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Türkiye’de İngilizce Proje Sınıfı ile Standart Sınıf  
Arasındaki İngilizce Dil Motivasyonunun  
Karşılaştırılması

Comparing English Language Motivation of a Project  
Class Students with a Standard Class in Turkey

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## ÖZ

Bu çalışma, İngilizce proje sınıfı ile standart sınıf arasındaki motivasyon kaynaklarına ve motivasyon kaynaklı problemlere yönelik bir kıyaslama yapmayı hedeflemektedir. Standart sınıftaki öğrenciler için haftalık İngilizce ders saati seçmeli ders saatleriyle birlikte 5 saat; proje sınıftakiler için 11 saat şeklindedir. Araştırma verileri İstanbul'daki bir devlet okulunun 6. sınıftaki 59 öğrencisinden anket aracılığıyla toplanmıştır. Uygulanan anket 4 bölümden oluşmaktadır. İlk bölüm katılımcıların yaşı, cinsiyeti ve öğrenim gördükleri sınıf gibi genel bilgileri içermektedir. İkinci bölüm öğrencilerin içsel, dışsal ve bütüncül motivasyon kaynaklarını sorgulamaktadır. Üçüncü bölüm yabancı dil öğreniminde sınıf içi motivasyon kaynaklarını, son bölüm ise karşılaşılan motivasyon sorunlarını araştırmaktadır. Elde edilen bulgular iki sınıf arasında motivasyon kaynaklarına ve motivasyon kaynaklı problemlere dair anlamlı farklılıkların olduğunu göstermektedir. Standart sınıftaki katılımcıların çoğunluğunun motivasyon kaynaklarına yönelik maddelerde "katılıyorum" seçeneğini, proje sınıftakilerin ise "kesinlikle katılıyorum" ifadesini tercih ettikleri görülmektedir. Aynı zamanda, iki grup arasındaki araçsal ve bütüncül motivasyon problem kaynakları da farklılık göstermektedir. Bu bölüm için standart sınıftaki öğrencilerin "kararsızım" seçeneğinde, proje sınıftakilerin ise "katılmıyorum" ya da "kesinlikle katılmıyorum" seçeneklerinde yoğunlaştığı söylenebilir.

**Anahtar Sözcükler:** Motivasyon, Proje sınıfı, Standart sınıf, Türk öğrenciler

## ABSTRACT

The present study aims to compare sources of motivation and motivational problems between a project class and a standard class through a questionnaire. The research is conducted with 59 Turkish 6th graders in a state school in Istanbul. The weekly number of the English classes is 5 hours for the standard class and 11 hours for the project class. The questionnaire consists of four parts. The first part inquires about the participants' age, gender and class. The second part asks the students about their sources of intrinsic, instrumental and integrative motivation in learning English. The third part explores the sources of motivation while taking English classes. The last part of the questionnaire examines sources of motivational problems. The results show that there are statistically significant differences between two groups in terms of sources of motivation and motivational problems. The standard class students are mildly positive about their sources of motivation while project class students strongly agree with this part. Moreover, the sources of instrumental and integrative motivational problems differ between two groups. The students of standard class highly rate at neutral whereas those of project class prefer negative or strongly negative option.

**Keywords:** Motivation, Project class, Standard class, Turkish students

## INTRODUCTION

Second language acquisition (SLA) studies have discussed the reasons of different success levels with the same opportunities in learning English as a foreign language since 1970s. Tokoz-Goktepe (2014) states that “the researchers had a consensus that there are several significant factors that determine success in language learning” (p. 315). One of these factors is the motivation that has been widely studied with its description, kinds, dynamics and educational aspects (e.g. Gardner & Lambert, 1959; Gardner, 1985; Gardner & MacIntyre, 1993; Dörnyei, 1994a, 1994b; Kiziltepe, 2000; Acat & Demiral, 2002; Williams et al, 2002; Donitsa-Schmidt et al, 2004; Bernaus et al, 2004; Karahan, 2007; Djigunovic, 2012; Tokoz-Goktepe, 2014; Ebrahimi & Heidarypur, 2016; Genc & Aydin, 2017).

English language teaching/learning in Turkey has been regarded as problematic among researchers (Aktas, 2005; Isik, 2008; Oguz, 1999; Paker, 2007; Tilfarlioglu & Ozturk, 2007). To overcome some of these problems, state schools have added extra English classes (project classes) to their programmes since 2015. This application has been also piloted in 81 cities at 620 Turkish secondary schools by the decision of the National Ministry of Education since 24th August, 2017 (<http://tegm.meb.gov.tr>). In these programmes, students take English classes for 11 hours a week while the students of a standard class take English classes up to 5 hours per week. The selection of students in noncompulsory project classes depends on both their academic success and their eagerness for attending this class. The academic success is based on a language test prepared by English teachers while eagerness of students is determined through meetings with students and their parents. Here, the question of what makes the project class students more eager or motivated to learn English arises.

With these issues in mind, the present study addresses the following points: 1- the differences between a project class and a standard class in terms of sources of motivation for learning English, 2- the differences between a project class and a standard class in terms of sources of motivation while taking English classes, and 3- the differences between a project class and a standard class in terms of sources of motivational problems in learning English.

## LITERATURE

### The Difference between Language Motivation and Attitudes

Gardner & MacIntyre (1993) define language attitudes as “positive or negative feelings about a language and what the learner may connect it with” while Gardner (1985, 2010) regards motivation as “a combination of the desire to learn the language, positive attitudes to learning the language, and the effort invested in learning” (as cited in Djigunovic, 2012, p. 57). Although Ellis (1985) states that “it is not always clear in SLA research what is the distinction between attitudes and motivation”(p. 116), motivation has a broader definition including attitudes in it.

### Definition of Motivation

Previous studies have revealed similar descriptions for motivation. According to Gardner (1985) “motivation... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p. 10)(as cited in Karahan, 2007, p. 75). Chomsky (1988) states that “motivation involves the learner’s reasons for attempting to acquire the second language, but precisely what creates motivation is the crux of the matter” (p. 181). Slavin (1994) sees motivation as one of the most important components of learning whereas Skehan (1989) asserts that “...motivation derives from an inherent interest in the learning tasks the learner is asked to perform” (as cited in Ellis 1994, p. 509).

### Types of Motivation

After the first study of Gardner & Lambert (1959), various studies have been conducted about the role of motivation in SLA. All these studies have shown that learners have three kinds of motivation: “Intrinsic motivation involves a behaviour performed to experience pleasure or

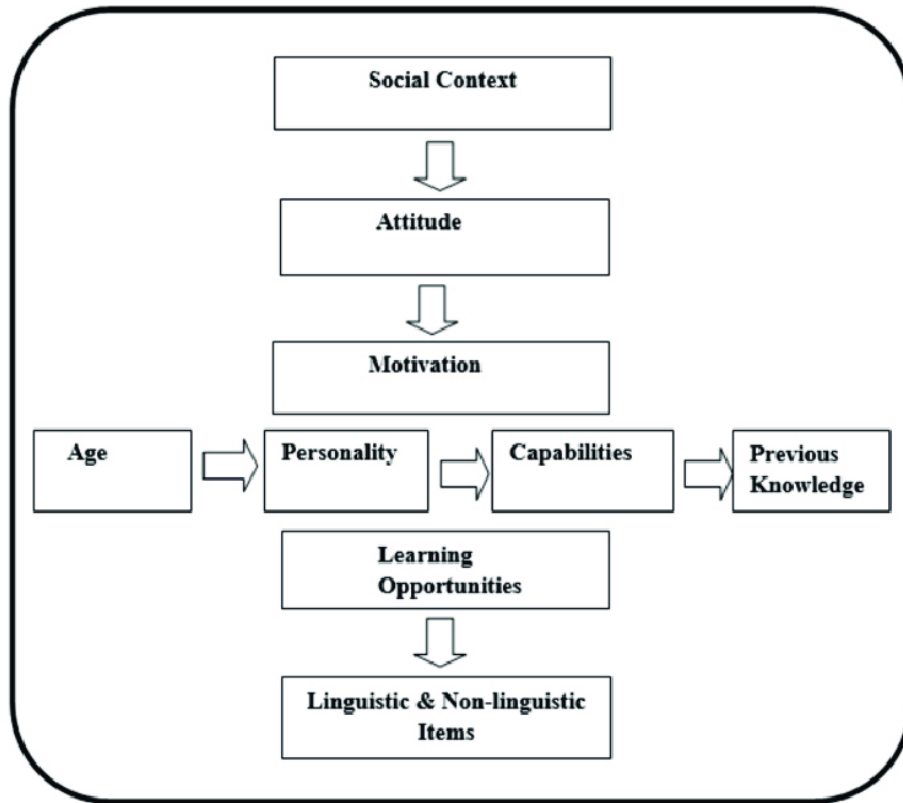
satisfying one's curiosity, where as instrumental motivation is related to a behaviour to receive some extrinsic reward such as better employment opportunities, better grades, or some kind of benefit or advantage for the person" (Genc & Aydin, 2017, p. 36). Gardner & Lambert (ibid.), define integrative motivation as positive attitudes towards the target language group and the potential for integrating into that group (as cited in Ebrahimi & Heidarypur, 2016, p. 145).

### **Educational Aspects of Motivation**

Dörnyei (1994 a, b) elaborates the educational aspects of motivation by uniting classroom-specific motives in a three-level construct: course specific, teacher specific and group specific (as cited in Kiziltepe, 2000, p. 147). The course specific concerns about the syllabus, materials, method and learning tasks. Narayanan's study (2007) shows that course books are considered as an important factor by learners in the classroom. As its name reveals, the group specific is related to the group dynamics influencing students affects and cognitions. MacIntyre & Mercer (2014) states that "indeed integrating affect and cognition remains a key tenet of many contemporary SLA models" (p. 158). The teacher specific cares about the personality of teacher and his/her relationship with students. Dörnyei & Csizer (1998, p. 216) list ten commandments for language teachers in order to motivate their learners provided below:

1. Set a personal example with your own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture.

Spolky's "general model of second language learning" (1989, p. 28) summarizes the different dynamics of motivation as shown in Figure 1. According to this model, motivation is triggered with social context and shaped with individual learner differences such as age, personality, capabilities, previous knowledge that lead to learning opportunities and learning outcomes. Although there is no common consensus on variations of motivation, there are some other factors like gender, education system, parental or cultural influence. Any disconnections among these components may result in motivational problems of learners.



**Figure 1.** Spolsky's model of second language learning

Consequently, as clearly seen, the researchers have attempted to reveal the role of motivation in SLA. They have also conducted different studies to figure out the description, kinds and dynamics of motivation. This increasing interest among researchers for the relationship between motivation and second language learning, especially English, seems to present further studies.

## THE METHOD

### The Instrument, Design and Analysis

Data is collected through a questionnaire. The questionnaire consists of four parts. The first part inquires about the participants' age, gender and class. The second part includes 13 items asking students about their sources of intrinsic, instrumental and integrative motivation in learning English. The third part explores sources of motivation while taking English classes with its 9 items related to teacher, course and group specific. The last part of the questionnaire has 13 items examining sources of intrinsic, instrumental and integrative problems in learning English. All items are selected from the study titled as "Sources of motivation in learning foreign language in Turkey" (Arat & Demiral, 2002) and categorized into groups in relation to the definitions of "intrinsic, instrumental and integrative". Each statement is ranked as (1) strongly negative, (2) mildly negative, (3) neutral, (4) mildly positive, and (5) strongly positive. Since the level of the participants is considered as A1 and in order to reduce the negative effects of English language, the questionnaire is implemented in Turkish. The quantitative data is analysed using SPSS to obtain detailed information for research questions.

### Participants

The sample includes 59 sixth grade students of a state school in Istanbul. All of the students have been learning English for five years as a part of compulsory education. The project class includes 14 female and 15 male students. There are 15 male and 15 female students in the standard class.

The students of project class attend 11 English hours per week while those of standard class take 5 (3+2) English hours weekly.

## FINDINGS

Both groups' perspectives on the source of motivation for learning English are positive in general. However, 93.1% of project class students (n=29) strongly agree with the following statement that "I love learning English very much" (Q2) while only 50% students of standard class (n=30) choose this option. Moreover, 40% of students from standard class find themselves capable of learning English whereas the rate is 69% for project class. It is noteworthy that 33.3% of standard class students are neutral about their interest in English (Q1) and 36.7% of them are neutral again about their capability for learning English (Q3).

Table 1. The sources of students' motivation in learning English (Q1-Q13)

Items about sources of motivation in learning English	Class	Strongly negative		Mildly negative		Neutral		Mildly positive		Strongly positive		$\bar{X}$
		N	%	N	%	N	%	N	%	N	%	
<b>Intrinsic reasons</b>												
1. I learn English as I am interested in it.	S	3	10.0	5	16.7	10	33.3	12	40.0	0	0.0	4.03
	P	0	0.0	0	0.0	3	10.3	9	31.0	17	58.6	4.48
2. I love learning English very much.	S	0	0.0	4	13.3	4	13.3	7	23.3	15	50.0	4.10
	P	0	0.0	0	0.0	0	0.0	2	6.9	27	93.1	4.93
3. I am capable of learning English.	S	1	3.3	1	3.3	11	36.7	5	16.7	12	40.0	3.87
	P	0	0.0	0	0.0	3	10.3	6	20.7	20	69.0	4.59
<b>Instrumental reasons</b>												
4. I learn English for approval of my society.	S	0	0.0	3	10.0	11	36.7	6	20.0	10	33.3	3.77
	P	0	0.0	0	0.0	2	6.9	7	24.1	20	69.0	4.62
5. Learning English means the chance of communicating more people.	S	0	0.0	0	0.0	0	0.0	9	30.0	21	70.0	4.70
	P	1	3.4	0	0.0	0	0.0	2	6.9	26	89.7	4.79
6. Getting a good job in the future requires learning English.	S	1	3.3	0	0.0	3	10.0	8	26.7	18	60.0	4.40
	P	0	0.0	1	3.4	0	0.0	2	6.9	26	89.7	4.83
7. I have to learn English in order to earn much more money in the future.	S	4	13.3	4	13.3	11	36.7	3	10.0	8	26.7	3.23
	P	3	10.3	5	17.2	4	13.8	6	20.7	11	37.9	3.59
8. I learn English as it is necessary for my whole education life.	S	0	0.0	3	10.0	2	6.7	6	20.0	19	63.3	4.37
	P	0	0.0	1	3.4	1	3.4	5	17.2	22	75.9	4.66
9. My family supports me to learn English.	S	1	3.3	3	10.0	5	16.7	6	20.0	15	50.0	4.03
	P	0	0.0	0	0.0	0	0.0	2	6.9	27	93.1	4.93
<b>Integrative reasons</b>												
10. I love watching films and listening to music in English.	S	0	0.0	4	13.3	4	13.3	8	26.7	14	46.7	4.07
	P	2	6.9	0	0.0	0	0.0	6	20.7	21	72.4	4.52
11. I would like to visit English speaking countries.	S	0	0.0	2	6.7	4	13.3	10	33.3	14	46.7	4.20
	P	1	3.4	0	0.0	2	6.9	1	3.4	25	86.2	4.69
12. I think, the status of English as a lingua franca is important.	S	4	13.3	3	10.0	5	16.7	10	33.3	8	26.7	3.50
	P	3	10.3	0	0.0	7	24.1	10	34.5	9	31.0	3.76
13. I feel happy when I manage to speak in English with foreigners.	S	1	3.3	2	6.7	7	23.3	7	23.3	13	43.3	3.97
	P	0	0.0	0	0.0	1	3.4	5	17.2	23	79.3	4.76

Regarding instrumental reasons, both classes strongly agree with the value of English in terms of communicating more people (S= 70% and P=89%), getting a good job (S= 60% and P=89.7%), being successful in education life (S= 63.3% and P=75.9%). As for the statement about learning English for approval of society (Q4), 36.7% of standard class students are neutral whereas 69% of project class students are strongly positive. The following item "I have to learn English in

order to earn much more money" (Q7) is taken the lowest rate of "strongly positive" (37.9%) in this part from the project class while standard class is again neutral with the rate of 36.7%. Furthermore, 93% of project class students are strongly positive for the role of their parents in learning English (Q9), yet the rate is 50% for standard class. According to this result, the parental support of project class for learning English seems to be more than that of standard class.

In terms of integrative reasons, the project class students strongly agree with the following statements: "I love English movies and songs (Q10, 72.4%), I would like to visit English speaking countries (Q11, 86.2%), "I feel happy when I manage to speak in English with foreigners" (Q13, 79.3%). However, strongly agree option is rated as 46.7% for Q10 and Q11. Besides the rate of the same option is only 43.3% for Q13. Both of the classes are mildly positive about the status of English as a lingua franca (S=33.3% and P=34.5%).

All of these results show that the number of the motivated students in project class is higher than that of the standard class in terms of intrinsic, instrumental and integrative reasons.

Table 2. The sources of students' motivation while taking English classes (Q14-Q22)

Items about sources of motivation while taking English classes	Class	Strongly negative		Mildly negative		Neutral		Mildly positive		Strongly positive		$\bar{X}$
		N	%	N	%	N	%	N	%	N	%	
14. My teacher encourages me to study English.	S	0	0.0	1	3.3	2	6.7	7	23.3	20	66.7	4.53
	P	0	0.0	2	6.9	5	17.2	7	24.1	15	51.7	4.21
15. My teacher applies different activities during English class.	S	1	3.3	0	0.0	6	20.0	6	20.0	17	56.7	4.27
	P	0	0.0	3	10.3	2	6.9	5	17.2	19	65.5	4.38
16. English activities in this class improve my imagination.	S	0	0.0	2	6.7	9	30.0	7	23.3	12	40.0	3.97
	P	0	0.0	1	3.4	9	31.0	6	20.7	13	44.8	4.07
17. I think, English activities in this class are enjoyable.	S	0	0.0	2	6.7	2	6.7	11	36.7	15	50.0	4.30
	P	0	0.0	3	10.3	2	6.9	4	13.8	20	69.0	4.41
18. Group work in this class makes me relaxed.	S	1	3.3	2	6.7	7	23.3	8	26.7	12	40.0	3.93
	P	0	0.0	0	0.0	4	13.8	7	24.1	18	62.1	4.48
19. I understand the aims of English homework.	S	0	0.0	1	3.3	5	16.7	6	20.0	18	60.0	4.37
	P	2	6.9	1	3.4	0	0.0	5	17.2	21	72.4	4.45
20. English homework is meaningful and related to the realities of life.	S	0	0.0	2	6.7	8	26.7	4	13.3	16	53.3	4.13
	P	0	0.0	0	0.0	7	24.1	5	17.2	17	58.6	4.34
21. I think, materials and books for English class are appealing.	S	2	6.7	2	6.7	11	36.7	7	23.3	8	26.7	3.57
	P	1	3.4	1	3.4	3	10.3	4	13.8	20	69.0	4.41
22. I am given enough time to learn the topic during each English class.	S	0	0.0	0	0.0	5	16.7	7	23.3	18	60.0	4.43
	P	2	6.9	0	0.0	7	24.1	2	6.9	18	62.1	4.17

The source of motivation regarding "teacher specific" (Q14) is rated strongly positive by both standard class (66.7%) and project class (51.7%). The highest strongly positive score of the standard class is also for this item in this part.

With regards to "group specific", standard class rates 40% for strongly positive, 26.7% for mildly positive and 23.3% for neutral (Q18). The results of project class are close to those of standard class for this item. Thus, the participants seem to have a consensus on the positive effects of group interaction in learning English.

In terms of "course specific" (Q21) while project class finds materials and books appealing (69%), standard class gives the lowest strongly positive score for this item (26.7%) in this part. Here, the main difference seems to stem from the reality that standard classes usually use books provided by the National Ministry of Education whereas project classes prefer internationally well known publications.

Table 3. The sources of students' motivational problems in learning English (Q23-Q35)

Items about sources of motivational problems in learning English	Class	Strongly negative		Mildly negative		Neutral		Mildly positive		Strongly positive		$\bar{X}$
		N	%	N	%	N	%	N	%	N	%	
<b>Intrinsic problems</b>												
23. I have never been successful in English.	S	13	43.3	4	13.3	4	13.3	2	6.7	7	23.3	2.53
	P	19	65.5	4	13.8	3	10.3	1	3.4	2	6.9	1.72
24. Learning a language is an ability but I do not have this ability.	S	10	33.3	3	10.0	6	20.0	8	26.7	3	10.0	2.70
	P	12	41.4	6	20.7	3	10.3	5	17.2	3	10.3	2.34
25. I cannot learn English because I do not do my best.	S	6	20.0	5	16.7	6	20.0	5	16.7	8	26.7	3.13
	P	13	44.8	6	20.7	4	13.8	1	3.4	5	17.2	2.28
26. Whenever I try to study English, I feel anxious and forgetful.	S	11	36.7	4	13.3	8	26.7	5	16.7	2	6.7	2.43
	P	13	44.8	7	24.1	1	3.4	1	3.4	7	24.1	2.38
<b>Instrumental problems</b>												
27. For the fear of being laughed, I do not ask any questions.	S	9	30.0	4	13.3	4	13.3	5	16.7	8	26.7	2.97
	P	13	44.8	6	20.7	4	13.8	3	10.3	3	10.3	2.21
28. I do not have any time to study English due to my family problems.	S	16	53.3	3	10.0	6	20.0	3	10.0	2	6.7	2.07
	P	24	82.8	3	10.3	2	6.9	0	0.0	0	0.0	1.24
29. My teacher attitudes prevent me from learning English.	S	15	50.0	5	16.7	4	13.3	4	13.3	2	6.7	2.10
	P	21	72.4	6	20.7	0	0.0	0	0.0	2	6.9	1.48
30. I do not understand the lesson as the classroom is noisy and crowded.	S	3	10.0	2	6.7	2	6.7	11	36.7	12	40.0	3.90
	P	19	65.5	2	6.9	3	10.3	1	3.4	4	13.8	1.93
31. My family's high expectation demotivates me for learning English.	S	10	33.3	9	30.0	6	20.0	5	16.7	0	0.0	2.20
	P	21	72.4	2	6.9	5	17.2	1	3.4	0	0.0	1.52
32. As I do not have enough chance to practise English, I feel demotivated.	S	5	16.7	7	23.3	9	30.0	5	16.7	4	13.3	2.87
	P	16	55.2	6	20.7	1	3.4	1	3.4	5	17.2	2.07
33. I do not know any efficient ways to learn English.	S	9	30.0	5	16.7	10	33.3	4	13.3	2	6.7	2.50
	P	19	65.5	5	17.2	3	10.3	0	0.0	2	6.9	1.66
<b>Integrative problems</b>												
34. I cannot learn English as I do not love English speaking countries.	S	8	26.7	7	23.3	8	26.7	3	10.0	4	13.3	2.60
	P	23	79.3	2	6.9	1	3.4	1	3.4	2	6.9	1.52
35. As I feel uneasy about the status of ELT, I cannot learn English.	S	12	40.0	6	20.0	5	16.7	3	10.0	4	13.3	2.37
	P	20	69.0	3	10.3	3	10.3	0	0.0	3	10.3	1.72

The number and the distribution of the scores for intrinsic problems are similarly rated by both standard and project classes. These results show that students, in general, do not find themselves unsuccessful (Q23), unable to learn English (Q24) and anxious or forgetful about the language (Q26). The salient difference here is about the following statement "I cannot learn English because I do not do my best" (Q25). This item is rated as 44% strongly negative by project class students while standard class students choose each five option almost equally. Gladly, 26% of standard class students admit not doing their best to learn English. However, there is not significant statistical difference between two groups in terms of intrinsic problems.

Both classes' highly scored answer is "strongly negative" regarding group pressure (Q27), family problems (Q28) and teacher attitudes (Q29). The following item that "I do not understand the lesson as my class is very noisy and crowded" (Q30) takes 40% strongly positive from the standard class. Thinking that normally there are 46 students in the standard class, it is not surprising to find this class chaotic. Regarding the negative influence of parental expectation on learning English (Q31), 33.3% of students are strongly negative and 30% of students are mildly negative in the standard class. The project class strongly disagrees with this statement (72.4%). The results show that parents' roles in learning English are not among the sources of participants' motivational problems. For the lack of chance to practise English (Q32), the



distribution of standard class' scores is close to each other. They rate at %30 for neutral, 23.3% for mildly negative and 16.7% for strongly negative while project class students' highest choice is strongly negative with the rate of 55.2%. The appealing finding about instrumental problems is for the statement that "I do not know any efficient ways to learn English" (Q33). While the highest rate from standard class is neutral (33.3%), it is strongly negative (65.5%) from the project class for this item. Thus, it could be said that the participants of standard class are not sufficiently informed about the effective methods for learning English.

About integrative problems, it is salient that 26.7% of students in standard class are strongly disagree or neutral with the following statement "I cannot learn English because I do not love English speaking countries" (Q34) whereas 79.3% of project class students strongly negative for it. Nevertheless, each class is in favour of the status of English as a lingua franca (Q35).

Table 4. Statistical and t-test results

Scale	Sub-titles	Group	N	$\bar{X}$	Ss	t	p
Sources of motivation	Intrinsic	S	30	4.00	.83	-3.945	.000*
		P	29	4.67	.38		
	Instrumental	S	30	4.08	.71	-3.138	.003*
		P	29	4.57	.44		
Sources of motivation while taking English classes	Integrative	S	30	3.93	.74	-2.824	.007*
		P	29	4.43	.60		
		S	30	4.17	.58	-.997	.323*
		P	29	4.33	.64		
Sources of motivational problems	Intrinsic	S	30	2.70	1.00	1.867	.067*
		P	29	2.18	1.13		
	Instrumental	S	30	2.66	.88	4.391	.000*
		P	29	1.73	.74		
Integrative	S	30	4.97	2.61	2.752	.008*	
	P	29	3.24	2.18			

The average rate is  $\bar{X} = 4.00$  (mildly positive) for intrinsic motivation,  $\bar{X} = 4.08$  (mildly positive) for instrumental motivation and  $\bar{X} = 3.93$  (mildly positive) for integrative motivation in standard class while that of project class is  $\bar{X} = 4.67$  (strongly positive) for intrinsic motivation,  $\bar{X} = 4.57$  (strongly positive) for instrumental motivation and  $\bar{X} = 4.43$  (strongly positive) for integrative motivation. These results show that statistically significant differences are found between standard and project classes in terms of sources of motivation for learning English.

The average rate for sources of motivation while taking English classes is  $\bar{X} = 4.17$  (mildly positive) in standard class and  $\bar{X} = 4.33$  (strongly positive) in project class. This result shows that there are not statistically significant differences between classes in terms of sources of motivation while taking English classes ( $p > .05$ ).

The average rate is  $\bar{X} = 2.70$  (neutral) for intrinsic problems,  $\bar{X} = 2.66$  (neutral) for instrumental problems and  $\bar{X} = 4.97$  (strongly positive) for integrative problems in the standard class whereas that of project class is  $\bar{X} = 2.18$  (mildly negative) for intrinsic problems,  $\bar{X} = 1.73$  (strongly negative) for instrumental problems and  $\bar{X} = 3.24$  (neutral) for integrative problems. These results show that there are statistically significant differences between two classes in terms of instrumental and integrative problems. However, the statistical difference between groups in terms of intrinsic problems is not meaningful. ( $p > .05$ ).

## DISCUSSION

The study reveals that project class students are more motivated than those of standard class in terms of intrinsic motivation. The level and reasons for intrinsic motivation seem to be arguable. "Ryan and Deci (1985) believe that intrinsic motivation is founded upon innate needs for competence and self-determination" (as cited in Lucas et al, 2010, p.6). However, what makes

the level of intrinsic motivation higher or lower among learners is the crux of matter. According to Ryan, Kuhl & Deci (1997), intrinsic motivation is an innate propensity and it is important to concern about what maintain and enhance this motivation rather than what causes it.

Kiziltepe (2000) states that "Turkey is a developing country and new employees for companies are expected to know English to export/import western products" (p. 154). Being an indispensable condition of globalization, learning English is also a necessity for students' academic life. Instrumental reasons such as getting a good job and earning more money are highly rated as strongly positive by the students of the project class, which supports the previous studies that show Turkish learners are instrumentally motivated toward English. (Kiziltepe, 2000; Saracoglu, 2000; Uzum, 2007). For the sources of instrumental reasons, the students of the standard class are positive or neutral. This finding gives the idea that if they are well-informed about the importance of English in today's life, it seems possible to make them instrumentally more motivated. Furthermore, the positive effect of parental support for their children to learn a second language is consistent with the literature (Gardner, 1985; Kiziltepe, 2000; Demirtas, 2007; Tavit, 2009).

Dörnei (1990) asserts that "as foreign language learners do not enough contact with the target language group, integrative motivation is determined by more general attitudes and beliefs" while Svanes (1987) concludes that "the types of motivation are related to the background of the students" (as cited in Junko, 2005, p.41). These researchers imply the influence of society and culture on learners' motivation. The project class students are presumably found integratively more motivated in this study due to their attitudes, beliefs and backgrounds.

About sources of motivational problems, there are differences between two groups especially in terms of instrumental and integrative reasons. Noels' study (2001) reveals that the integrative orientation is strongly correlated with intrinsic motivation. Thus, it is not surprising that the students with instrumental problems also have integrative problems. This result demands teachers' extra guidance for their students to answer "why and how do they learn English well?" It seems that if the learners manage to deal with their instrumental problems, they will also overcome integrating ones as bonus.

In the light of the above findings, language teachers should raise and sustain students' awareness and motivation through teaching strategies and group work activities rather than insisting on catching up with the syllabus. Although it is not possible for the government to deal with all crowded classes financially, the crucial role of small classroom size in learning a foreign language may be taken into consideration during education planning. Furthermore, standard class students' negative thoughts about their English books may be interpreted as the need for revision of language teaching materials.

## CONCLUSION

The current study compares the sources of motivation and motivational problems between a standard class and a project class with young learners through a questionnaire in a Turkish EFL context. The results show that there are statistically significant differences between two groups in terms of sources of motivation and motivational problems. The study however needs replicating with different grades. As any teacher can observe, young learner motivation may change almost on a minute to minute basis. Therefore, it is difficult to generalize the results to other contexts.

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