

Motivation Deficiency Experienced in Foreign Language Teaching in Turkey: Elimination Ways and Suggestions

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Abstract: Every language has its own rules, building structures and culture of the community to which it belongs. These whole distinctive rules by dripping off through the time, carry the essence of its community, values and beliefs as well. At times the language gets beyond the limits of the country in which it exists and travels to the other parts of the world. The languages are used not only by their own community but also by the other communities. When learning a language, some difficult cases may occur and by eliminating these cases, a better education is provided. As Daniel Coste indicated, learning a foreign language is only possible by discovering the behaviours and life styles, briefly the culture of the native speakers of the mentioned language. The general purpose of this research is to study the lack of motivation while learning a foreign language in Turkey and as a result of this, bringing forward a set of suggestions. The method of this research is literature review.

Key words: Motivation • Lack of motivation • Foreign language teaching

INTRODUCTION

General View on Foreign Language Teaching in Turkey:

In the whole world as well as in the Turkey, humans who live in a globalizing environment, thanks to the the resources of the technology find the opportunity to get to know the cultures which are not familiar to them. Furthermore due to some reasons such as following the technological developments, instantly reaching the ongoing events on earth and the curiosity of learning the language of some nations, they feel the necessity to learn other languages. Also, knowing a foreign language increases the employment opportunities of an individual and provides rich prospects.

When we look through these necessities, we can say that learning a language is a requirement also in Turkey. The students which had been sent abroad from the first years of the republic and the addition of English, French and German to the curriculum in later periods can be suggested as examples to it. Modern societies which believe that knowing a foreign language is very important go into effort of providing each and every financial and intangible support in order for their citizens to learn at least one language effectively by giving place to the foreign language classes in their educational programmes [1].

To learn a foreign language, some necessities are needed; we see that methods and techniques and equipments are important elements for improving the teaching. However, the desired affect will not be provided unless the instructor is included in this educational activity [2]. Also it is essential that foreign language instructors must receive a decent education and must be well trained in terms of both their own profession and the knowledge of general culture and teaching profession [2]. Besides being well educated, instructors must have good behaviours and manners. So many research has been made on this topic and the results are: The instructors are collected into two groups by the students as democratic-uniting ones and autocratic-dominative ones. While democratic instructors create love, respect and access, autocratic ones create anxiety, fear and agreement [3].

In foreign language education, the first thing is the reading strategy; because, with the reading, other abilities will improve indirectly and will yield results. As Janzen indicated that because mother tongue learners have already some fruitful abilities, many experts have realised that it is logical to consider, these readers can advance on a secondary language or on a foreign language by using their reading strategies. The reading strategies can be defined as solution plans for the problems encountered in the formation of meaning [4, 5].

In Turkey, general purposes of the English classes which is described by the Ministry of Education are as follows: We can tell that the general objective here is to increase the consciousness of the students. General objectives of the selective English Classes 1-2-3 educational programme of the Elementary Schools, beside the Communiqués Journal dated 1998 are listed as follows:

- Realizing the importance of the foreign language in our day.
- Comprehending the benefits of learning a foreign language during their lifetime.
- To be willing to learn a foreign language.
- To be willing to communicate in a foreign language.
- To be able to welcome the different cultures and cultural values with tolerance through the languages they learn.
- To be able to comprehend that the languages they learn has different sounds from Turkish and the first learnt language.
- To be able to comprehend the pronunciation and the stress of the second foreign language they are learning.
- To be able to use the models of the second foreign language they are learning orally and writtenly in accordance with the rules.
- To be able to perceive the written texts and oral expressions appropriate for their level.
- To be able to write the words and sentences in the language they are learning.
- To use the language they are learning practically according to their level.
- To be willing to improve themselves in the language they are learning [6].

The general principles in the foreign language curriculum programme published in Communiqués Journal numbered 1747 have been emphasised to be taken as basis and the program about the books and tools for the teaching of foreign language teaching has been accepted as a framework program at the schools which have some of their classes in foreign languages. The purposes of the foreign language programme:

- To be able to understand the language that is being learnt when it is spoken at a natural speed.
- To be able to speak clearly;
- To be able to read easily and understand what is being read;

- To gain the ability and strength to improve the learnt language on their own after the school as well [7].

These general purposes and information show us how much importance is attached to foreign language in Turkey. At the same time, these points and information also show us that the government supports and encourages towards learning a foreign language. Furthermore, the government even tries to provide the necessary basis for a foreign language education and wants to fulfil its own duties.

Motivation: It begins with the necessity for a specific thing in the individuals. When a necessity emerges, the individual needs to fulfil it. Now the individual has begun to be stimulated by a propellant power. This desire later on transforms into behaviours in various forms and ways. The aim of the individual is to provide himself the satisfaction of the desire toward the necessities. The individual feels the existence of emptiness as long as he is not able to reach the satisfaction or the goal. When the necessity is fulfilled, the individual starts to feel the happiness of reaching his goal [8]. According to Robbin [9], motivation is the state of being willing to do something. At the same time, the satisfaction degree of the individual's need determines the individual's motivation. Motivation is the determination of succeeding something which exists inside the individual. According to Dörnyei [10]; motivation has an important role in both success and failure and 99 % of the people who really want to learn a language has motivation. Besides, he defines the instructors as a strong motivation power and as socially prominent and claims that they must be distributors of good enough motivation. The efforts for learning a language show how great the motivation of humans is. When its reverse is assumed, the students and the instructors would be unwilling to the activity of learning and teaching a language. It is this that shows the lack of motivation.

In an environment where there is a lack of motivation, neither instructors nor students will join the activity of fun-learning and teaching. Fatigue, prostration, complaint and dissatisfaction appear towards the foreign language education and even more this reaches a "I cannot learn or I cannot teach a foreign language" point. In other words, a "learned helplessness" occurs towards the foreign language education, thus, no matter how suitable the situation and opportunities are, the student always remains distant from learning a foreign language. It is also

true for the instructors. When their motivation decreases, they cannot enjoy the class and they do not try to improve themselves and they are not satisfied with their profession.

In the educational organizations, efficiency is possible not with the machine but with humans. The emotions, enthusiasm and excitement of the people have a great place in creating this efficiency. Tired, resentful and offended people cannot be efficient [11]. Motivation is among the factors of personal learning that affect in-class learning. In the absence of motivation, a good instructor and a suitable educational programme are insufficient to provide the student's success [12]. As from the 1990s, researches about motivation area have shifted from focusing on social psychology into class reality, definitions and analysis of the own incentives of the class [13].

When their behaviours generally depend on emotions and physical needs, humans act under the effect of intrinsic impulses. Similarly, this critical period is a favourable time period for language learning. According to Akdoğan; brain development in children occurs at the age 2-5 and this process finishes at the age of 6. Linguistic consciousness in children is intense at these ages. At these ages children can learn a foreign language much more easily if the language education to be performed in its natural environment can be prepared appropriate for the children psychology and development. A language education which is configured correctly can have positive contribution to the child's intellectual development [14]. In fact, the purpose of the language education in pre-school era is not to teach the language just like child's mother tongue, but is to give awareness of the existence of the other languages and the cultures other than the child's own language and the culture [15].

Also, we can define the motivation strategy as follows: "motivation strategies are the technique of improving the behaviours which depend on personnel goals" [10].

Factors Which Motivate the Humans: Many wishes like success, recognition, progress, the desire to have status, to be appreciated before the acquaintant and especially the friends, to explain the importance of someone's success and duty in front of the other people, to give away presents or letter of appreciations, which largely maintain people's social status, in front of other people by organizing meetings and if possible, announce these via press to the public constitute the

most important gains of social status. This sort of encouragement tool will increase the speed of the work expected from the personnel, the dynamism of the employees and the desire to do work [16] are the powers which make the person work harder. Herzberg's contributions about the 'motivation in the work life' have revealed the factors in business life in reference to content of the business which hadn't been taken into consideration before. Therefore, he developed job enrichment method which is implemented in work life [17]. To have a good income, the desire of self-esteem, possessed opportunities and also the education which the individual has are also sources of motivation. The education raises the self esteem and spirits of the employee; and one of the results of a good education is the fact that the spirits has risen to a great degree. The upbringing of individuals and cooperation on the solutions of general problems make positive changes on them [18]. External work education methods which are implemented on wage earner education are education methods which are executed outside the workplace and after hours such as conferences, seminars, expedition tour and courses [19]. Also, it supports motivation in the good communication with environment. An open door policy, naturally, forces the executives to recognize the problems of the wage earners and helps them to find the best solution within the possibilities [20]. People work more efficiently as long as they are satisfied with the work and the working environment. Even though we consider economic satisfaction is a necessary circumstance, we cannot claim that it is a sufficient condition. For this reason, the ways of motivating people have been studied and very interesting results have been revealed [21].

It is possible to talk about the following behaviours in an educational environment that is realized with the consideration of learning styles:

- Significant increase on positive behaviours and attitudes toward education,
- Increase on the individuals' acceptance of the others apart from them,
- Significant increase in the academic success,
- Positive improvement in the behaviours in the classroom and discipline of the students,

It has been observed that the appropriateness of education for the style of learning increases not only the success but also the motivation, behaviour and attendance [22].

Suggestions

Ways of Eliminating the Lack of Motivation and Suggestions:

Because of the mistakes and the lack of motivation in Turkey, teaching foreign language is not at the desired level ever (MOE's general purposes on foreign language teaching). In Turkey, a student who takes language classes starting from the 4th grade receives more than 600 hours of foreign language education during education life. Despite all these efforts and duration, lower results than desired are acquired in foreign language learning. In Turkey, students have been conditioned to pass their foreign language classes by only getting a passing mark [23].

In this part, some suggestions are listed on behalf of correcting the mistakes done in the foreign language teaching. For this, a wide review of literature has been conducted [24-28]:

- Basically, a suitable environment must be prepared for language teaching.
- Because the crowded classes affect the education of foreign language negatively, less crowded classes should be set and the number of classrooms must be increased.
- Because the learning styles of the students are different, teachers should use more teaching strategies in the classroom. "Students use learning strategies based on personal choices in foreign language teaching, as in all the actions which are related to learning. Educators who teach foreign language are not able to speak the language they teach in practice as well as they do so in terms of grammar. Foreign language education based on memorization must be abandoned in Turkey. This method which is still ruling over secondary education and universities must be left behind and new contemporary methods must be used."
- Students must be ensured to learn their mother tongues completely and perfectly. "If people want to learn a foreign language, first of all they must partially master the grammar rules of their mother tongue. Conveying the emotions and the thoughts to the others, understanding anything that is read and thinking straight depend on the abilities to use the language."
- There is a great lack of material in classroom for teaching foreign language and this deficiency must be eliminated.
- Teaching strategies which are already in use are insufficient and there must be additions to them.
- Weekly class hour is generally insufficient for teaching foreign language (3 h/w). It must be increased.
- Teaching foreign language must start when the child is at early ages. Education of a foreign language must be implemented by imitating how the child has learned its own mother tongue. Individuals who learn a foreign language learn by seeing, hearing and repeating exactly like the process of learning of the mother tongue.
- The class environment must be organized very well.
- Students' motivation toward learning the foreign language must be increased. Reflection of the relations between language, culture and thought on the language teaching, providing teaching environment in which student feels peaceful, increasing the desire of learning in students, relieving them of the fear of making mistakes are some examples of psycho-linguistic studies which reflect on the language learning.
- Motivation of the teacher towards teaching foreign language must be increased.
- School administrators (principals) should support teachers and the teachers should support the students in foreign language learning and should take precautions which increase the motivation.
- The complaints, dissatisfaction and discontentment of both teachers and students must be eliminated.
- Teacher-administrator-student and the family must always be in contact with each other for the education of foreign language,
- If necessary the class environment must be entertaining.
- Job dissatisfaction of the teachers must be eliminated.
- The students' curiosity of learning a new language must be increased and their motivation must be kept up on a high level.
- The absence of the substructure of the students must be determined and measures should be taken to eliminate these them.
- In the evaluations (examinations) performed to understand how much has been learnt, students should not be tested for only the grammar knowledge.
- While evaluating the students' foreign language knowledge, measures must be taken to improve their reading, writing, listening and speaking skills.
- Environments should be created where only the foreign language is spoken.

- The prejudice of the students about learning a new foreign language must be eliminated.
- The number of the foreign language teachers is generally low in Turkey and this number must be increased.
- Foreign language teachers must have necessary and professional knowledge in their fields wholly and completely.
- In-classroom activities must be ensured to be various and the materials interesting.
- In foreign language education, the women must be motivated by inner motivation sources while the men must be motivated by outer motivation sources.
- For the individuals with a high educational level, measures should be taken to relieve the motivation problems and organization, order and presentation of the materials must be diversified so as to support them and provide the curiosity and attention of the students.

Suggestions for the Educational Institutions:

- “Profile of students’ learning preferences” need to be determined with the “inventory of learning preferences” which will be give to the students in the beginning of the academic semester.
- The instructors must be informed about the potential student profile and must raise awareness about the students’ own learning preferences and their learning strategies.
- When forming preparation classes, students learning preferences must be taken into consideration.
- The instructors must attend in-service education seminars on student preferences and must improve their knowledge and information.
- The instructors must improve their repertoire about learning and teaching strategies which address different student preferences, teaching methods and techniques and selection of materials and arrangement the materials and they must be supported to attend in-service education seminars.
- Academic coordinators should take efficient part in organizing educational activities and orientation on preparation unit.
- Homework, assessment and evaluation techniques which affect students’ success must be arranged to exactly fulfil the different learning preferences of the students.
- The schools which offer foreign language education should offer professional guidance service for the issues which arise from failure.
- Students must be canalized into some mental conflicts about the class materials. For example; describing a topic which draws the attention of the student, using the facts which contradict with real experiences, presenting the real or opposing ideas or containing humour, creating mystery by presenting unsolved problems whether it has a solution or not (Example; what happened to the dinosaurs?).
- A connection must be established between students’ needs, interests, goals, desires and the content and goals of the class.
- If it is necessary to incorporate the existing abilities and knowledge of the student with the new knowledge, it is essential to use an open language to show the relation.
- Process, methods, general terms which students are familiar with or examples or comparisons to unite the educational material must be used.
- Opportunity must be given to the students to satisfy important personal incentives such as desire for high level of success.
- An individual language must be used to awake the awareness of the students.
- Photos of class materials (images), values and the other features which are similar to the materials the students have need to be used (For example; the pictures which contain the history of the previous activities which had been done in the student groups)

Our Suggestions for the Educators:

- The foreign language education must be provided so as to enable the individuals to find a job or to rise in a job.
- Activities that would facilitate the written and oral communication in the foreign language must be focused.
- Creating neither too high nor too low an academic success level. If the perceived success level is too high, students will have low effort level and even though they have the ability to achieve they will give up the efforts to reach success. If the perceived success level is too low, students are inclined to have too much self-confidence and they do not believe they have anything new to learn.

- To specify clearly which information and ability will be tested. (The students tend to create high efforts when they are expected to create a high level of success).
- Creating necessary expectations for success for the students and for helping them to identify performance necessity of our goals.
- Students must be provided with ways of realizing their own goals.
- Students must be provided with options to improve students inner controls (For example; progressing according to their own speed, forming options for home works).
- Students must be provided with opportunities to perform the new abilities in a meaningful manner.
- To find and introduce the positive and beautiful elements of culture which belongs to the language in question in order to improve the motivation of the students towards the language. Because students has interest in the culture they like.
- A positive reaction (feedback) must be given to the students who have succeeded in a challenging work; it is needed to make a congratulatory explanation for the performance which requires essential criteria for success. For this reason, teachers must be assigned.

CONCLUSION

- According to the revealed facts, the biggest source of the motivation in learning a foreign language in Turkey is the fact that learning a foreign language helps to find a job and rise in that job.
- The secondary basic source of the motivation is the possibility of the use of a foreign language for the communication between the humans and understanding and understanding the written sources.
- Opinion averages relating to the motivation sources based on the intrinsic reasons has remained at the bottom lines. Individuals who learn a foreign language in Turkey are motivated more by the motivation factors which are based on instrumental and integrative than the ones based on inner factors.
- Attendants have presented an opinion about the importance of the instructor's role in creating motivation in the classroom activities. Besides, they have stated that the variety and suitability of the in-class activities to the student's desire, the material

used and attractiveness of the language teaching environment are the effective factors in providing motivation.

- Among the opinions, motivation problems caused by negative effects arising from a bad result in learning a foreign language come to the fort. Also, the fear of not being able to be successful and the reasons for not having the necessary environment conditions to be successful are also stressed. Moreover, the fact that the expectations for success in a foreign language are high and that those expectations are realist are considered to be main motivation problems.
- Items which have low averages express the problems of motivation generating from family and circle of friends.
- In terms of the sources of motivation, significant differences have been reached. In all of these there is a special case for women: Women show a much more interest in learning a foreign language than do men.
- Among the motivation problems encountered in foreign language learning, men have expressed that in contrast to women, they have much more intense motivation problems.
- Among the sources of motivation, there seems to be differences in favour of the students who have a low-educational background. According to the results of variance analysis of whether the views about the motivation problems the students encounter in learning a foreign language vary depending on educational background, some significant differences have arisen in some items. In all of the items which show significant differences, there is a difference against the individuals with a low educational background. That is to say, the individuals with a low educational background are much less affected by problems.

These items generally destroy the motivation of the students in learning a foreign language. For a person who has a lack of motivation, it takes so much time to learn. It may not be needed to definitely fulfil all these items but the fulfilment of most of them will help Ministry of Education to reach its general purposes in teaching a foreign language. We notice that this lack of motivation generally arises from the class, in other words the school and also some of it has to do with teachers. Once these deficiencies have been eliminated, students will be more willing to learn a foreign language.

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