MOTIVATIONAL FACTORS AFFECTING SUCCESS IN THE

LEARNING OF ENGLISH AT THE ISTANBUL TURCO‑

BRITISH ASSOCATION AND ENGLISH FAST

by

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ABSTRACT

The purpose of this study was to investigate what reasons adults have for learning English in Turkey; kinds of motivational orientations towards the studying of English were investigated, as was the relationship between types of motivation, success and age. Demographic information about the adult learners attending the language courses was also collected.

Two private English language schools in Istanbul were included in the study; the Istanbul Turco-British Association and English Fast. Both of these schools teach English to adult learners and were similar in terms of methods, courses and course materials used.

Five level two classes out of a possible seventeen classes were randomly selected at the Istanbul-Turco British Association and a further seven class twos out of possible nine at English Fast. A total of 162 students were represented in the sample. The sample was selected on this uneven basis because English Fast is a smaller school and there were therefore not so many level two classes to sample from.

In this study there were three main hypotheses. The first one was concerned with the notion that students would be instrumentally rather than integratively motivated in their reasons for learning English. The second looked at success and motivation and the third at age and motivation.

A questionnaire was designed to find out what reasons adults have for learning English in the two schools. The final form of the questionnaire was determined on the basis of information collected from other studies, the experience of the researcher and her colleagues at both schools, a preliminary study and a pilot study.

There were two parts to the questionnaire. The first part tested the students' reasons for learning English and the degree of importance of each reason. The second part of the questionnaire was designed to collect descriptive data about the students.

Data collection in the study originated from two main sources, firstly from the questionnaire mentioned above and secondly from the scores collected from the examination results and teacher assessment scores. The data were then coded for analytical purposes and then analysed by hand. In order to test the hypotheses of the study, the appropriate test procedures were applied. These included the use of Chi-Square tests and the Wilcoxon Matched Pairs Signed-Ranks Tests.

The results from the Wilcoxon test confirmed at the less than 0.01 level that instrumental motivation was significantly higher than integrative motivation thus confirming the first hypothesis in the study.

The testing of hypothesis II and hypothesis III showed that there were no relationships and both hypotheses were rejected.

The study showed that students were learning English for instrumental motivational reasons. Highly rated reasons were given as learning English in order to make travelling abroad easier, finding a good job, setting up a business or getting promotion. Less highly rated reasons were learning English in order to occupy spare time or reading English publications.

Among integrative reasons, the reason which received the highest score was learning English in order to broaden ones outlook of the world and gain new ideas, followed by learning English to meet and speak to English speaking people.

There were a number of limitations of the study. These limitations generally originated from the nature of the population and sample selected as well as from a lack of time and the measurement techniques

used to evaluate the success of students at the end of forty hours of instruction.

The study did however bring out a number of important points. Firstly it confirmed the importance of learning English given by a section of society in Turkey, as represented by the students in the two schools. The reasons generated may be useful to course planners and teachers alike who should be aware of the importance of integrating motivational factors into courses whilst they are being planned and taught.

Secondly the results of the study were of practical use to the schools included in the study because they showed both schools were running courses which were in line with the needs and perception of their students.

It was recommended that there was a need to develop standard and sophisticated instruments to measure in particular the relationship between success and motivation. Further similar studies were also suggested on the success and motivation of students at different levels of proficiency learning English; studies on students learning English at other schools in Istanbul were recommended, as were studies on students learning languages other than English.

ÖZET

Bu çalışmanın amacı yetişkinlerin İngilizce öğrenme nedenlerini araştırmaktır. Bu araştırmada, İngilizce öğrenme motivasyonu, motivasyon çeşitleri, kurslardaki başarı derecesi ve yaş gurupları açısından incelenmeye çalışılmıştır. Bu arada kurslara devam eden yetişkinlere ait kimi demografik bilgiler de toplanmıştır.

Bu çalışmada, İstanbul'daki özel İngilizce dil okullarından iki tanesi ele alınmıştır. Bunlar İstanbul Turco-British Association ve English Fast'tır. Her iki okul da yetişkinlere İngilizce öğretmekte ve eğitim yöntemleri, kurslar ve kullanılan eğitim araçları açısından benzerlik göstermektedir.

İstanbul Turco-British Association'da toplamı onyedi tane olan ikinci sınıf kurslarından beş tanesi, English Fast'ta ise toplamı dokuz tane olan ikinci sınıf kurslarından yedisi araştırma için rastgele seçilmiştir. Örneklemede toplam 162 öğrenci vardır. Bu iki okuldan seçilen kurs sayısındaki farklılık English Fast'ın daha küçük bir okul olması ve seçilebilecek fazla sayıda ikinci sınıf kurslarının bulunmamamsından doğmuştur.

Bu çalışmada İngilizce öğrenme motivasyonu ile ilgili üç hipotez vardır. Bunlardan ilki, İngilizceyi yararlı bir araç olarak kullanma (instrumental) motivasyonunun İngiliz Kültürü ile bütünleşme (integrative) motivasyonundan daha kuvvetli oluşu ile ilgilidir. İkinci hiotez başarı ve motivasyon, üçüncüsü ise yaş ve motivasyon ilişkileri üzerindedir.

Her iki okulda da yetişkinlerin neden İngilizce öğrenmek istediklerini anlamak amacıyla bir anket geliştirilmiştir. Anketin yapısı, daha önce yapılan benzeri araştırmalardan, bu çalışmanın yürütücüsü ve arkadaşlarının öğretmenlik tecrübelerinden, anketi geliştirmek amacıyla

yapılan bu ön deneme ve pilot çalışmalarından yararlanarak son biçimine ulaştırılmıştır.

Anketin iki bölümü vardır. Birinci bölümde öğrencinin İngilizce öğrenme nedenlerini ve bu nedenlerin önem derecesini anlamaya yönelik sorular vardır. Anketin ikinci bölümü ise öğrencileri tanıtıcı veri toplamaya yöneliktir.

Çalışmadaki veri kaynağı yukarda sözü edilen anket sonuçları dışında, öğrencilerin sınav sonuçları ve öğretmenlerin kurs değerlendirme puanlarıdır. Verilen önce kodlanmış sonrada işlemler ve analizler bilgisayar kullanmadan yapılmıştır. Çalışmadaki hipotezleri sınamak amacıyla "Chi-Square" ve "Wilcoxon Matched Pairs Signed-Ranks" testleri kullanılmıştır.

Wilcoxon testinin sonuçları "instrumental" motivasyonun "integrative" motivasyondan, 0.01 den daha küçük manidarlıkla, önemli ölçüde yüksek olduğu gösterilmiştir. Dolayısıyla birinci hipotez kabul edilmiştir. İkinci ve üçüncü hipotezlerin analizinde, öngörülen ilişkilerde anlamı farklılıklar saptanamadığından her iki hipotez de kabul edilmemiştir.

Çalışmanın sonuçlarında öğrencilerin "instrumental" motivasyon nedeniyle İngilizce öğrendikleri anlaşılmaktadır. İngilizce öğrenme nedenleri arasında yurt dışı yolculuklarda insanlarla anlaşma kolaylığı, iyi bir iş bulma, iş kurma ya da bir meslekte terfi alma gibi önemli nedenlerle, boş zamanları daha iyi değerlendirme ya da İngilizce yayınları izleyebilme gibi önem derecesi az olan nedenler sayılabilir.

"Integrative" nedenlerin en önemlisi dünyaya bakış açısını genişletme ve yeni fikirler edinme amacıyla İngilizce öğrenmektir. Diğer bir nedenin ise İngilizlerle tanışma amacı olduğu saptanmıştır.

Bu çalışmada bazı kısıtlamalar vardır. Bu kısıtlamalar genellikle seçilen öreneklemenin yapısından, zaman darlığından ve öğrencinin

başarısını belirlemede kullanılan ölçme tekniklerinden kaynaklanmıştır.

Bunlara karşın çalışma birkaç önemli noktayı ortaya çıkarmıştır. Her iki okulun öğrencilerinin nezdinde Türk toplumunun bir kesitinin İngizilce öğrenmeye önem verdiği görülmüştür. Bu çalışmanın, öğretmenlere, kurslarla planlama ve İngilizce öğretme aşamalarında motivasyonal faktörleri birleştirmenin önemini gösterdiği açıktır. Ayrıca sonuçlar her iki okulun da, öğrencilerinin gereksinmeleri ve beklentileri doğrultusunda öğretim yaptıklarını göstermesi açısından özellikle söz konusu okullar için yararlı bilgileri içermektedir.

Sonuç olarak motivasyon ile başarı aramadaki ilişkiyi belirleyebilmek için gerçek bir ölçme aracı geliştirilmeli ve standartlaştırılmalıdır. Ayrıca başarı ve motivasyon ilişkisini incelemek için benzeri çalışmalar, değişik düzeylerde, diğer kursları da içine alacak biçimde İngilizce ve diğer yabancı dilleri öğrenenler arasında da yapılmalıdır.

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I. INTRODUCTION

1.1. Background to the problem

In 1982, it was estimated that roughly 700 million people in the world spoke English - an increase of 40 percent in the last twenty years. In recent years the importance of English as an international language over other foreign languages has grown. English has replaced French in the world of diplomacy and German in the field of science. It is the dominant language of medicine, electronics, space technology, of inter-national business and advertising, of radio, TV and film. As Robert Burchfield, editor of the Oxford English Dictionary once commented: "Any literate educated person on the face of the globe is deprived if he does not know English."[1] In many countries it is the key to "getting ahead."

In Turkey, English is the main foreign language taught in Middle and High Schools within the formal state and private education system. There are also a limited number of schools which teach the scientific subjects in English. Some of these are state schools, like for example the Anadolu High Schools which can be found in the large cities. The others are private schools operating on a fee paying basis. In Istanbul several schools of this nature can be found, for example, Robert College, Üsküdar Girls' High School and Özel Dost College. In addition there are two established universities, one in Istanbul- The Bosphorus University and one in Ankara - The Middle East Technical University, where lectures are given in English.

So it can be seen that within the formal educational system pro-visions have been made to teach English to the majority of students or to teach in English to a limited number of students.

1. "English, English, Everywhere." Newsweek Special Report. November 15, 1982, p. 42.

Language courses also form a substantial part of adult education in Turkey. Language courses for adults are provided by the state as well as by private organizations and various cultural organizations.

The Ministry of National Education, Youth and Sport in Turkey provides a number of language courses at Public Education Centres called "Halk Eğitim Merkezleri." These Public Education Centres can be found throughout Turkey, not only in the larger cities, but also in the smaller towns. Here language courses generally English, French or German are offered free of charge to members of the local community. The provision of such language classes is on a small scale since the Public Education Centres also offer a wide range of art and craft, vocational and recreational courses.

As the result of the high demand to learn foreign languages, in particular English, the majority of students attend fee paying courses in private language schools usually known as "dersane"s. These schools are run under the supervision of the Ministry of National Education, Youth and Sport and are subject to inspection by Ministry officals. Private language schools of this kind can be found throughout Turkey, especially in the cities. Examples of such private language schools which can be found in Istanbul are, English Fast, Dilkur and Gökdil.

Other students attend courses run by cultural organizations or societies which are linked to foreign consulates or foreign cultural organizations. Such organizations and societies can only be found in the larger cities like Istanbul, Ankara, and İzmir, where a wide range of foreign languages including, English, French, German, Italian, Spanish, Japanese are offered. In Istanbul such organizations as the Istanbul - Turco British Association., the French Cultural Association, the Italian Cultural Association, the German Goethe Institute and the Spanish Cultural Association, can be found.

Thus it can be seen that although provision has been made to learn English within the formal education system both privately and by the state, it would seem interestingly enough that adults continue to study English, even from a very elementary level, once they have left the formal educational system. As a result of this the number of language schools offering English courses has considerably expanded in recent years.

It seems that in Turkey therefore, that not only is there a wide range of facilities available for the study of languages, in particular English, but a great demand to learn English by adult learners. This demand seems to have been generated in the past few years with the development of the Turkish exporting industry and higher standards required to obtain better jobs. There is also an interest in American and English culture which has been reflected in the popularity of films, video, TV, music, fashion, etc.

Such a demand is also the result too, of the generally low standards of English learnt at many state schools, where classes are large and teaching methods and equipment, poor. This has led to students wanting to improve their knowledge of English and has directly affected the private sector in language learning, where there are, as has been seen, a large number of private language schools offering English courses.

It is the intention of the study to investigate the motives such adults might have for wanting to study English in private language schools and the relationship types of motives have on subsequent success in learning English.

The topic of the study was generated from two main sources. Firstly it was the experience of the researcher and her colleagues at the Istanbul Turco - British Association, that there has been an increase in the desire to learn English. This has certainly been reflected in the

rapid expansion of the courses at the Istanbul Turco-British Association.

Such a rapid expansion of courses at the Istanbul Turco-British Association was also accompanied by an increase in the rate of dropout at the school. An investigation undertaken into the rate of dropout at the school, during the period 1982-3 showed that the rate of students dropping out at level I was 33.4 percent, at level II 33.9 percent and at level III 30 percent.

Therefore it seemed that whilst the students were initially interested in studying English, there were students who were unsuccessful in continuing with their learning efforts and chose not to continue for their own personal reasons. It was decided to look informally into the question of why students had chosen to learn English at the school.

Discussions with the students revealed a wide variety of reasons for studying English. Some of the most common reasons were given by the students as: wanting to get a job, improving English learnt at school, wanting to understand films and read English books and publications. Some students explained that their family or friends had persuaded them to attend classes at the school and some students admitted that they did not have any concrete reason for attending the school.

It appeared that the student's degree of motivation to attend was related to the reasons students had for wanting to learn English. It was the experience of the researcher and her colleagues that the students who could not give a very good concrete reason for attending the course would often be the students who dropped out or who were less successful, probably because of a lack of interest which reflected in their willingness to study and participate in the lessons.

Some students also pointed out that they had changed the way they felt about learning Enlgish, as the course had progressed. Some of the students who had felt very enthusisastic, initially to attend the course, by the end of the first level had become quite bored with it.

Others, however, pointed out that they had become more interested as they learnt more and more and were able to use what they were learning outside the class.

Secondly, there is a wide range of literature which is concerned with investigating motivation, attitudes and language learning. It has been shown in studies that there were intrinsic motivations and attitudes which were in some studies, characteristics of successful language learners. These attitudes and motivations are important because they are the ones which may provide students with greater incentives to perserve with the language task on a long term basis to meet more long term goals. Such well documented evidence provided a solid foundation on which to base the research of the study.

1.2. Purpose of the Study

The purpose of the study was to investigate what reasons adults have for learning English in Turkey and to identify:

a. What reasons were important.

b. How important these reasons were.

c. What kind of motivational orientations exist towards the studying of English in a Turkish situation.

d. The relationship between high levels of motivation and success in learning English among Turkish adult learners.

e. What kind of adult learners attend English language courses in Turkey.

1.3. Importance of the Study

It was felt that a study into the reasons students have for studying English and the relationship between these motives and success would be useful in a number of ways. It would generate information for

both teachers of English, as well as for programme planners. By more careful planning of courses to meet students' perceived needs and by using better course materials and teaching methods, it is hoped that students will persevere with their learning efforts rather than dropping out before unsuccessfully completing the course.

As adult education all around the world tends to receive a small proportion of the national government's budget, in comparison with the formal education system, it is essential that adult educational resources should not be wasted. In many educational settings both in developed countries and developing countries, dropping out and non-attendance after enrolement in adult educational courses has come to be a serious problem, in terms of the wastage it leads to of valuable educational resources.

It could be that planning courses to meet students' perceived needs and encouraging them through the right teaching methods to perserve with the educational task on hand, in this case learning English, may be one effective way of tackling the problem. Such an approach might eventually lead to the better use of educational resources and a cut back in wastage rates.

Finally whilst the relationship between attitudes and motivation of students studying English and subsequent success in learning English has been well studied in countries where English is the main language spoken, there is a lack of studies carried out in countries where English is not the native language. It has been shown that under different conditions in non-native speaking countries different results have emerged. The number of these studies is very limited and it is agreed among researchers that there is a need for more studies to be carried out in such settings, in order to be able to draw more reliable comparisons between settings.

It was decided to conduct the study in Istanbul for many reasons, one of these being the availability of the two types of language schools chosen to study; a cultural association - the Istanbul - Turco British Association and a private language school - English Fast.

These schools were chosen in preference to other schools, because they were both similar types of schools, in terms of type of educational setting. It was also felt that they attracted similar types of students and reached similar educational standards.

Both schools use the same or similar text books. They administer similar assessment schemes and grading procedures. Teaching standards are similar, especially in the types of teaching methods used and the qualifications of the teachers employed in the schools. The term structure and the cost of the courses are also similar. As a result of these factors it was felt that both schools were similar and therefore worthy of study. It was also felt that including two schools of a similar nature would strengthen the generalizability of the study.

The Istanbul Turco - British Association is a typical example of one of the foreign cultural organizations offering language classes to adults over 18 years of age. The Istanbul Turco - British Association was founded in 1956 to further cultural links between Turkey and the United Kingdom. It operates on a non-profit making basis. The English language courses are one of the main activities of the association which has a wide range of scientific, cultural and social activities which are related both to Turkey and the United Kingdom. The association maintains strict standards of professionally qualified staff. It also gives regular in-service training to its teaching staff.

Lanugage classes are held daily from 9:00am to 9:30pm and on Saturday and Sunday from 9:00am to 5:00pm. There are over 2,300 students who attend a wide range of English courses held at the school.

There is a standard admissions procedure. All students take an entrance test, which is both written and oral. The purpose of the test is to assess the applicant's previous knowledge of English and present standard. As a result of the test, students are assigned to the appropriate level of English course according to their requests for times of lessons and numbers of hours per week. Fees are payable on a 40 hours basis, ie prior to every 40 hours of tuition, students pay their fees. There are three levels of examination at the school: at the elementary stage after 240 hours of instruction, at the intermediate stage after 480 hours of instruction and at the advanced stage after 720 hours of instruction. Within these three formal stages of testing, students are promoted to the next class, ie. the next 40 hours on the discretion of the student's teacher. The school awards a certificate to students who successfully complete 18 levels of English classes.

English Fast, the second language school which was chosen for this study, is a privately owned English language school. It is owned by businessmen, who have set up branches of English Fast in Ankara, Izmir and Istanbul. All English Fast schools are affiliated to a large language school in London called International House. International House recruits teachers for the schools in Turkey. It also supervises the schools to ensure that professional standards are maintained by sending educational specialists regularly to the schools from London.

The school included in the study in Istanbul comprises of two branches, one in Kadıköy and one in Mecidiyeköy. The size of the school is much smaller in comparison to the Istanbul Turco - British Association. There were 15 teachers and 800 students at both branches of the schools at the time of the study. As it has been already mentioned English Fast offers similar English courses to those offered at the Istanbul Turco - British Association, with a similar admissions procedure and course

scheduling. English Fast, being a private language school is subject to inspection by the Ministry of National Education, Youth and Sport. Unlike the Istanbul Turco - British Association, the certificate its students receive on the completion of all levels of the course is given under the jurisdiction of the Ministry of National Education, Youth and Sport.

1.4. Definition of Terms:

In this study motivation is looked at from a variety of angles, all of which it was felt, were related to the subject under investigation in this study.

a. Motivation to undertake a learning effort is defined by Rivers, as "a condition of the individual which iniates and substains his behavior, orients him toward the practice of a given task and which defines the adequacy of these activities and the completion of the task."[2]

b. A Motivational Orientation is identified by Gardner and Lambert (1972) in terms of two types of motivational orientations or outlooks which can take either an integrative or an instrumental form.

c. Integrative Orientation implies the notion of the desire by the learner to identify with native speakers of a language in certain ways. A strong form of integrative motivation would be when the learner wishes to integrate himself into that culture. A weaker form of this motivation would be when the learner desires to know as much as possible about the target language group.

d. Instrumental Orientation implies the notion of the desire by the learner to gain social recognition or economic advantages through the knowledge of a foreign language. The language is in this case an instrument to be used by the student. It might be instrumental, for

2. Rivers, W.M. The Psychologist and the Foreign Language Teacher. Chicago University of Chicago Press, 1964, p. 81

example in getting him a better job or position.

e. <u>The criterion for success</u> is defined as the condition when student successfully completes a level of a class of his/her English course. In order to successfully complete a level of a class he must have passed the standardized written test appropriate for that level, as well as been judged competent by his teacher of being of a high enough standard to continue onto the next level of the English course.

II. REVIEW OF LITERATURE

The literature review which follows will examine the concept of motivation from many angles. The motivation to participate in a learning activity will be discussed together with what factors appear to be necessary to sustain such a learning activity. This will be followed by a discussion of types of motivational orientations and their relationship to success in learning English.

The decision to attend a language course by the adult participant is one, over which the individual exercises the maximum amount of control. Such a decision to spend both time and usually economic resources on learning, rather than on other activities, may be seen as part of a process which has been described by Tough in Hart's article (1982) as : "a highly deliberate effort to gain and retain certain definite knowledge and skill, or to change in some way."[3] It should be noted that within such a definition that the series of related learning sessions or efforts for a particular goal must have totalled at least seven hours.

It has also been hypothesized by Houle (1982) that every adult has a basic orientation towards education, and what he calls: "an underlying conviction of its nature and value which influences his or her thought about participation in learning."[4]

3. Hart Marilyn. "Variables Affecting Adult Learning Projects." Adult Education Vol 54 (4) March 1982, p. 349
4. Houle. CO. "Structural Features and Policies Promoting (or Inhibiting) Adult Learning." Document 3. The European Conference On Motivation For Adult Education Hamburg. 1982. p. 5

Houle presents six classifications of orientations which he has identified. These are summarized from his paper below:[5]

A. the Oblivious Person: one who is completely unaware of learning opportunities or institutions, or if aware has no understanding of them.

B. the Uninvolved Person: one who is aware of opportunities or institutions but who has no sense of personal identification with them.

C. the Resistant Person: one who has a conception of learning opportunities or institutions but who feels negatively about them for one of many reasons, of which several are usually expressed. These can be summarized as:

1. Some people are prevented from participation by factors beyond their control eg. money, time.

2. Some people believe it is now too late for them to learn.

3. Some people are fearful of the process of learning.

4. Some people are fearful of the results of learning.

5. Some people think of education being desirable for other people but not for themselves.

6. Some people believe that some day they will enter an organized program of education but not now.

7. Some people are antagonistic to the idea of learning because they have had bad previous experience with it.

D. the Focus Participant: one who has a conscious and positive but fairly specific conception of the value of learning. Eight types of orientations can be identified within the focus participant. These are:

1. Some people believe that learning activities should be based on the desire to know. The purpose of education is not to achieve any specific goal, but to become and remain a complete human being.

5. ibid p. 5

2. Some people believe that learning activities should help achieve a personal goal.

3. Some people believe that learning activities should help achieve a social goal. The purpose of education here is based on the desire to accomplish a social mission.

4. Some people believe that learning activities should help achieve a religious goal.

5. Some people believe that learning is an activity to be enjoyed for its own sake.

6. Some people believe that learning provides escape from some other activity or situation.

7. Some people believe that learning is a required activity eg. professionals may not gain better jobs or even maintain their present ones without taking courses.

8. Some people believe that learning is an activity undertaken because of social pressure eg. the pressures to participate in learning activities or to secure the benefits which can only be attained by such participation are applied by family, friends, business associates or others.

E. the Eclectic Participant: one who believes that learning is sometimes guided by one dominant motive or orientation and at other times by another. Such a person cannot be classified as falling into any of the eight categories of focussed participants and usually has no difficulty in accepting them all. Such people often participate in a large number of different activities.

F. the Comprehensive Learner: one who takes learning for granted as an intimate and continuing aspect of live, undifferentiated in any significant way from other activities of life eg. the research worker or dedicated professor.

It may be useful to think of participation in terms of such orientations because it provides a background to examine the decision the individual has to make, whether to participate or not participate in a learning activity. It shows clearly that the decision to participate may not always be taken directly by the participant but can be more directly related to other social or environmental pressures.

Once the decision to participate has been taken the success of such a learning activity cannot solely be counted in terms of total enrolements, but in terms of continued attendance and participation in the particular learning activity. As Selby (1982) points out in his article about marketing adult education, it is the satisfied student who is the "key to our success in adult education."[6] He continues with the notion that dissatisfied students "vote with their feet."[7] Since attendance is by no means compulsory, it is the participants themselves who make the ultimate decision whether to continue with a course or leave a course, when the conditions are fully known.

Although there is not a large volume of research on what is usually termed as "dropouts" ie. participants who leave a course, there is evidence that shows in adult education, the problem of the "dropout" is quite a big one and thought to be especially problematic in the area of language learning.

In Turkey little research has been undertaken in the area of dropouts in adult education. One study Atakan (1982) of participants in a recent government sponsored literacy program showed that 46 percent of those participating in the first week of the course either dropped out or

6. Selby, J.D. "Marketing Adult Education." Adult Education (1982)
    vol.55 p.238
7. Ibid p. 234

failed to receive a certificate. Primary reasons for leaving the course were found to be related to predominately personal and social factors: illness, lack of childcare facilities, work and learning difficulties.

In terms of types of participants, it was shown that literacy classes did not attract certain groups, in particular, "males, unmarried women, the working force and the destitute."[8] Further motivational aspects such as "expectations regarding the course, volition, felt needs and teacher characteristics",[9] appeared to be dropout related factors.

In England a number of studies have been carried out in the area of student dropout in adult education. In 1980 it was estimated that about 6 percent of the adult population attend courses each year. This is not a static figure. Most students leave after three years of continuous attendance (if that), and each year approximately 25 percent of the students have not been the previous year. Glynn and Jones (1967) carried out a study of approximately 500 adult education students and among these the "wastage rate" was found to be 26 percent. A study by Roberts and Webb (1980) which examined the dropout rate among 7,876 students attending 395 classes over a two year period, from the course registers, showed that 65 percent of the dropouts had occurred within the first four months, before Christmas. It interestingly showed that Monday was the worst day for dropouts and Thursday, the day with the smallest percentage of dropouts.

Sidewell's (1980) study of modern language classes in Leicestershire, England was undertaken with the problem of the high dropout rate in adult education in mind. He quotes the familiar pattern of a frequently

8. Atakan. N. An Experimental Survey Study of Attrition in the Turkish Literacy Campaign. Unpublished Thesis 1982, Boğaziçi University, p. 237
9. Ibid p. 237.

high enrolement in classes at the beginning of the language courses,
followed by a large number of dropouts which according to him "would
seem to indicate some discrepancy between provision and student's per-
ceived wants."[10]   In the above study, as in the previous studies, a
dropout was defined as a student who was absent and had not been for
three consecutive weeks and as a result was deemed to have left the
course.

This information about dropouts was gathered from the class
registers. The figures indicate that the modern language classes
(in French, German, Spanish, Italian, Russian and others) had a much
higher dropout rate when compared with other non-language classes. The
dropout rate from the 63 language classes was 34.7 percent whilst the
dropout rate from 131 non-language classes was 28.3 percent. The dropout
rate from the level I language classes was higher in general eg. 31.1
percent in German classes, and lower in the level II classes eg. 28.2
percent in German classes.

Dropout rate was also connected with the size of the class. The
average size of the classes was 15.8 students. Classes which were larger
than this average had a dropout rate which was lower than the classes
which were less than average. This finding was in direct contrast to the
non-language classes where the reverse was true, with an average class of
19.35 students. The dropout rate for women was found to be slightly
higher than for men, with figures of 36.7 percent for women and 31.6
percent for men. Finally it was apparent that teachers who were not
school teachers of languages had lower dropout rates among students than
school teachers of languages. The overall rate for day time school
teachers of languages was 42.2 percent and 30.9 percent for the others.

10.   Sidwell. D. "A Survey of Modern Language Classes in Adult Education"
      Adult Education Vol. 1980, p. 198.

So it can be seen in the light of the previous figures that sub-staining the motivation and the desire necessary to continue with the learning task for many adult participants is difficult.

Horst Siebert (1982) in his paper on motivation examines the general motivation for participation among adults in Germany. He starts from the premise that educational motivation is affected by socio-economic and social-cultural considerations.

Siebert presents a categorization of a successful motivation. According to his list a motivation is successful:

- the more that cognitive and social-emotional needs are met.

- the more the course is suited to the demands and the learning require-ments expressed.

- the clearer the practical relevance and usablitiy of the learned mate-rials is.

- the greater the link with earlier learning experience is.

- the more the participants are engaged in planning the course.

- the more that progress in learning is realised and confirmed.

- the more that learning difficulties are talked about and reduced.

- the more clearly the learning content is structured.

- the more free of anxiety the group atmosphere is.

- the more successful that stimilation to activity is as a result of some change in technique.

- the more possible that a balance is between the known and the new, between reinforcing what is already learnt and creating insecurity.

- the more concrete that the advance information is about the educational arrangement.

Further studies carried out on motivation and participation in Germany, Miesler (1971), Schwerdtfeger (1970), Strzelewicz (1966) have shown that certain groups of people are more likely to participate in

adult education than other. Groups like workers, older people, for-
eigners, adults without higher education, parents with several children
and residents in rural areas participate in courses of further education
less than clerks and civil servants, younger adults and those with higher
education, unmarried people and those who live in larger towns.

Siebert also claims that age, school education and occupation
have been shown to have the greatest influence on further education
motivation. He points out:

"It can not simply be adduced from these inquiries that dissatisfied
groups such as workers, foreigners etc. are unmotivated to learn, but
rather they have more barriers to overcome in order to participate in
further education."[11]

With regard to the motivation of individuals, research has shown
that the educational motivation of adults depends on their social cir-
cumstances, particular educational experiences and attitudes and values
which have been formed not only socio-culturally, but also are dependant
on the possibilities offered, concerning education.

Rivers in her book "The Psychologist and the Foreign Language
Teacher" looks at motivation from the viewpoint of the learner of foreign
languages. She quotes a definition of motivation as:

"A motive or motivating condition is a condition of the individual which
initiates and substains his behaviour, orients him toward the practice of
a given task and which defines the adequacy of his activities and the
completion of the task."[12]

At the beginning of a foreign language class there is as she
points out, a wide variety of individual motives which have energized
the class members and determined the direction of the learner's learning
efforts. Most students therefore start the learning task with motivations
which have energized them to start the learning task. As the learning
task progresses, these motivations may be replaced by other motivations

11. Ibid p. 4
12. Rivers Wilga. M. The Psychologist and the Foreign Language Teacher,
     Chicago University of Chicage Press 1964 p. 81.

which are related to many variables, including success. This can be called the first stage of the learner's learning efforts.

During the second stage, when the student comes to grips with the language in its complexity the students tend to fall into three groups. The first group includes the students with little aptitude and poor powers of retention. Such students will feel overwhelmed and are now motivated by a desire to avoid further anxiety and embarrassment. This results in student behaviour like students dropping out and leaving the class; stopping work so they fall behind the rest of the group and passiveness by ceasing to participate in active language work in the classroom.

The second group includes the student who has made satisfactory progress but who is now loosing interest. Such behaviour occurs when the student feels that he has achieved his goal and feels satisfied with what he knows and therefore loses interest.

The final group includes the student who has from the beginning, been given a clear understanding of what it means to achieve mastery of the language and who has perceived this as a long term goal of sufficent worth to warrant long and persistent efforts. At this advanced level the student's motivation will determine which activities will be repeated and which will be eliminated. At such an advanced level Rivers points out:

"The motive at this point has changed from the desire to learn the language to the desire to use the language as a native speaker would use it and come to understand the people who speak it."[13]

Gardner and Lambert (1972) focused on the point that a learner's motivation to learn a foreign language is also determined by his or her attitude towards the foreign linguistic cultural group, as well by his or her orientation towards learning the foreign language. Within such a

13. Ibid p. 88

definition, learning a foreign language is defined as the situation where
the subjects are basically exposed to the target language in a formal
classroom context, as opposed to a context where the target language is
spoken around them.

Here it is seen that:

"The learner's ethnocentric tendencies and his attitudes towards
the members of the other group are believed to determine how successful,
he will be, relatively in learning the new language. His motivation to
learn is thought to be determined by this attitude toward the other group
in particular and toward foreign people in general and by his orientation
toward the learning task itself."[14]

Gardner and Lambert put forward a further definition of such an
orientation. There are two conditions of orientation. An orientation is
said to be "instrumental" in form if: "the purposes of language study are
.... utilitarian ... such as getting ahead in one's occupation." Other
examples of instrumental orientation might be learning English
to read orginal publications rather than translations, for trade purposes,
travel etc.

In contrast the other condition of orientation is said to be
"integrative" in form if "the student wishes to learn more about the
cultural community because he is interested in ... eventually being
accepted as a member of that group."[15] Thus by integrating themselves
into the culture of the new language group, many learners wish to
acquire the language in order to identify or become part of a new social
or cultural group. This classification between instrumental and integra-
tive orientation should not necessarily be seen as a dichotomous one, as
many learners will give reasons which overlap the two classifications,
but generally most show a preference for one of the two types.

14.   Gardner R.C, Lambert W.E. "Attitudes and Motivations in Second
      Language Learning. Newbury House Publishers, 1972, p. 3.
15.   Ibid p. 14

The concept of integrative motivation involves the notion that learning a new language involves much more than what Gardner and Lambert call "the mere acquition of a new set of verbal habits."[16] They point out that the learner must be willing to adopt:

"appropriate features of behavior, which characterize members of another linguistic community. The words, grammatical patterns, mode of pronunciation and the sounds themselves should have significance for the successful learner that goes beyond simple translation or equivalences given by a teacher, a grammar book, or a dictionary."[17]

Such a concept is extended by Trivedi (1978) who comments that it is difficult to learn a new language at all unless you have what he calls "a sympathetic understanding of the cultural setting of the language."[18] He gives the example of the problems of giving a semantic equivalence of the word cow to Indian students of English. In Indian culture, in particular Hindi culture, the cow is sacred and sometimes worshipped; to inflict injuries upon a cow is irreligious and to kill it is a sacrilege.

"No such emotive halo envelopes the item "cow" in English culture. The behavioural responses therefore, of an Englishman and an Indian will in this context be dissimiliar and also unique."[19]

In language learning therefore when two languages and the cultures of those languages come into contact, it logically leads to the need for a great deal of sympathetic understanding of the cultural pattern of both the learner's language and the new target language in question.

Thus it can be seen, cultural considerations are important when learning a foreign language. They are also important when motivations

16. Ibid p. 14
17. Ibid p. 14
18. Trivedi, H.C. "Culture in Language Learning." English Language Teaching Journal. 1978, Vol 32, p. 93.
19. Ibid p. 93.

in language learning is examined. Gardner and Lambert in their studies
see the major motivational goal from the point of view of the learner, as
a "general orientation or outlook toward the learning process which can
take either an integrative or an instrumental form."[20]

They further argue that the student's attitudinal orientation
towards the other cultural group will influence his progress and effi-
ciency in "adopting these novel and strange linguistic habits into his
reportoire."[21]

Gardners and Lamberts' view of language learning was important
because it indicated that affective factors including measures of learn-
er's attitudes and motivations had statically independent and significant
relationships with second language achievement. Prior to the publication
of Gardner and Lamberts' book (1972) on attitudes and second language
learning, research had been predominately focused on cognitive variables
and in particular, language aptitude.

The theory which Gardner and Lambert had started to work on, was
one which maintained that the successful learner of a second language
must be pschologically prepared to adopt various aspects of behaviour
which characterize members of another linguistic-cultural group. The
learner's ethnocentric tendencies and his attitudes towards the member of
the other group are believed to determine how successful he will be, rela-
tively, in learning the new language.

His motivation to learn is thought to be determined by his
attitudes towards the other group in particular and toward foreign
people in general and by his orientation toward the learning task itself
(ie. motivations classified as either integrative or instrumental).
Both attitudes towards the foreign language speakers as well as the moti-
vational orientations would therefore influence achievement and success.

20. Ibid p. 14
21. Ibid p. 14

Out of such a theory came the assumption later proven, that there was a correlation between positive attitudes, especially those towards the target group and of high attainment in the target language. Similiarly, there was a correlation between negative attitudes towards the target group and lower attainment in the target language.

The work of Gardner and Lambert had been pre-emptied by a long tradition of research in the area of attainment and success in second and foreign language learning and its correlation with attitudes towards the learning and studying of languages. As early as 1949 W.R. Jones demonstrated that attainment of proficiency in Welsh as a second language was correlated with attitudes toward the study of Welsh. In the 1950's and 1960's there was continual interest in the preposition that attainment in language learning is correlated with attitudes towards the studying of these languages. Much of this research and the development of instruments was done by Gardner and Lambert. In their book "Attitudes and Motivation." (1972) they summarize twelve years of research into the premise they started with, of why some people learn a second or foreign language so easily and so well, while others find it almost impossible. They used as the focus point of their studies, the notion of instrumental and integrative orientation.

In the studies Gardner and Lambert hypothesed that an integrative motive would produce higher achievement than an instrumental motive, because they felt that an integrative orientation would substain the long term motivation needed for the demanding task of second language learning better. In many of the studies eg. Louisiana, Maine, Connecticut studies, they had in mind students in North American contexts studying popular European languages. Only in one, the Philippine study was this not the case.

The findings from these studies showed that in all three studies, students with strong motivation to learn French, obtained good grades in French at school; but in each context there was a distinctive attitudinal basis for this motivation. In Louisianna parental support and encouragement seemed to underlie the motivation, whilst in Maine, the important factors were the student's identification with his French teacher and his sensitivity to other people's feelings. Finally in Connecticut it was an integrative orientation towards the language learning process and a realization of the usefulness of knowing the language.

Other studies have been carried out with students who have learnt English in America. Spolsky (1969) confirmed the importance of attitude as one of the factors explaining the degree of proficiency a student achieves in learning a second language. His attitude to the speakers of the language will have a great effect on how well he learns. A person learns a language better when he wants to be a member of the group speaking that language: "Learning a second language is a key to possible membership of a secondary society, the desire to join that group is a major factor in language learning."[22]

Oller, Hudson, Lui (1977) in their study of native speakers of Chinese in the United States, hypothesised that positive attitudes especially toward the target language group would correspond to higher attainment in the target language and similarly negative attitudes, especially toward the target language group would correspond to lower attainment in the target language. The results of the study showed in general, attitudes towards the self and the native language group- as well as attitudes towards the target language group were positively

22. Spolsky B. Aspects of Second Language Learning 1969, Volume XIX
      Number 4 p. 283.

correlated with attained proficiency in English as a second language

Generally learners who were apparently more integratively motivated preformed better than those who were less integratively motivated. The relation between attained proficiency and attitudes towards the target language group, however seemed to be more complex than the relationship between attained proficiency and attitudes toward the self and the native language group. In some areas there were contradictory findings. For example there was a significant negative correlation between desire to stay in the United States permanently and attained English as a second language proficency.

A study by Teitelbaum, Edwards, Hudson (1975) investigated "ethnic attitudes and the acquisition of Spanish as a second language" in New Mexico and obtained only eight significant correlations between self-report and items and proficiency in Spanish. Briefly the study indicated that a positive orientation toward the local Chicanco community was not a prerequisite for the successful acquisition of Spanish.

The above studies were therefore carried out in a context of second language learning in a country where the target language was generally being spoken. Other studies have been carried out where the subjects were generally exposed to the target language only in a formal classroom context. Gardner and Santos (1970) studied the learning of English in the Philippines. In the Philippines, English had become the major language of instruction and was rapidly becoming the language of the business world according to Tucker (1969). There is therefore in the Philippines a high instrumental value placed on English proficiency. It was felt by the researchers that such a situation was "an excellent choice to test one of our hypothesis, namely that integrative motive plays a substantial role in the acquisition of a second language."[23]

23. Gardner R.C. (1972) "Attitudes and Motivations in Second Language Learning. Newbury House Publishers p. 12.

The results showed that students who approached the study with an instrumental outlook and who received parental support in their views were: "clearly more successful in developing proficiency in the language, than were those who failed to adopt this orientation."[24] This finding was absent in the previous studies conducted by Gardner and Lambert on American and Canadian students, learning French. The findings from the Philippine study showed that if there is.: "a vital need to master a second language the instrumental approach is very effective perhaps more than the integrative."[25]

A relationship between integrative motivation and progress was however found in second language development especially in the "oral-aural features of proficiency." With a subgroup of Filipino students as it has been shown in the other studies, the integrative motive affects oral skills, primarily, something that was unheld in the Philippine study. Gardner and Lambert took this "cross cultural validation" as a way of strengthening the hypothesis that learners who identify with the cultural group represented by the foreign or second language are: "likely to enjoy an advantage in attempts to master that language. Their motivation to learn the language appears to stem from and be substained by the desire to identify."[26]

Gardner and Lambert sum up their findings from the Philippine study by stressing the differences in motives which occur according to the setting where the language learning process takes place. They feel that in settings in North America, students learning languages will benefit more if they can be helped to develop an integrative outlook toward the group whose language is being studied. An instrumental

24. Ibid p. 130
25. Ibid p. 130
26. Ibid p. 130

approach they felt had little significance nor motivating force. For members of ethnic miniority groups in North America or students in developing nations, where foreign languages are important in daily life and learning such a foreign language is of vital importance, then both instrumental and integrative approaches to the learning task must be developed.

Following the Gardner and Lambert studies, many researchers have attempted to duplicate the findings or related variables. Lukmani (1969) studied Marathi speaking high school students in Bombay, India. She tested whether their motivation scores were related to proficiency in English. Contrary to her expectations, the results showed that the students were instrumentally motivated to learn English and that instrumental scores correlated significantly with English proficiency scores ie. the higher their motivation to use English as a means of career advancement etc. the better their English language scores.

Chihara and Oller (1978) studied the attitudes and attained proficiency in English as a foreign language of Japanese adults. Although the results of the study show some weak correlations between attitude measures and attained proficiency in English, the researchers nevertheless were convinced that: "relationships do exist between attempted measures of attitudes and motives and attainment of language proficiency."[27]

A more recent study by Pierson, Fu, Lee (1980) was carried out among Chinese-speaking secondary school students in Hong Kong on the relationship between language attitude and English attainment. The researchers found that: "the predictive value of the attitudinal variables is not as powerful as the researchers might have expected."[28]

27. Chihara. T, Oller J.W. (1978) Attitudes and Attained Proficiency in EFL: A Social-Linguistic Study of Adult Japanese Speakers. Language Learning Volume 38 Number 1 p. 67
28. Pierson H. Gail, S. Fu (1980) An Analysis of the Relationship Between Language Attitudes and Attainment of Secondary School Students in Hong Kong. Language Learning Volume 30 Number 2

It was difficult to predict English proficiency easily from attitudinal measures, but some attitudinal variables seemed better predictors of proficiency than others. Attitudinal variables which were concerned with freedom of language choice, desire to learn English, lack of self confidence in using English, approbation for using English, discomfort about Chinese speakers using English and English as a mark of education correlated significantly with English attainment.

As regards the research methods used by the researchers in their studies on attitudes and motivations and English proficiency, it can be seen that there were some consistencies in types of research methods chosen. All researchers in their studies used questionnaires to gather their data. The questions included in the questionnaires, were generally of two types-direct or indirect questions.

The direct questions required a response on a five point scale, generally, rating the importance of reasons eg. reasons for travelling to a foreign country or reasons for learning English. These reasons were later identified as either instrumental or integrative in nature and scored accordingly.

The indirect questions were mainly in the form of four identity scales. The scales consisted of adjectives such as "kind", "clever", "helpful" etc. Subjects were asked to indicate how well each of these adjectives (in some cases up to 30) described themselves; how they would like to be, how well they described their own cultural group, and how well they described English speakers. The scales used for measurement purposes usually ranged from "very much so", to "quite a bit", to "somewhat", to "a little" and "not at all."

The direct questions were generally adapted from questions used by Gardner and Lambert (1972), whilst the indirect questions were generally adapted from Spolsky (1969).

Proficiency in English was assessed using tests developed and tested in every educational setting. These obviously varied from setting, to setting but it is interesting to note that the majority of researchers used a "cloze test", a test in which the subject fills in the blank spaces in a comprehension passage, as part of their assessment procedure.

The inconsistencies in the findings mentioned above has led to discussion about the reasons for inconsistencies in the studies and the problems of reliable and valid attitude measures. Oller and Perkins (1978a, 1978b) put forward the notion that the relationship between achievement in second language and attitudinal and motivational charac- teristics, are weak and that: "they are due to spurious effects of verbal intelligence and proficiency."[29]

The researchers put forward three variables, approval motive, self flattery, and response, to explain:

"three potential sources of extraneous variance in measures of affective variables which could artificially inflate estimates of reli- ability of those measures and which could produce spurious relationships with other variables such as first or second language proficiency and intelligence."[30]

Approval motive occurs when the subject answers an attitude question giving what he feels is the expected response, the one necessary to gain approval, rather than his true response, Self flattery occurs in relation to the subjects own views to what sorts of traits and beliefs are desirable and what sorts are undesirable. For example, subjects who feel that being talkative is desirable, tend to rate themselves as talk- ative and the ones who feel that being quiet is desirable tend to rate themselves as quiet. Response set occurs as a result of the tendency to be consistent in views expressed, for instance:

29. Oller J. W. Perkins K, (1978) : Intelligence and Language Proficiency As Source of Variance in Self Reported Affective Variables. Language Learning Volume 28 Number 1 p. 88
30. Ibid p. 256

"regardless of how a subject really feels about this ESP classes once he is committed to agreement or disagreement with a statement about these feelings, he can be expected to express similar views about related matters."[31]

Oller and Perkins therefore feel that in order to give the "right" answers, the subjects must "exercise their verbal intelligence. The questionnaire thus becomes a surriptituous test of intelligence and a rather direct test of first language proficiency."[32]

Oller and Perkin's views are dismissed by Gardner (1980) who critizes them on the grounds that they:

"provide no evidence at all of the degree of overlap between affective measures used in studies of second language acquition and measures of an approval motive, self-flattery or response set...... postulating sources of variance is not equivelant to demonstrating their existence."[33]

Gardner goes on to examine the relationship between affective variables and measures of second language achievement; whether the relationship between affective variables and second language achievement is strong or weak and finally whether there is a relationship between affective variables and/or first language proficiency. The results of a study by Gardner (1980) show that there is a definite relation between affective variables and grades in French as a second language.

The figures from Gardner's (1980) study indicate that roughly 27 percent of the variablility in second language grades can be accounted for by a combination of ability and affective factors. The relationship is in his opinion a strong one. The correlation between affective variables and measures of verbal intelligence is however: "so low as to suggest that the affective variable are virtually independent of intelligence and/or first language achievement."[34] His findings negates the

31. Ibid p. 89
32. Ibid p. 92
33. Gardner R.C. 1980 On the Validity of Affective Variables in Second Language Aquisition: Conceptual, Contextual and Statistical Consideration. Language Learning Volume 30 Number 2 p. 255
34. Ibid p. 263

previous Oller and Perkins hypothesis that affective variables and verbal intelligence are related.

Gardner went on to argue in the same paper that the inconsistencies found in results between studies can be linked to what he calls "conceptual, contextual and statistic considerations."

He states that "the statistical reason for the inconsistencies resides in the fact that, in any investigation, we are concerned with estimating population values from sample ones "[35] and that in his opinion the important point is that there is a range of sample values which can be obtained given one population value and that the generalizations made, are based on probability statements.

The contextual reason for the inconsistences could be explained in terms of the different social contexts underlying two sets of studies. There are a vast number of socio-cultural differences, as well as factors like whether the students are learning the other language of their country or a foreign language; and these factors could influence the nature of the role played by affective variables in second language acquition. He continues to point out that:

> "I am certainly not proposing that the above interpretations of the so called negative findings are correct or the only meaniful interpretations, I am suggesting simply that there are interpretations which do not invalidate the general preposition that achievement in a second language is mediated by attitudinal and motivational variables."[36]

The conceptual reason for the negative or null results of the studies already discussed, is the reason which Gardner believes is the most likely reason for the apparent discrepancies. Many of the differences may be due to how the concept, affective factors, is viewed and measured. Since an attitude is an inference which is made on the basis of a complex of beliefs about the attitude objects, such a basis has

35. Ibid p. 266
36. Ibid p. 267

implications for measurement because as Gardner points out "the reliability of the measurement of any particular attributes increases as a function of the number of items used to assess that attribute."[37] He further points out that in some studies attitudes have been defined on the basis of responses to single items.

Another reason for discrepant results in the studies lies in the fact that they were correlations between factor scores and measures of achievement. He states the view that:

"In factor analysis factors are formed on the basis of the total interrelationships described in the correlation matrix. Because of this, caution must be used in interpretating factor scores. Also one can never be confident that the same factor will be obtained in subsequent studies."[38]

Gardner in this article proposes that it is necessary to derive one index to encompass the concept of affective variables. He believes that the Attitude Motivation Index, (AMX) developed by himself, Clement, Smythe, and Smythe, (1979) serves this purpose.

Thus it can be seen that motivation has been looked at from a wide number of different angles. The findings of the research undertaken have indicated that affective factors including measures of learner's attitudes and motivations have statistically independent and significant relationships with second language achievement. Second language achievement in this context has been defined as the situation where students are actually in the context where the target language is spoken around them.

A lot of discussion has revolved around the validity of the distinction between the affective factors in second and foreign language learning. In elaboration to his 1972 work Gardner proposed a social psychological model of affective factors in language learning made up

37. Ibid p. 268.
38. Ibid p. 267.

of attitudes, motivations and second language achievement or behaviours related to affective factors in foreign language learning like for example, the willingness of the learner to take additional language courses.

Within such a definition the learner must have positive attitudes towards the foreign or second language and the target language group if he is to substain the necessary motivation to undertake the extending and sometimes demanding efforts required to master a second or a foreign language.

Whilst therefore second language competence is an important goal of affective factors in foreign and second language learning, it is not the ultimate goal. The ultimate goal is seen as "psychological integration" with the target language group. Integration in this context can be described as, "a high level of drive on the part of the individual to acquire the language of a valued second language community in order to facilitate communication with that group."[39]

Another approach in this area by Schumann (1976) proposed alternative concepts to explain the lack of communicative achievement in a second language. He proposed the notion of "social distance" (lack of opportunities to interact with speakers of the language.) and "psychological distance" (lack of desire for such interaction, which is an affective factor.)

Rivers in her chapter on Motivating through Classroom Techniques goes on to point out that both Gardners and Schumanns' hypotheses bring out:

"the importance of practising the language in communicative situations, that the students perceive worthy of attention and in some way satisfy‑ing."[40]

39. Gardner R.C., Smythe P.C., Clement R. and G. Liksman Second Language Learning: A Social Psychological Perspective, C.M.L.R. (1976) p. 199
40. Rivers, W.M. 1983. Speaking in Many Tonges. Essays in Foreign Language Teaching (Third Edition) Cambridge University Press p. 155

Instrumentally motivated persons succeed as well as integratively motivated persons when they make or seize opportunities, as the later do, to use the language for some form of real communication.

She believes that:

"Motivation is the private domain of the learner. As educators, is not for us to attempt to manipulate it, even for what we see as the good of the consummer. Our role is to seek to understand it. We then try to meet the needs and wants of our students with the best we can provide, thus challenging their motivations in directions which are satisfying to them .....what we seek to stimulate is self-directed learning, which results in self-realizing motivation."[41]

41. Rivers, W.M. 1983 Communicating Naturally In A Second Language Theory and Practice in Language Teaching. Cambridge University Press. p. 147

III. METHOD

The study investigated what reasons adults have for learning English in order to find out what kind of motivational orientations exist towards the studying of English in a Turkish situation. The relationship between levels of motivation and success in learning English was investigated with the aim of finding out what kinds of motivational orientations could be seen as important in terms of success, in learning English among Turkish adult learners. The relationship between age, education and success was investigated, as was the relationship between age and instrumental motivation.

The discussion which follows defines the hypotheses and variables included in the study; the selection of the subjects, the instrument and procedure used, as well as data collection procedures and limitations of the study.

3.1. HYPOTHESES

The following hypotheses were generated partly from the review of literature undertaken into motivation and success in learning English and partly as a result of the experience and observations made by the researcher and her colleagues, as teachers of English at the schools included in the study.

3.1.1. Hypothesis I.

Students will be instrumentally motivated rather than integratively motivated in their reasons for learning English.

The independent variable in hypothesis I is identified as the reasons for learning English and dependent variable as instrumental and integrative motivation.

The independent variable is operationally defined as the ten reasons stated on the questionnaire. Five of these reasons are identified as instrumental reasons. These are; learning English in order to read English publications; to occupy spare time; to make travelling abroad easier; to find a job, set up a business or to get promotion and to help children with their English. A further five reasons are identified as integrative reasons. These are learning English in order to broaden ones outlook of the world and gain new ideas; to meet and speak to English speaking people; to understand English speaking peoples' way of life; to behave and think like English speaking people and because of an interest in the English language, literature and culture.

The dependent variable is operationally defined as the scores calculated from the ratings given to each of the ten reasons for learning English. Ratings were assigned on the following basis; "Most Important" was given a rating of five, "Very Important" four, "Important" three, "Not Very Important" two, "Not Important At All" one. Total scores were calculated for instrumental and integrative motivation according to whether the questions were designated instrumental or integrative.

3.1.2. Hypothesis II.

There is a relationship between success and motivation.

The independent varibale in hypothesis II is defined as motivation and the dependent variable as success.

The independent variable is operationally defined as the scores obtained from the ratings assigned to the ten reasons for learning English calculated from the questionnaire, as previously outlined in hypothesis I.

The dependent variable is operationally defined as the average of the scores collected from the examination results and teacher assessment scores at the end of class one. This score was further categorized

into three levels of success, "high success", "intermediate success"
and "low success", from the standardized marking schemes used in the
schools. One of these three levels of success was calculated as the
success score of each student.

3.1.3. Hypothesis III.

The youngest age group will have higher instrumental orientation
than other age groups.

The independent variable is identified as the students over the
age of 21 and the dependent variable as instrumental orientation.

The independent variable is operationally defined as the students'
age as indicated by themselves on the questionnaire. Two levels are used,
firstly, the 18-21 age group and secondly the over 21 age group.

The dependent variable is operationally defined as the scores
obtained from the ratings assigned to the five instrumental reasons for
learning English calculated from the questionnaire, as previously out-
lined in hypothesis I.

The following variables were observed but not tested in the
study: gender, education, occupation and success; English learnt at
school and success; English known in the family circle and success.

3.2. Population and Sample

The subjects in the study were selected from adult students who
were attending English courses at one of two English language schools
in Istanbul, the Istanbul Turco - British Association and English Fast.
They were students who were enrolled in a level two class, after success-
fully completing a level one class. Students who were enrolled in a
second level class without completing a level one class were not included
in the study. Level two students were chosen because at the time of the
study they were the lowest level of students studying English available

in both the schools included in the study.

Students attending classes at the Istanbul Turco - British Association were chosen in preference to students attending schools at other English language schools for a number of reasons. Firstly there exists a large number of private schools in Istanbul, in a wide variety of locations, both in the city centre and in the suburbs. To reach such schools would have required both large resources and time which were not available to the researcher.

Secondly these schools often operate on a wide range of different teaching standards, using different text books, teaching methods, admission procedures and employment standards of teaching staff. It is also difficult to obtain permission to undertake research in some of these types of language schoools, as well to gain the necessary information essential to undertake a study.

Finally it was decided not to include students who were attending English courses at Public Education Centres for similiar reasons as stated above and because, they were not fee paying students, since the courses are provided free to members of the local community at the centres.

Level two classes were chosen to sample, in preference to other levels as a result of a number of reasons. It was orginally planned to sample students who were attending level one classes and who were at the mid-point in the first 40 hours of study. This was not possible due to limitations of time which meant that the original level one students had just begun the second forty hours of instruction when sampling was carried out.

It had been decided to sample from the very elementary levels of English learning in both schools because it was felt by the researcher and partly shown in previous literature that most students

start a learning task with motivations or a set of motivations which have energized them to start the learning task. As the learning task progresses these motivations change and they may be replaced by other motivations which are replaced by other variables, like a sense of achievement, personal and family reasons etc.

Since it was one of the intentions of the study to investigate what reasons students have for learning English, ie. the reasons which have energized them to enrole in a English course at the schools, it was necessary to select the sample from a population of new learners. The greatest amount of newcomers in the schools was to be found at the elementary level, rather than at the other levels. It was not thought to sample from these other levels because it was felt that there would be a greater range of variables and factors which were more changeable and may act as bias on students' success scores, like for example previous learning efforts in the schools and achievement in Enlgish. Finally it was possible to find a large population of learners at this elementary level from which to sample the required sample size in both schools.

Five class two's were randomly selected from a possible 17 class two's at the Istanbul Turco - British Association using a random number table. After selection there were 80 students in the sample. At English Fast seven classes out of a possible nine classes were selected, also using a random number table. A total of 82 students were included in the sample from English Fast.

The sample was selected on this uneven basis, with five out of 17 classes at the Istanbul Turco - British Association and seven out of nine classes at English Fast because it was decided to select roughly equal number of students from both schools. Since English Fast is a smaller school, there were not so many class two's to select the

sample from.

It was also necessary to select more subjects than the approx-
imately one hundred subjects who were to be included in the study. This
occurred as a result of two main factors; as it has already been pointed
out that due to a lack of time, it was not possible to select the subjects
prior to the examination they took at the end of class one from which the
success scores were later to be obtained. Secondly the selection of
subjects, after they had taken the examination and were ready to start on
the next 40 hours of instruction meant that there was a loss of subjects
due to dropping out.

It had been shown in a previous investigation that at the
Istanbul Turco - British Association, there was an over 30 percent drop-
out rate, especially among level one classes. As a result of this pheno-
menon more than 50 subjects were selected at both schools in order to
allow for a possible dropout rate. The sample size for the Istanbul
Turco - British Association was as a result 80 students and at English
Fast 82 students. The distribution between female and male was approx-
imately half.

3.3. Instrument

A questionnaire was prepared to measure what reasons adults have
for learning English in Istanbul. The questionnaire was designed as a
result of a number of factors. These were the information available
from previous studies; the experience of the researcher and her col-
leagues at the two schools in the study and from a preliminary study.

The preliminary study was conducted in the two schools in the
study, where 64 students from level one classes, who were similar to
the students to be included in the sample, were asked to complete forms

giving five reasons stating who they wanted to learn English

As a result of the information collected above a questionnaire was compiled and a pilot study was carried out using this questionnaire. A list of reasons for learning English was included in the questionnaire. As a result of the replies given by the students, it was possible to eliminate some of the reasons and select the five most relevant instrumental and integrative reasons for studying English. At the same time it was possible to test the relevance of the results obtained from the descriptive part of the questionnaire.

The pilot study was administered to 70 level three students at the schools. Level three students were chosen because it was felt by the researcher that students were the most similar students available to give the questionnaire to in the pilot study. The administration of the questionnaire was given under the same conditions as was intended to give the final questionnaire, ie the questionnaire was given in the same period by the teachers in class time. There were also no problems with students refusing to complete the questionnaire.

There were two parts in the questionnaire of which a copy can be found in the appendix. The first part tested the student's reasons for learning English and the degree of importance of each reason. The second part of the questionnaire was designed to collect descriptive data.

The reasons for learning English can be divided into two categories, instrumental reasons and integrative reasons. Instrumental reasons were reasons like learning English to read English publications, to occupy spare time, to make travelling abroad easier, to help children with their English and to find a better job, open a business or get promption. Integrative reasons were reasons like learning English because of an interest in English literature and culture, to gain new

ideas and broaden one's outlook, to meet and speak to English speaking
people, to understand the English way of life and to behave and think
like English speaking people.

Students were asked to indicate how important each reason was
for them using the following criteria; "most important", "very impor-
tant", "important", "not very important", and "not important at all".
These were later scored from five to one, respectively and the moti-
vation scores were later calculated. This list of ratings was the
same as had been used in previous studies undertaken.

In the second part of the questionnaire descriptive data about
the student's gender, age, occupation and educational level were col-
lected. In this part data about the student's previous knowledge of
English and their families knowledge of foreign languages were also
obtained.

3.4. Procedure

The questionnaire was given in class time by the teachers sel-
ected to receive the questionnaire. Filling out the questionnaires
was supervised by the classes' teachers. All questionnaires were given
at the end of a lesson period to ensure that latecomers would not miss
filling in the questionnaire. Filling in the questionnaire took approx-
imately 15 minutes to complete. It should be noted that the question-
naire was translated into Turkish before it was administered.

The questionnaire was administered to a total of 142 students
out of 163 students. Of these 142 students, 102 were included in the
investigation carried out. These 102 students, were students who had
both completed the end of class one examination and had been assessed
as being successful by their teacher and had also completed the question-
naire relevant to the study.

On the days the questionnaire was administered 21 students were absent. It was decided not to readminister the questionnaire to these students because of two main reasons. Firstly there was a series of administrative problems like getting permission to fill out the questionaire in class time, getting the co-operation of the teachers again etc. Secondly it was felt that it might be difficult to find the students and administer the questionnaire under similar conditions without interference from other factors, eg the influence of these students' classmates, the willness of the student to complete the questionnaire, etc.

3.5. Data Collection

The collection of data originated from two different sources. Firstly from the questionnaire given to the students about reasons for learning English and secondly from the scores collected from the examination results and teacher assessment scores.

The examination scores and teacher assessment scores were collected from the schools' records. Both schools use a standardized marking scheme for the grading of examination results and teacher assesment. The average of these two marks was taken in order to calculate the success score. The degree of success was identified after categorizing the success score into three levels of success, "high success", "intermediate success" and "low success", from the standardized marking schemes used in the schools.

After data collection, the data were coded for analytical purposes and all data were then analysed by hand. In order to carry out a descriptive analysis the data were put into frequency tables. In order to test the hypotheses of the study, the appropriate test procedures were applied. These included the use of Chi-Square tests and a rank test, the Wilcoxon Matched-Pairs Signed-rank test.

3.6. <u>Limitations</u>

There were a number of limitations of the study. These limit-
ations generally originated from the nature of the population and the
sample selected, as well as from a lack of time, which meant that the
original scheduling plans could not be met. It is planned first of all
to look at those limitations connected with the population and sample
and then look at those connected with time, followed by other limit-
ations of the study.

The main limitation of the study is its low generalizability.
The study deals with the learning of English in two instututions in
Istanbul and as a result the sample is small relative to the population.
Time and resources available were the main considerations which meant
that the sample was small and numbers in the sample small, when compared
with the overall population of English language learners. The students
included in the sample may be representative of a very specific section
of society. It has been estimated by the researcher that they are in
the main either upper or upper middle class probably due to the high
cost of attending a course at the school. The students themselves are
all elementary students of English which again is another factor of low
generalizability in the study.

There was a high wastage rate because of lack of time available.
Lack of time meant that whilst it was possible to collect all the exam-
ination scores at the end of class one at the schools, it was not pos-
sible to administer the questionnaire when planned in the middle of
class one. Administering the questionnaire at the beginning of class
two meant that it was not possible to give the questionnaire to those
students who had dropped out at the end of class one. Also on the

days it was decided to administer the questionnaire adverse weather conditions and a power cut in one of the schools resulted in some students not coming and led to some students not completing the questionnaire.

Other limitations may be briefly outlined as follows. Having a native English teacher or a Turkish English teacher may be a bias from a cultural point of view. Different amounts of instruction received per week may vary among the subjects. This again may add a certain amount of bias.

The result's section which follows will discuss in detail the findings of the questionnaire and outline what reasons students have for learning English. Also discussed will be the type of motivation orientations shown by the students, as well as relationship between success and motivation and other variables.

IV. RESULTS

The result's section will deal with the findings from the questionnaire by first of all examining the demographic information collected on the subjects in the study. This will be followed by a discussion of the reasons students have for studying English and a classification of whether these reasons were instrumental or integrative. Finally the relationship between success and motivation and the other variables will be examined.

4.1. Demographic Description of the Subjects

Both the gender and distribution of age were fairly equally spread among the four age groups as shown in table one. There were 49 male subjects with 53 female subjects. The highest proportion of males learning English was found in the 30 and over age group (35 percent), whilst for females the highest porportion was found in the 18-21 age group (36 percent). For both females and males, the lowest proportion of students learning English was found in the 26-29 age group (12 percent for male and nine percent for females.)

Table I: the gender and age group of subjects

age groups \ gender	Male	Female	Total
18-21	14 (29%)	19 (36%)	33 (33%)
22-25	12 (24%)	16 (30%)	28 (27%)
26-29	6 (12%)	5 (9%)	11 (11%)
30 and over	17 (35%)	13 (25%)	30 (29%)
Total	49 (100%)	53 (100%)	102 (100%)

* All percentages are rounded up to the nearest
  whole number

The occupational characteristics of the subjects as shown in
table two were mainly more concentrated for males in the professional/
clerical group (33 percent) and for females in the housewife and un-
employed group (32 percent and 30 percent respectively). Among the male
subjects very few were unemployed (14 percent), whilst among the female
subjects very few fell into the managerial and self employed occupational
groups.

Table 2:   the gender and occupational groups of subjects.

Gender / Occupation	Male	Female	Total
Housewife	0 (0%)	17 (32%)	17 (17%)
Managerial	9 (18%)	3 (6%)	12 (12%)
Professional/ Clerical	16 (33%)	10 (19%)	26 (25%)
Unemployed	7 (14%)	16 (30%)	23 (22%)
Self Employed	11 (23%)	3 (6%)	14 /14%)
No Answer	6 (12%)	4 (7%)	10 (10%)
Total	49 (100%)	53 (100%)	102 (100%)

The educational level of the subjects as shown in table three was higher for males than for females. The highest proportion of males were higher education graduates (41 percent) whilst 45 percent were graduates of high school. There was also a relatively high percentage of female and male university or higher college of education students (29 percent). It can be seen that generally most students had graduated from high school (45 percent) and that there were only 11 percent of the students who were graduates of middle or were high school dropouts.

Table 3: the gender and educational level of subjects.

Gender Educational level	Male	Female	Total
Mid. school/High School Dropout	4 (8%)	7 (13%)	11 (11%)
High School Graduates	15 (31%)	31 (59%)	46 (45%)
Higher Education Student	8 (16%)	7 (13%)	14 (15%)
Higher Education Dropout	2 (4%)	0	2 (2%)
Higher Education Graduate	20 (41%)	8 (15%)	28 (27%)

* Higher Education includes a student at university or at
   college.

In table four, it can be seen that out of the 80 percent of
students who answered that they had studied English at school, 49 per-
cent of them had families or close friends who knew English. In con-
trast 36 percent of those who had studied at school had families and
close family friends who had not studied any foreign languages. Of
the remaining 20 percent who answered that they had not studied English
at school, 35 percent had families and close friends who had not stu-
died English or any other foreign language.

Table 4: Students' and family circles' knowledge of English.

Students who studied English at school	Knowledge of languages in the family circle			
	English Known	Other Languages Known	No Languages Known	Total
Yes	40 (49%)	12 (15%)	30 (36%)	82 (82%)
No	7 (35%)	5 (25%)	8 (49%)	20 (20%)
Total	47	17	38	102

4.2. Motivation and Success

The results of the questionnaire which can be seen in tables four and five indicated that the students were generally more highly motivated instrumentally rather than integratively. The reason which was rated most highly as being "most important" to the subjects and their reason for learning English, was the reason concerned with learning English in order to make travelling abroad easier. 60 out of 102 students indicated they felt this way. This was followed closely by learning English in order to find a good job, to set up a business or to get promotion, with 59 out of 102 indicating that this reason was "most important" for them. The remaining replies to this question were eigher marked as being "very important" or "important", with the exception of two replies.

The two reasons for learning English in order to read English publications, eg. books, journals etc. and in order to occupy spare time, both received the highest scores at the "important" level, with further declining scores at the "not very important" and "not important" levels.

The response to the final reason, learning English in order to help children with their English received fairly evenly distributed scores up to the "not very important" level. This question received the lowest instrumental rating with 18 out of 102 subjects indicating that this reason was "not important at all".

Among the integrative reasons, the reason which received the highest score was the reason for learning English in order to broaden one's outlook of the world and gain new ideas. 38 subjects rated this as "most important", 22 as "very important" and 32 as "important". The scores on the other three degrees of this question were very low especially when compared with the responses to the other integratively motivated reasons.

Table 5: ratings given to instrumental reasons.

Instrumental reasons for learning English.	Rating Scale					
	Most Impor- tant	Very Impor- tant	Impor- tant	Not Very Impor- tant	Not Impor- tant at all	No Answer
1. In order to read English publication, eg. books, journals	22	24	42	13	1	0
2. In order to occupy spare time.	23	13	30	21	14	1
3. In order to make travelling abroad easier.	60	28	13	0	1	0
4. In order to find a job, set up a busi- ness or get promotion.	59	21	12	1	7	2
5. In order to help children with their English.	24	22	29	9	18	0

The reason which was indicated as second most important, was the one which stated that a reason for learning English was to meet and speak to Enlgish speaking people. 23 subjects considered this as "most impor- tant", 20 as "very important" and 29 as "important". A further 20 subjects however rated this as "not important at all".

The remaining three integratively motivated reasons received low responses on the "most important" and "very important" degrees of importance. Amongst these three reasons, the reason which received the highest score at the important level was the reason dealing with under- standing Enlgish speaking people's way of life; 37 subjects indicated

this as being "important" and 29 as "not important at all".

The reason concerning learning English because of an interest in the English language and literature and culture received a fairly equally distributed response at the "important", "not very important" and "not important at all" levels.

The final reason for learning English to enable on to think and behave like English speaking people received the lowest response with 52 out of 102 subjects indicating that reason was "not important" to them.

Table 6:   ratings given to integrative reasons.

Integrative reasons for learning English	Rating Scale					
	Most Impor-tant	Very Impor-tant	Impor-tant	Not Very Impor-tant	Not Impor-tant at all	No Answer
1. Because of an interest in the English language and literature and culture.	5	9	27	35	26	0
2. In order to broaden one's outlook of the world and gain new ideas.	38	22	32	5	4	1
3. In order to meet and speak to English speaking people.	29	20	29	20	4	0
4. In order to understand English speaking people's way of life.	6	13	37	29	17	0
5. In order to behave and think like English speaking people.	3	4	15	26	52	0

4.3. Analysis of Data Included in the Hypotheses.

4.3.1. Hypothesis I

Students will be instrumentally motivated rather than integratively motivated in their reasons for learning English.

This hypothesis was tested using the Wilcoxon Matched Pairs Signed-Rank Test. The results of this test showed that instrumental motivation at the less than 0.01 level was significantly higher than integrative motivation.

4.3.2. Hypothesis II

There is a realtionship between success and motivation.

To test this hypothesis, a Chi-Square test was applied. The results of the Chi-Square calculations did not show any significant relationship between success and motivation. A further test was applied to see if there was a relationship between success and instrumental motivation. No significant relationship was found from the Chi-Square test on these variables, either.

4.3.3. Hypothesis III

Students in the youngest age group will have higher instrumental motivation than other age groups.

The results of the Chi-Square test applied to test this hypothesis, did not show any significant relationship between the two variables.

4.4. Analysis of Data Not Included in the Hypotheses

The following variables were analysed, but not tested as hypotheses, gender, age, education level and occupation were examined in relation to success, as were previous knowledge of English and English known

in the family circle. Examination of these factors was conducted to add more background information to the study.

4.4.1. Gender, Age and Success

Between genders, it can be seen in table seven that females had higher success rates than males (47 percent) and a much lower success rate than males (25 percent).

Table 7:   gender and the degree of success.

success \ gender	High	Inter-mediate	Low	Total
Male	15 (31%)	13 (26%)	21 (43%)	49 (100%)
Female	25 (46%)	15 (28%)	13 (25%)	53 (100%) ·
Total	40	28	34	102

Table eight shows the comparison between age and success in learning English. The two younger age groups 18-21 and 22-25 were more successful in terms of degree of success. In the 18-21 age group, 34 percent were highly successful, whilst in the 22-25 age group 54 percent were highly successful. The 30 and over age group had lower degrees of success, in particular, with 36 percent achieving intermediate or low success rates. It should be pointed out too, that whilst the youngest age group, 18-21 had the highest success rate, they also had a low success rate (36 percent).

Table 8: age and degree of success.

success age	High	Interme-diate	Low	Total
18-21	14 (43%)	7 (21%)	12 (36%)	33 (100%)
22-25	15 (54%)	6 (21%)	7 (25%)	28 (100%)
26-29	3 (28%)	4 (36%)	4 (36%)	11 (100%)
30 and over	8 (26%)	11 (37%)	11 (37%)	30 (100%)

4.4.2. Education, Occupation and Success.

A comparison between education level and degree of success in learning English as can be seen in table nine, shows that whilst on one hand high school graduates seem to have higher success rate than other groups (40 percent), they also seem to have a low success rate (30 percent).

Table 9: a comparison between education level and success.

Degree of success Ed. level	High	Inter-mediate	Low	Total
Middle/High school dropout	2 (18%)	3 (27%)	6 (55%)	11 (100%)
High school graduate	18 (40%)	14 (30%)	14 (30%)	57 (100%)
Higher education student	8 (54%)	1 (6%)	6 (40%)	15 (100%)
Higher education dropout	0 (0%)	1 (50%)	1 (50%)	2 (100%)
Higher education graduate	12 (43%)	9 (32%)	7 (25%)	28 (100%)

The comparison between occupation and the degree of success is shown in table ten. It can be seen that the professional/clerical group were the most successful group in terms of having low success rates, when compared with the other groups (64 percent). The next group with low success were the managerial group (33 percent) followed by the housewife group (30 percent).

Table 10: the comparison of occupation and degree of success.

Degree of success / Occupation	High	Inter-mediate	Low	Total
Housewife	6 (35%)	6 (35%)	5 (30%)	17
Manager	4 (33%)	4 (34%)	4 (33%)	12
Professional/Clerical	12 (46%)	8 (31%)	6 (23%)	26
Unemployed	10 (43%)	8 (35%)	5 (22%)	23
Self-employed	3 (33%)	2 (14%)	9 (64%)	14
No answer	5 (50%)	1 (10%)	4 (40%)	10
Total	40	29	33	102

In order to see whether there was a significant relationship between gender and success, age and success and education and success, a Chi-Square test was applied for all these factors. The findings from these test showed that there was no significant relationship between these factors.

4.4.3. Knowledge of English and Success.

Table eleven shows the comparison of English students at school and subsequent success in learning English. 82 of the students

had studied English at school. There does not appear to be any connection between learning English at school and subsequent success at the end of level one classes at the Istanbul Turco - British Association and English Fast. 44 percent of students who had studied English at school before attending a course at the Istanbul Turco - British Association or English Fast were highly successful, whilst in contrast 34 percent of students who had previously studied English showed a low success rate.

Among the students who had not learnt English at school, it appeared that they were neither at a disadvantage or advantage, but were competent with 50 percent achieving intermediate success rates.

Table 11: the Comparison of Students Who Studied English at School and Success.

English at schools	Success levels in learning English			
	Success	Interme-diate	Low	Total
Yes	36 (44%)	18 (22%)	28 (34%)	82 (100%)
No	2 (20%)	10 (50%)	6 (30%)	20 (100%)
Total.	40	28	34	102

In table twelve the comparison between English known in the family circle and success levels in learning English can be seen. It can be seen that within the students' family circle that 62 percent of them know English well and had high levels of success, whilst in contrast 35 percent of students who stated the same, had low levels of success. Of the 39 students who stated that no one in their family circle knew English well, 38 percent had high success rates, but almost equally intermediate and low success rates.

Table 12: the Comparison of English Known in the Family Circle and Success.

English in Family Circle	Success level in learning English			
	High	Intermediate	Low	Total
Yes	25 (40%)	16 (25%)	22 (35%)	63 (%)
No	15 (38%)	12 (31%)	12 (31%)	39 (%)
Total	40	28	34	102

V. CONCLUSION

In this section a discussion follows in which the findings are examined in relation to the expectations of the researcher and the review of literature undertaken.

Turkish speaking adults studying English at two private language schools in Istanbul were tested on a number of factors. The relationship between types of motivation success and motivation, age and motivation was investigated. Other contributory factors including gender, age, education level, occupation, previous knowledge of English known in the family circle were also investigated.

5.1. Motivational Reasons for Learning English.

The findings from hypothesis I showed that the students were instrumentally motivated rather than integratively motivated. Highly valued instrumental reasons for learning English were related in many ways to the social and commercial advantages to be gained from learning English. The most important of these reasons were learning English in order to make travelling abroad easier and to find better jobs or improve future job or business prospects.

Such findings largely confirmed the expectations of the researcher prior to the undertaking of the study. In a non-English speaking country, English is obviously important for business life and trading abroad. Equally, high unemployment figures in Turkey have also meant that with the wider spread of educational standards, that there is greater competition to secure good jobs, as well as a need to know English to widen promotion prospects.

The relatively high response to the reason for learning English in order to help children may probably be accounted for by the large amount

of housewives in the sample and the large age group over 30. It may be assumed that many of these students may be married with families and children who are learning English or will be learning English in the future.

High responses to integrative reasons for learning English, like the instrumental reasons focused upon the practical aspects and advantages of knowing a foreign language. There was little indication that students were learning English in order to behave more like English people and their way of life. Instead knowing English was seen as a means to meet English speaking people and have contact with them. Such a finding would largely appear to compliment the instrumental reason of learning English in order to make travelling abroad easier. Assuming that the students wish to travel abroad not only for business reasons but for holidays, there would also be a desire to talk to people on a more social basis.

There was also a relatively high value placed on broadening one's outlook of the world and gaining new ideas. The high response to this rather general reason is quite difficult to explain. It may be that the students regard the acquisition of English as a way of having more contact with the outside world, which uses English as an international language and would give them access to ideas and know-ledge not otherwise reported in Turkey. Such an explanation may also be viewed rather sceptically in the light of the low response to the instrumental reason of learning English in order to read English pub-licaitons, unless of course the knowledge and ideas desires were not of a mainly technical nature.

Finally when the instrumental and integrative reasons for learning English are compared with previous studies conducted in non-native English speaking countries, many of the findings of the study

fit into a rather similar pattern of students being instrumentally moti-
vated in their reasons for learning English. The practical advantages
of knowing English always appear to be heavily emphasized. For example,
in the studies conducted by Lukmani in India in 1972 and Gardner and
Santos in the Philippines in 1970, in both countries, studying English
was important for upwards mobility and mastering English was seen as a
way of improving one's standard of living.

Thus in countries where English is not the main language spoken,
instrumental motivation seems to be a stronger factor in reasons for
learning English. Integrative reasons are of less importance when there
is a need only to master the language rather than the cultural conven-
tions that accompany it. It appears, therefore that the cultural situ-
ation in the country where the foreign language is being learnt is a
major contributory factor in determining the type of motivational orien-
tation. The results of studies completed in English speaking countries
like America and Canada seem to back this up. There appears to be wider
range of cultural factors at work, which exert pressure on the partici-
pants in the language programmes. In such situations the learners are
in direct contact with the culture and the speakers of the language they
are learning. It is to be expected that such close contact may influence
their thinking and affect their type of motivational orientation.

5.2. Success And Motivation.

The findings from hypothesis II showed no relationship between
success and motivation, as has been found in many of the previous
studies conducted. Such a finding was therefore contrary to the expec-
tations of the researcher as well as to the findings of other studies
conducted in non-native English speaking countries.

Such a finding may be the result of many factors connected with the methods used to measure success and motivation. Owing to administrative difficulties, different tests from which the success measurements were taken, were used in the study. This may have affected the measurement of success as may the time when the questionnaire was given in the two schools.

Also it cannot be ignored that the relationship between success and motivation may be influenced by the level of proficiency in English of students before the measurement of success and motivation is undertaken. The majority of studies where a relationship has been found were undertaken on students who were not beginners and who had a background in English eg. university students in Japan, high school students in Canada. In the study undertaken in Turkey all the students were at a very elementary level.

Finally it should be mentioned that the demographic findings of the study were generally similar to the limited amount of information available on types of other participants in other studies, Siebert (1982), Miesler (1971).

5.3. Age and Instrumental Motivation.

The findings from hypothesis III showed no significant relationship between levels of instrumental motivation and age. This finding was interesting because it was felt that the 18-21 age group of students would probably have a high level of education (ie. graduates from high school or studying at University) and would need a high standard of English in order to find a good job, given the Turkish situation.

Such a finding may have been influenced by the fact that the older age groups might be under high pressure to learn English, not so much as for getting a job but to keep their present jobs or secure

better jobs in the future.

5.4. Final Conclusions

Some of the variations among the results in the study may perhaps be attributed to the limitations of the study. As it has already been briefly mentioned, perhaps the lack of a relationship between success and in particular instrumental motivation may be accounted for by the inappropriate timing of the administration of the questionnaire. It would have been more desirable to have administered the questionnaire at an earlier point of time in the study (ie. at a mid point in the 40 hours of level one). As has already been seen not all the students who were selected to be given the questionnaire received it, due to dropping out and non-attendance.

It would also have seemed more desirable to have used identical standardized examinations in the study. This was difficult to carry out in the study because of administrative problems and time restraints, which could not allow for the development and research of such an examination prior to the undertaking of the study.

At the same time it should not be forgotten that the study whilst showing some promising results in the two schools included in the study, had low generalizability because the findings refer to only two settings and a low percentage of English language learners, in relation to the total number of students and English language schools in Istanbul.

There is therefore the tendency to look at the results as being typical of the average learner of English in Istanbul. The two schools while similar to each other, were not necessarily representative of the majority of English language schools in Istanbul. Firstly the schools are the most expensive language schools in terms of the cost of the courses and secondly, although not studied, the result of this may be

that the students attending the courses may come from better income families. Thirdly the schools used the most up to date methods in language learning and are able to offer their students a wide range of facilities and therefore advantages, for example, modern course books, qualified teaching staff and high standards of teaching, as well as technical equipment including well equipped classrooms with tapes, videos and other audio visual equipment. Such a wide range of extra facilities is probably rarely found in the majority of English language schools in Istanbul and the lack of such facilities may mean that many schools are running courses on low standards, in comparison.

The study brought out a number of important points. Firstly it confirmed the importance of learning English given by adult learners in the two schools included in the study. The reasons generated may be useful to course planners and teachers alike, who should be aware of the importance of understanding the role of motivaiton and its relationship to language learning. For example, if the consensus of students want to learn English in order to make travelling abroad easier, both the course content and teaching strategies can be adjusted accordingly.

Secondly the results of the study were of a more practical use to the schools included in the study. Both schools had revised their course structure and course materials on the basis of what they felt was moving away from a more traditional grammatical approach to a more modern practical approach of language learning. The study for them was a valuable source of feedback that the types of courses they had decided on, were appropriate to their students needs and expectations.

The study of motivation and its measurement is a very complex area. As the study showed there is need to develop standard and sophisticated instruments to measure in particular the relationship between success and motivation. Also as it is felt too that as the level of

proficiency in English may be an important factor affecting the relationship between success and motivation; there is a need to conduct studies of a similar nature as this study on students at different levels of proficiency.

It would also be interesting to investigate whether there is any variance in the importance given to reasons adults have for learning foreign languages other than English and to see how the relationship between success and motivation is affected.

Finally it is hoped that the study conducted will serve as a starting point for more studies to be conducted in Turkey of a similar nature, as well as at the same time adding to the increasing knowledge being collected world wide on motivation and success in language learning.

APPENDIX A - QUESTIONNAIRE

Below are ten answers related to the question of "why do you want to learn English? For each answer these are five degrees of importance as shown below.

| most important | very important | important | not very important | Not important at all |

Please put an x in the column showing the degree of importance each question has for you.

	Most important	Very important	Important	Not very important	Not important at all
1. In order to read English publications (books, journal...)					
2. Because of an interest in the English language, literature and culture.					
3. In order to occupy spare time.					
4. In order to broaden one's outlook of the world gain new ideas.					
5. In order to make travelling abroad easier.					
6. In order to meet and speak to English speaking people.					
7. In order to find a job, set up a business or get promotion					
8. In order to help children with their English.					
9. In order to understand English speaking people's way of life.					
10. In order to behave and think like English speaking people					

Name/Surname...

    Please mark the most appropriate answers to the questions below.

1. Gender

   a) Male   b) Female

2. How old are you?

   a) 18-21   b) 22-25   c) 30 and over

3. What's your educational status?

   a) Middle school graduate or high school dropout
   b) High school graduate
   c) University/Higher education student
   d) University/Higher education dropout
   e) University/Higher education graduate

4. What's your present occupation?

   a) Housewife
   b) Managerial
   c) Professional/Clerical
   d) Unemployed
   e) Self employed

5. Did you study a foreign language at school?

   a) Yes   b) No

6. Is there anyone in your family circle (excluding yourself) who knows a foreign language well?

   a) Yes   b) No

7. If the answer to the sixth question is yes, what foreign language is it?

   a) English
   b) French
   c) German
   d) Other

"Neden İngizlizce öğrenmek istiyorsunuz?" sorusuyla ilgili 10 cavap aşağıda sıralanmıştır. Cevaplarda,

pek çok	çok	Önemli	az	hiç
önemli	önemli		önemli	önemli değil

gibi beş önem derecesi vardır.

Herbir cevapta, size en uygun gelen yalnız bir önem derecesini lütfen o sütuna (x) koyarak işaretleyiniz.

	pek çok önemli	çok önemli	önemli	az önemli	hiç önemli değil
1. İngilizce yayınlarından (kitap, dergi ...) yararlanabilmek.					
2. İngiliz dili, edebiyatı ve kültürüne ilgi duymak.					
3. Boş zamanı değerlendirmek.					
4. Yeni fikirler kazanmak ve dünya görüşünü genişletmek.					
5. İngilizce bilmek yurt dışında kolaylık sağlar.					
6. İyi bir iş bulmak, bir iş kurmak ya da bir işte ilerlemek.					
7. Anadili İngilizce olanlarla tanışıp konuşmak.					
8. İngilizce bilenler çocuklarına daha iyi yardım edebilir.					
9. Anadili İngilizce olan kişilerle ve onların hayat biçimlerini anlamak.					
10. Anadili İngilizce olan kişiler gibi davranmak ve düşünmek.					

Adınız soyadınız ....

Aşağıda demografik özelliklerinizle ilgili bazı sorular vardır. Herbir soruda size en uygun olanı lütfen işaretleyiniz.

1. Cinsiyetiniz?

   a) Erkek   b) Kadın

2. Kaç yaşındasınız?

   a) 18-21   b) 22-25   c) 26-29   d) 30'dan yukarı

3. Öğrenim durumunuz?

   a) Orta okul ya da liseden ayrılma
   b) Lise mezunu
   c) Üniversite/yüksek okul öğrencisi
   d) Üniversite/yüksek okuldan ayrılma
   e) Üniversite/yüksek okul mezunu

4. Şu andaki iş durumunuz?

   a) Ev kadını
   b) Yönetici
   c) Uzman/memur
   d) İşsiz
   e) Serbest meslek sahibi

5. Okulda yabancı dil olarak İngilizce okudunuz mu?

   a) Evet   b) Hayır

6. Yakın aile çevrenizde (sizin dışınızda) bir yabancı dili iyi derecede bilen var mı?

   a) Evet   b) Hayır

7. 6'ıncı sounun cevabı evet ise bu yabancı dil hangisidir?

   a) İngilizce
   b) Fransızca
   c) Almanca
   d) Diğer

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