if the activities are enough for them to learn English or not. It might be owing to the fact that children may like some activities in the book but may not like some others, or they find some of them quite instructive and informative and the rest of them are not that purposeful. There is a big division of the answers given among the students. Perhaps observations and interviews would give answers to this discrepancy.

**[S18] *I find performance tasks useful to learn English easily.***

According to the item 35 in Assessment and Evaluation Regulations, if the class hours are more than three hours in a week, one performance project should be given to the students individually or in group work in every term. Performance homework aims at promoting individual learning or learning via group work on a specific topic. They also aim to develop child cognitively and make students more inquisitive and explorer. However, there might be other aims of performance homework such as preparing the children for exams in our case it is for SBS. There are some issues to be taken into account. They are: the level of the homework, its practicality and giving proper feedback to the students, determining some evaluation criteria and give them to the students beforehand. It has been repeated by many parents that the level of the performance homework is too high for the child and they have to "help" a lot in the end. Also, even parents are not sure what kind of task is asked from the child. One another concern is those performance homework or projects are filed and not even read by the teacher. If the project is not discussed with the students and not given proper feedback, then those papers reflect a total of waste of time. Teacher might complain about workload and the crowd of the classes, but at least sharing the rubric and discussing a couple of homework with the students would help the students understand the purpose and the value of the homework.

The performance homework are scored and written on the school report. In education systems like ours, scores have vital importance in being more successful and passing the exams and going to the better schools which are crucial to go to a good and prestigious university. Both parents and students are under pressure of this while doing performance homework and they cannot enjoy it. Under the light of these circumstances, it could be said that about 86 % of the students' being content with performance homework may have two possible reasons: the teacher gives meaningful homework and they really learn something from it, or they just do it for sake of getting a good score on the school report. Nearly 7% of them do not consider performance useful and 5,86% of the students do not know if they are useful for them. These students might not like and find the performance work purposive due to the reasons given above.

**4.2. Open-Ended Questions**

In this survey, 290 young learners were asked a couple of questions about their motivation, their activity preferences, their families' thoughts about learning English and their own thoughts about English teachers. The first question of this survey is: "Do you want to learn English? Why?" All the students answered this question "yes" and most of them went on their answers like "because it is necessary for every profession",

or “I am interested in learning different cultures and languages”. These answers show that there is a core motivation inside the learners’ mind which should be turned into practice by making the lessons interesting for the young learners.

The thoughts of students’ families about learning English vary in accordance with economic conditions of the families. For example, a student whose father is a farmer stated that English is important for his family because he can earn money easily instead of dealing with animals in the farm. On the other hand, another student whose father is an officer wrote that English is important for her family since it is nice to know foreign languages and cultures. In this second answer, there is no financial concern contrary to the first one. This fact shows that social economical conditions of the families also have a profound effect on the young learners’ perception of language learning.

The final question this survey was “describing English teacher with 5 words”. After the analysis of the items written here, it was found that most of the learners stated characteristic properties of their English teacher. Most commonly used adjectives for the teacher at this question were “good, friendly, lovely, funny and honest”. These definitions of the young learners show that English teachers are also effective in forming a personality type for the young learners. At this question, the young learners also mentioned professional aspect of their teachers with statements like “planned, informative, have the control of the classroom, know everything about English”. There are only five negative statements being rather unrelated to the topic like “bad at playing football, wear glasses, etc.”

#### **4.3. Observation**

In the observation part, 6 different English classes have been observed systematically by using an observation form which includes subtitles such as satisfaction, interest, success and failure of the students during the lessons. When the filled observation forms of each class is analyzed, it can be clearly seen that the students are more interested when there is new activities – a fact that has been proved by many other studies as well. However, here, the most eye-catching point is that the students learn easier if the old-fashioned and boring course book activities are omitted.

#### **4.4. Interviews**

In our study, 10 students were asked some questions randomly in classroom context after applying 8 hours of English lesson without MEB schoolbook in two-week period. In one of the classes the 4<sup>th</sup> grade students mostly gave the impression that activities based on games and videos are more enjoyable than the activities of the MEB book. For example, some students, when asked about the lesson, stated that they learn easier if there are games and videos in the lessons. Some of the students also think that the 2-week lesson are more based on speaking so they forget about exam and feel more motivated. However, very little number of students still did not seem eager to take place in the activities. These students are usually in the same manner regardless of the techniques of the lesson. In another group, who are 7<sup>th</sup> grade students, the thoughts about this novel lesson seemed positive. In the new lesson, the students were for the first time exposed to activities such as “story folding, puppet dialogue and voice recording”. These activities were mostly interesting for the 7<sup>th</sup> grade students since there is no such kind of activities in MEB book. The students mostly gave positive feedback about the lessons which cover the topic with more enjoyable activities. As a result of these informal interviews, it would not be wrong to state that the motivation of the students were seemingly higher than before. The participation to the lesson also proved this fact as the students were more active and productive in the process. As for the book,

it is compulsory to edit or adapt many parts by adding real life activities including songs, games or videos.

### 5. Discussion and Conclusion

Many things have been said and tried for finding out what motivation really is, what components it comprises, who is the motivated person, what makes a person motivated, what the counterpart of motivated is; amotivated or demotivated. It is a really complex concept and still there are many things to be discovered about it since it is one of the commonest problems that teachers encounter in their classes. . Limited time is the biggest limitation in our study. More time is needed to observe the young learners and go down the roots of the problems. However, this study indicates that our learners want to improve their English and open for working on it. The key point here is to approach them with an optimistic manner and try to motivate them through different activities, taking their opinions about the course and other things into account and engaging them in the decision making process actively and appreciating their work. Furthermore, young children could easily label each other as the “best” or “weakest” depending on the feedback and praises they receive from the teacher. Therefore, as conscious teachers, we should be well aware of how we give feedback to our students and observe how those feedbacks affect them; whether we lose them or win them with our feedback. To sum up, motivation is a complex issue being multi-dimensional, yet reflective teachers are aware of its importance very well and the efforts spent for it, especially for the young learners, are quickly reaped and awarded.

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## APPENDIX A

### MOTIVATION SURVEY

Dear students,

I request from you to give numbers to each item in this survey. You are not asked to write your name, and so be sure that all the information you provide for me will remain confidential. Your responses are quite valuable for me.

Thanks in advance,

Mehmet TUNAZ

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly agree	agree	I don't know	disagree	totally disagree

#### PART A

1. I really enjoy English classes.....
2. In my opinion English teacher should always speak in English.....
3. It is useful and enjoyable to have English classes in a language classroom.....
4. I am interested in foreign languages as well as foreign culture.....
5. My English teacher should correct my mistakes.....
6. I join in English classes because it is obligatory.....
7. It is important to learn English to get to know other cultures.....
8. I like being praised by my English teacher in the presence of my classmates.....
9. In my opinion our English course book is up to our level.....
10. I like English because I like travelling.....
11. I like our English teacher to use Turkish a lot in the classes.....
12. I find our weekly schedule for English enough.....
13. I would like to continue to learn English in the future.....
14. I will be more interested in english classes if the teacher brings different activities to the classes.....
15. The activities in our course book are enough to learn English.....
16. I find it enjoyable to converse in English with foreigners.....
17. Our teacher comes planned and organized to the classes.....
18. I find performance tasks quite useful to learn English.....

#### PART B

1. Would you like to learn English? If so, why? If not, why not?
2. Which activities do you like the most in your English classes?
3. What does your family think about English lessons?
4. Does your English teacher take your ideas and suggestions into consideration?
5. Describe your English teacher with five words.

**APPENDIX B**  
**OBSERVATION SCHEME**

<b>FREQUENCY OF MAINLY OBSERVED BEHAVIOURS</b>	<b>ALWAYS</b>	<b>OFTEN</b>	<b>SOMETIMES</b>	<b>RARELY</b>	<b>NEVER</b>
<b>Eagerness of students to attend the lesson and activities</b>					
<b>Students' interest to the activities during the lesson</b>					
<b>Success in the activities based on games, videos and dramas</b>					

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