

Motivation Types of the Learners in Beltek English Course

Beltek İngilizce Kursu Öğrencilerinin GÜdülenme Biçimleri

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ABSTRACT

Motivation is an essential factor in language learning. Language learners may have different motivation types in learning a foreign language depending on why they want to learn that language. When designing a syllabus for a foreign language learning program, students' motivations should be assessed. If not, there will be a risk of not choosing appropriate class materials and activities. In this study, motivation types of the students attending the English course of BELTEK (Ankara Municipality and Gazi University Technical Education Faculty Courses) were revealed by means of a scale and suggestions were made.

Keywords: Motivation, Motivation scale, Motivation types, Foreign language learning.

ÖZET

Dil öğrenmede güdülenme temel faktördür. Öğrenciler, yabancı dil öğrenirken neden dil öğrenmek istediklerine bağlı olarak farklı güdülenme biçimlerine sahip olabilirler. Bir yabancı dil programı için ders izlencesi hazırlarken, öğrencilerin güdülenme biçimleri belirlenmelidir. Eğer belirlenmezse, doğru ders materyalleri ve aktivitelerinin seçilememe riski ortaya çıkar. Bu çalışmada, BELTEK (Belediye-Gazi Üniversitesi Teknik Eğitim Fakültesi Kursları) İngilizce kursuna devam eden öğrencilerin güdülenme biçimleri geliştirilen bir ölçek ile belirlenmiş ve önerilerde bulunulmuştur.

Anahtar Kelimeler: Güdülenme, Güdülenme ölçeği, Güdülenme biçimleri, Yabancı dil öğrenimi.

INTRODUCTION

Motivation is the person's desire to fulfil a task and this psychological factor is undoubtedly the most important one in language learning and as Vaezi states (2008: 54) "For the past three decades, motivation has been a central area for empirical research and theoretical work within the context of learning a language other than one's mother

tongue, in other words in the context of second language learning (L2)”. Wang (2008:30) also emphasizes the importance of motivation and states that “Motivation has been widely accepted by teachers and researchers as one of the key factors that can influence the rate and success of foreign language learning.”

In recent years, in Turkey, like in many countries, motivation in teaching English and other languages has been considered as an important factor and many researches have been conducted on this issue. We, now, know that for successful outcomes, we cannot disregard the issue of motivation in the area of language teaching.

The Role of Motivation in Foreign Language Learning

Motivation which is a kind of desire for learning is one of the prerequisites for people who are in the process of learning. Reece and Walker (1997) emphasize that a less able student who is highly motivated can reach greater success than the more able one who is not sufficiently motivated. For this, it can be claimed that the main responsibility of teachers is to maximize and maintain the motivation of their learners. To take this responsibility properly, they should know the motivation type/s of their learners. Otherwise, it would be impossible for them to facilitate their students’ learning. In addition, they could not provide them with an instruction that fulfils their expectations, needs and interests, which might possibly lead learners to the loss of their desires to learn.

There are lots of researches on learners’ motivation in second/foreign language learners. Using a learning paradigm, Gardner, Lalonde and Moorcroft (1985) carried out a survey on some subjects with a high and low level of integrative motivation. As a result of it, they found that learning took place faster in subjects classified as having relatively high levels of integrative motivation than in those having low levels of the same kind of motivation. In such another study, Gardner and McIntyre (1991) examined the impact of integrative and instrumental motivation on the learning of vocabulary items and they

found that subjects with both integrative and instrumental motivations learned words faster than the others with neither integrative nor instrumental motivation.

What is Motivation?

Motivation comes from the Latin word “moveers”, which means to move. Brown (1987) defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. Brown (1987: 114) also states that “human beings universally have needs or derives that are more or less innate, however their intensity is environmentally conditioned”. Motivation is defined in different ways but these definitions agree that motivation is responsible for determining human behaviour by energizing it and giving it direction (Wang 2008).

One’s reasons to learn a language are also very closely related to their motivations. In order to design an English course and select and develop class materials, which will meet students’ language needs, their reasons to learn a language should be known. If inappropriate class materials are selected and the goals of the course do not fit the students’ expectations and motivation, students may lose their desire to learn the target language. For instance, if there are unnecessarily translation and lots of reading activities for the students who want to live and get integrated with the society of the target language, students’ needs will not be met and the students in such a learning setting can lose their interest to learn the target language. For this reason, students’ motivation types should be revealed before the course is designed.

Motivation Types

“According to the self-determination theory, there are two general types of motivation, one based on intrinsic interest in the activity per se and the other based on rewards extrinsic to the activity itself. These types of motivation are not categorically different, but rather lie along a continuum of self-determination” (Deci and Ryan in Lucas and Lao 2010: 6).

One of the most well known and general categorization of motivation is that of intrinsic versus extrinsic motivation (Vallerant in Wang, 2008).

Intrinsic Motivation

As Wang (2008) explains "Intrinsic motivation deals with behaviour performed for its own sake, in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity"(31). As inferred from these explanations, someone who learns a foreign language because s/he likes meeting people from other countries and having pleasure from learning their cultures has intrinsic motivation because there are no external requirements for this person.

Extrinsic Motivation

As Bainbridge (2010) states, "Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades". As opposed to intrinsic motivation, extrinsic motivation is the outcome of external factors like passing exams of English as a compulsory subject, getting promoted, being awarded with a better position in a job, etc. These rewards provide satisfaction and pleasure that the task itself may not do. Ur (1996: 277) states that "Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks".

Spolsky (1989:124) borrows Harter's model (1982) and shows it in the following way in order to give a clear image of the intrinsic-extrinsic motivations dichotomy:

| Intrinsic | | Extrinsic |
|-------------------------------|----|---|
| Preference for challenge | vs | Preference for easy work |
| Curiosity/interest | vs | Pleasing a teacher/getting grades |
| Independent mastery | vs | Dependence on teacher in figuring out problems |
| Independent judgement | vs | Reliance on teacher's judgment about what to do |
| Internal criteria for success | vs | External criteria for success |

In addition to intrinsic and extrinsic motivations, there are two more types of motivation in literature. These are integrative motivation and instrumental motivation.

Integrative Motivation

Language is a tool for communication and this tool is used by the members of the society to integrate with the target community and set relations with the people in it. Anyone who does not speak that language gets isolated from the society and cannot be a member of it. Integrative motivation is the outcome of the person's will to integrate with the society that speaks the language which that individual learns. Brown (1987) defines motivation as the person's desire to integrate with the society in which the target language is used as a means of communication.

Instrumental Motivation

Instrumental is related to the language learner's goals like being promoted in his/her job, earning more money, having better life standards etc. If the learner is learning a foreign language for gains in his/her work or life, his/her will to learn this foreign language can be labelled as "instrumental motivation". As Norris-Holt (2001:3) states, "With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status".

METHOD

In this part of the article, the aim, assumptions and limitations of the study will be introduced first. And then, there will be the presentation of the method involving population and sample, data collection and data analysis. Furthermore, method will be comprised of two divisions; namely, phase 1 and phase 2. Phase 1 will present some

information about the design of a scale whereas phase 2 will introduce the findings via the conduct of the designed scale of which validity and reliability have been proved.

Aim

The main aim of this study is to discover the motivation types of the attendees of the Beltek English Course. Furthermore, whether or not their motivation types show any marked variation with respect to their sex and state of working will also be investigated.

Assumptions

1. These participants may be intrinsically, extrinsically, instrumentally or integratively motivated to learn English.
2. If the present motivation types of Beltek English Course attendees would be determined, these attendees could be provided with more effective instruction.

Limitations

1. The participants will be limited to the attendees of Beltek English Course.
2. This study will only aim at reaching reliable information about the motivation types of the attendees and making some suggestions to improve the language skills and components that they need to develop for the satisfaction of their current needs.

Population and Data Collection

The population in phase 1 constitutes 30 male and 30 female participants to each of whom an interview form was given to collect information about the reasons of their attendance to Beltek English Course. Based on the gathered data, a pilot study scale comprised of 40 items was designed. After taking the opinions of two experts in the field, 9 items were excluded. This scale was administered to 54 female participants

and 36 male participants who were between the ages of 19 – 55. By doing so, the validity and reliability of the scale were tested.

The population in phase 2 comprises 100 participants between the ages of 17 – 57. Fifty-five of the participants were female while 45 of them were male. Seventeen of the participants were married while 83 of them were single. Three of them were primary school graduates, 12 of them high – school graduates, 83 of them had a BA degree and 2 of them had an MA degree.

Data Analysis

In this part of the study, there will be the analysis of phase 1 and phase 2 of the survey.

Phase 1

To test the structural validity of motivational scale for Beltek English Course, factor analysis has been made based on Basic Components Analysis for the data gathered from 90 participants. In this study of factor analysis, Varimax Rotation Technique has been used. As a result of the analysis, a 19 item scale which has 5 factors and whose variance is 69.04% has been designed (Table 1). In the first dimension of the scale, there are some statements like “I learn English to keep up with the times” and “I learn English because it is the world language”. By reviewing the related literature, the first dimension is named “keeping up with the times”. In the second dimension, there are some other statements like “I learn English because it can help me to find a job” and “I learn English because it is necessary for my job”. Because of this, the second dimension is named “mediating for career purposes”. In the third dimension, there are some statements one of which is “I learn English in my free time”. Hence, the third dimension, which is also considered as an extension of intrinsic motivation, is labelled as “hobby”. As for the fourth dimension, because there are some statements such as “I learn English because I enjoy it”, it is called “intrinsic motivation”. The fifth dimension involves some statements like “I learn English because I would like to learn the culture of the foreign language” and “I learn English because I would like to make comparisons

between my own culture and the others”. Thus, the dimension is called “enculturation”. Table 1 presents the structural matrix of the scale.

Table 1. The structural Matrix (n=90) of the Motivational Scale for Beltek English Course

| Items | Keeping up with the times | Mediating for Career Purposes | Hobby | Intrinsic Motivation | Enculturation |
|------------------------|---------------------------|-------------------------------|--------|----------------------|---------------|
| 25 | .876 | | | | |
| 26 | .793 | | | | |
| 27 | .773 | | | | |
| 28 | .761 | | | | |
| 29 | .706 | | | | |
| 30 | .598 | | .302 | | |
| 31 | .557 | | .450 | .386 | -.336 |
| 7 | | .882 | | | |
| 8 | | .851 | | | |
| 9 | | .791 | | | |
| 17 | | | .815 | | |
| 18 | | | .735 | | |
| 19 | | | .672 | | |
| 2 | | | | .852 | |
| 4 | | | | .720 | |
| 6 | | | .307 | .647 | |
| 10 | | | | | .821 |
| 11 | | | | | .779 |
| 12 | | .355 | | | .685 |
| Percentage of Variance | 27.19% | 14.50% | 12.67% | 7.48% | 7.19% |
| Total Percentage | 27.19% | 41.69% | 54.36% | 61.85% | 69.04% |

Findings Related to the Validity of Motivational Scale for Beltek English Course

The relation and the validity values between the total scores of the items in the designed scale have also been analyzed. The validity of the scale has been scrutinized with Cronbach Alpha method which is one of the internal validity methods. The results of the analysis are illustrated in Table 2.

Table 2. The Total Correlation of the Items of the Scale and Internal Validity Coefficients

| Dimensions | Number of Items | Total Correlation Range of Items | α |
|-------------------------------|-----------------|-------------------------------------|----------|
| Keeping up with the times | 7 | .63-.74 | .87 |
| A Means to Acquiring a Job | 3 | .60 -.65 | .84 |
| Hobby | 3 | .70 -.66 | .73 |
| Intrinsic Motivation | 3 | .53 -.39 | .70 |
| Enculturation | 3 | .63 -.58 | .78 |
| Total | 19 | - | .84 |

When Table 2 is examined, the validity coefficients of the designed scale are viewed as acceptable.

Phase 2

The findings that have been reached in the second phase of this study are given under the following two headings.

The Analysis of the Average Scores of the Lower Dimensions of the Motivation Scale Related to Learning English

Whether or not the average scores of the lower dimensions of the Motivation Scale related to learning English vary according to gender has been analyzed with the t-test method for independent groups. The results of the analysis are exhibited in Table 3.

Table 3. The Analysis of the Average Scores of the Lower Dimensions of the Motivation Scale Related to Learning English According to Gender

| Statistical Values | | | | | | |
|----------------------------|--------|----|-------|----------------|----------|----------|
| | Gender | N | Mean | Std. Deviation | t-Values | p-Values |
| Keeping up with the times | Female | 55 | 18.83 | 4.03 | -3.08 | .00** |
| | Male | 45 | 21.17 | 3.45 | | |
| A Means to Acquiring a Job | Female | 55 | 19.10 | 3.00 | -1.76 | .08 |
| | Male | 45 | 20.37 | 4.16 | | |
| Hobby | Female | 55 | 8.61 | 2.57 | -.61 | .54 |
| | Male | 45 | 9.02 | 3.98 | | |
| Intrinsic Motivation | Female | 55 | 9.96 | 3.14 | .53 | .59 |
| | Male | 45 | 9.57 | 4.08 | | |
| Enculturation | Female | 55 | 9.29 | 2.09 | -2.60 | .01* |
| | Male | 45 | 10.75 | 3.47 | | |

**p<0.01; *p<0.05

When Table 3 is analyzed, a meaningful difference is found in the lower dimensions of the motivation scale related to learning English in terms of gender. It has been revealed that males have a higher average score in the dimensions “Keeping up with the times” (\bar{X} =21.17) and “enculturation” (\bar{X} =10.75) than females do. These results put forward that the difference in the average scores between the two genders is statistically meaningful. Results show that males, unlike females, would like to learn English to keep up with the times and to be encultured.

The Analysis of the Averages of the Lower Dimension Scores in Terms of Being Employed or Unemployed

Whether or not the averages of the lower dimension scores vary with regard to participants' holding a job have been analyzed with the t-test method for independent groups. The results of the analysis have been given in Table 4.

Table 4. The Analysis of the Averages of the Lower Dimension Scores in Terms of Being Employed or Unemployed

| | Statistical Values | | | | | |
|----------------------------|------------------------------|----|-------|----------------|----------|----------|
| | Being employed or unemployed | N | Mean | Std. Deviation | t-Values | p-Values |
| Keeping up with the times | Employed | 41 | 20.41 | 4.06 | 1.11 | .26 |
| | unemployed | 59 | 19.52 | 3.84 | | |
| A Means to Acquiring a Job | Employed | 41 | 19.63 | 3.92 | -.10 | .91 |
| | Unemployed | 59 | 19.71 | 3.40 | | |
| Hobby | Employed | 41 | 9.29 | 3.70 | 1.26 | .21 |
| | Unemployed | 59 | 8.45 | 2.91 | | |
| Intrinsic Motivation | Employed | 41 | 10.24 | 3.69 | 1.05 | .29 |
| | Unemployed | 59 | 9.47 | 3.49 | | |
| Enculturation | Employed | 41 | 11.17 | 2.71 | 3.75 | .00* |
| | Unemployed | 59 | 9.10 | 2.70 | | |

**p<.0.01; *p<.0.05

Whether or not the average scores of the lower dimensions of the Motivation Scale related to learning English vary according to whether the participants are employed or unemployed is examined. The employed participants have been observed to have a higher average (\bar{x} =11.17) in terms of the dimension of enculturation. It has been concluded that the difference between the two groups with respect to average is statistically significant. Taking these results into consideration, it can be asserted that the employed participants unlike the unemployed ones want to learn English to be encultured.

CONCLUSIONS and DISCUSSION

There is a strong correlation between learners' reasons to learn a foreign language and their motivations. For this reason, when language courses are designed, the expectations, needs and interests of learners should be taken into consideration. Otherwise, neither establishing high motivation in classes nor reaching the desired outcomes would be possible. Evolving from this belief, a five dimensional scale has

been developed and implemented on the attendees of Beltek English course in order to gather data about their motivations. By doing so, it was thought that these attendees could be provided with more effective instruction to meet their expectations and needs. Additionally, the scale designed for this study can also be a guide for other researchers who want to investigate students' motivations in some other learning situations.

The analysis of the collected data of this study has revealed that the attendees of Beltek English course learn English to keep up with the times and be enculturated, which means they are intrinsically motivated, in contrast to many other English language learners who learn it for making a career, earning more money, getting promotion and so on. So, it can be suggested that enculturation and keeping up with the times should be involved as new dimensions in further studies on motivation. Another finding of this study is that male learners have been found to learn English for enculturation more than female learners. It is thought that this results from the different dominant intelligence types that male and female learners have. Razmjoo (2008) states that the use of intrapersonal intelligence by females is higher than that of males. In other words, male learners dominantly have interpersonal intelligence. For this reason, it can be concluded that male learners in Beltek English Course tend to learn English for enculturation more than female ones. Furthermore we can also conclude that male learners learn English for enculturation because of the patriarchal structure of Turkish society in which men spend most of their time outside their homes and have more interactions with other people.

Regarding the findings of this study, it can be suggested that the attendees of Beltek English course should be provided with materials rich of cultural information. They must also be made aware of such cultural issues as proxemics, body language, customs and traditions, social institutions, life style, daily habits etc. In order to introduce these issues to the learners of Beltek English course, use of video will be very effective. To get them to practise the cultural information they have received, role play, drama and improvisation activities should be applied in the classroom. Finally, in order to enhance students' intrinsic motivations, they could be encouraged to have e-pals and pen-pals

and students' letters to and from their e-pals or pen-pals should be a part of writing and reading activities in classes.

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SUMMARY

People with various socio-cultural backgrounds and from various occupations attend the English course of Beltek (Ankara Municipality and Gazi University Technical Education Faculty Courses). It is assumed that these learners of English have different reasons to learn English and; therefore, their motivation types are also different. Since Beltek English course started, no needs assessments have been administered for these learners in order to make the syllabus fit their needs and wants. In this English course, a course book called "True Colors" is used for all of the learners having different motivations. Additionally, no supplementary materials or class activities are provided for the students' various needs and wants. This study aims at contributing to the solution of this problem by revealing motivation types of the learners who learn English in the course via a motivation scale which was structured after a pilot study. After the data about these learners' motivation types had been gathered, the collected data were analysed and the results were discussed. Another aim of this study is to make suggestions for the syllabus and supplementary materials of Beltek English course considering the results and findings.

The data collection process of this study has two phases. In the first phase, from 30 male and 30 female learners, data about their reasons for learning English were collected via a structured interview. After that, a pilot study scale comprised of 40 items was designed but 9 of the items were excluded from the scale considering the opinions of the two experts in the field. This pilot study scale was administered to 54 female participants and 36 male participants who were between the ages of 19 – 55. This preliminary investigation about the learners' reasons to learn English formed the basis of the scale with 19 items and five dimensions. This scale was used to collect data about the motivation types of the learners of Beltek English course. The validity of the scale was scrutinized with Cronbach Alpha method, which is one of the internal validity methods, The total validity value of this scale was .84. In the second phase of the research, the nineteen-item-scale was administered to 100 learners in Beltek English course between the ages of 17 – 57. Fifty-five of these learners were female while 45 of

them were male. Seventeen of the participants were married while 83 of them were single. Three of them were primary school graduates, 12 of them high-school graduates, 83 of them had a BA degree and 2 of them had an MA degree.

After the data about the learners' motivation types had been collected, the data were analysed and the findings were discussed. One of the most important findings of this study is that there are more male learners than female learners in number registered to Beltek English course and these male learners attend the course in order to keep up with the times and be encultured. As for the suggestions depending on the findings of this study, use of class materials which provide information about the culture of the target community is an important issue to keep in mind when preparing supplementary class materials and choosing a course book. Additionally, it can also be suggested that videos including cultural elements would be very useful for the students.