

**REASONS BEHIND YOUNG LEARNERS'  
LEARNING OF FOREIGN LANGUAGES**

**Çocukların Yabancı Dil Öğrenmelerindeki Nedenler**

**Aslıhan AKÇAY<sup>1</sup> & Tuba FERZAN BÜTÜNER<sup>2</sup> & Arda ARIKAN<sup>3</sup>**

**Abstract**

English has become a compulsory lesson starting at the second grade in Turkey while younger learners are growingly introduced to it at earlier ages through various pre-schools, day-care programs and private courses. This descriptive study focuses on young learners' self-reported reasons for learning English and other foreign languages. Twenty children (11-12 year-olds) who have been studying for over two years at a private language school in Antalya participated in the study through structured face-to-face interview questions. After completing the recordings, the data were transcribed and translated into English. Content analysis was used to analyze the data. Results of the study have shown that students want to learn Spanish as a foreign language after English. In addition to these languages, French and Russian were counted as the languages students wanted to learn as foreign languages. This study also found that the participants were mostly extrinsically motivated as learners. It is also noteworthy that young learners who participated in the study used an emotional language while describing the language(s) they were learning or while mentioning their reasons for studying these languages. Although the study is limited to a small group of young learners, it is important in that it is one of the first studies in the field and within the context of our country.

**Keywords:** *Young learners, motivation, extrinsic, intrinsic, instrumental, integrative, reasons.*

**Özet**

Türkiye'de İngilizce dersleri 2. Sınıftan itibaren zorunlu ders kapsamında okutulmakta ve her yıl daha fazla öğrenci kreşler, anaokulları ve özel kurslarda İngilizceyi daha erken yaşta öğrenmeye başlamaktadırlar. Bu betimsel çalışma da yabancı dil olarak İngilizce öğrenmekte olan çocukların İngilizce ve diğer yabancı dilleri öğrenmelerindeki amaçları araştırmaktadır. Antalya'da özel bir kursta İngilizce öğrenmekte olan 11-12 yaşlarındaki toplam 20 öğrenciyle yüz yüze ve yapılandırılmış sorularla yapılan görüşmelerle veriler toplanmıştır. Kayıtlar daha sonra Türkçeye aktarılmış ve İngilizceye çevrilmiştir. Tercüme edilen kayıtlar daha sonra içerik analizine tabi tutulmuştur. Araştırmanın sonuçlarına göre çocuklar İngilizceyi daha çok dışsal motivasyonla öğrenmek istemektedir. Öğrenciler İngilizcenin dışında en çok ayrıca İspanyolca'yı öğrenmek istemekte ve onu da Fransızca ve Rusça izlemektedir. Öğrencilerin öğrendikleri betimlerken ve de o dilleri öğrenme amaçlarını ya da gerekçelerini belirtirken duygusal bir dil kullandıkları görülmüştür. Çalışmanın sonuçları da her ne kadar küçük bir grup öğrenciyle çalışılmış olsa da, konusu açısından alanda ve ülkemiz bağlamındaki ilk çalışmalardan olması açısından önemlidir.

**Anahtar Kelimeler:** *Çocuk, motivasyon, dışsal, içsel, araçsal, bütünleştirici.*

<sup>1</sup> MA student, Akdeniz University, English Language Teaching MA Programme, e-mail: [asli\\_hanakcay@hotmail.com](mailto:asli_hanakcay@hotmail.com)

<sup>2</sup> MA student, Akdeniz University, English Language Teaching MA Programme, e-mail: [tubaferzan@gmail.com](mailto:tubaferzan@gmail.com)

<sup>3</sup> Doç. Dr. Akdeniz University, English Language Teaching MA Programme, e-posta: [ardaarikan@akdeniz.edu.tr](mailto:ardaarikan@akdeniz.edu.tr)

## Introduction

Teaching English to young learners in primary schools has received increasing popularity (Shin, 2007) while, according to the Eurydice (2005) which collected information from 30 countries, approximately half of all primary school pupils learn at least one foreign language (Edelenbos, Johnstone & Kubanek, 2006). In Turkey, with the new curriculum accepted by the Ministry of National Education (MONE), young learners are now introduced to English lessons at the second grade. While this administrative curricular decision shows the importance given to English language in Turkey, it equally brings challenges to various aspects of foreign language education in Turkey.

As for a broad definition made by Broussard and Garrison (2004), motivation is “the attribute that moves us to do or not to do something” (p. 106). A cognitive viewpoint suggests that motivation can be classified as extrinsic motivation, in which there is a system of rewards and punishments, applicers are the others, not the learners, and as intrinsic motivation, in which the applicers are not the others, but the learners and the feelings play an affective role (Slavin, 2003). According to Dörnyei (2001), motivation can increase with orientation which basically has two types: integrative orientation and instrumental orientation. The former is related to having positive beliefs for the second or foreign language community and being willing to communicate with that community; nevertheless, the latter is more about such pragmatic gains as earning more money, being hired for higher position. In terms of more immediate and practical goals, instrumental motivation plays a vital role, whereas, if the learner learns the language for personal growth and enriching his/her culture, then this can be regarded as integrative motivation (Lightbown & Spada, 2007, p. 64). Regardless of being integrative or instrumental, motivation may be the cause or the result of success. The fact that the ones who are more motivated to learn have more successful results in L2 communication is worth noting (Yule, 2006, p.168).

Age can be regarded as a factor that affects L2 learner's motivation (Sung, 2013). The critical period hypothesis points out that language acquisition occurs better during a critical period and the ones who learn after this period have more difficulty in pronunciation. Hence, if age is a factor that influences L2 acquisition, then it can be a factor of motivation in L2 learning, it equally means that young learners may learn better as motivated learners (ibid.). However, children at this age should be motivated through songs and games since their motivation will decrease if they are exposed to traditional structural tasks associated with adults' learning. In that sense, songs and games create opportunities for children to develop their linguistic skills while increasing their motivation (Arikan & Ulaş-Taraf, 2010).

Children's attitudes towards learning English have not been studied by many researchers in Turkey. In order to understand their attitudes and motivations, studies have been conducted in other countries (Gardner & Lambert, 1972; Gardner, 1985, Gardner & MacIntyre, 1993; Tremblay & Gardner, 1995). The available literature review shows that there are a great number of studies dealing with how young learners learn, how teachers motivate young learners, why adults learn English. Nonetheless, few studies were conducted on the reasons of young learners' learning English. Therefore, the purpose of the study is to show what their reasons for learning are and how young learners are motivated to learn English. In fact, the main aim is to investigate young learners' reasons for learning, and then, secondarily, with respect to their reasons, to find out their motivation type.

The Pécs project (Nikolov, 2002) involving three generations of Hungarian young learners of English who were followed throughout eight years of primary school, aimed to design and further develop an EFL syllabus for children it focused on their attitudes and motivation. Out of 84 subjects 45 could be involved for the full length of eight years. For this study, a questionnaire consisting of 6 open ended questions in Hungarian was administered. These answers were collected and stored until the end of the project. After the administration there were follow-up sessions with the teacher (the same person being the researcher, the teacher and the designer) in their mother tongue. In these sessions the teacher summarized the opinions of the children to the questionnaire, tried to clarify the problems. There were also group discussions on suggestions in these sessions. The teacher kept notes during these sessions. According to the answers of 6-14 year-olds, positive attitude towards the learning context and the teacher; intrinsically motivating activities, tasks and materials were mentioned as the most important motivating factors. They also stated that classroom practice was more motivating for them than integrative and instrumental reasons. Knowledge as an aim overtook the role of external motivating factors in time. In the results, instrumental motives could only be seen around the age of 11 or 12 although they still remained very general and unclear. Despite the decrease in the percentage of classroom and teacher related reasons, children appreciated only the intrinsically motivating classroom activities throughout the 8 year period. With regard to the way causes of motivation, there was variety at different ages. While fun and the teacher are key points in the cause of motivation for very young children external rewards slowly lose their attractiveness. Although there are the instrumental motives they are balanced by classroom-related activities even at the age of 14.

Hardi (as cited in Edenbos, Johnstone & Kubanek, 2006) also concluded a close result to the Nikolov's (2002) with regards to the instrumental motives and classroom-related activities in a study he conducted with Hungarian students as well. As a conclusion of his study focusing on likes and dislikes in classroom learning, he stated that instrumental motivation was dominant among the students studying English as optional subject, whereas classroom-related motives were dominant among those younger learners in compulsory foreign language groups. Djigunovic (as cited in Nikolov, 1999) investigated 336 seven-year old children in Croatia learning a foreign language (English, French, German and Italian) and found that children had enthusiasm about the foreign language classes in both first and third grade. They also referred to 'communication' and 'travel' as the possible benefits of knowing that target language very frequently especially among the learners of English whereas 'increasing one's own knowledge' as an answer to the same question, appeared increasingly with age. The pragmatic-communicative type to which he refers as using English for pragmatic purposes and to communicate with foreigners seemed to be the strongest while the means for the integrative type were the lowest.

Kennedy, Nelson, Odell and Austin (2000) carried out a comparative study of elementary school students who were in a foreign language program and who were not learning any foreign languages. Those who were in a language program showed positive attitudes to school and learning foreign languages. They also had positive cultural views, self-esteem and confidence whereas the students who were not learning any foreign languages didn't. It was concluded that learning a foreign language at elementary schools has an important effect on developing motivation to participate, to persist and to succeed in foreign language learning.

Given the importance of motivation in language learning and due to scarcity of research studies on the reasons of young learners learning English, the present study attempted to

investigate the reasons behind their learning English. For this purpose the study was designed to address the following research questions:

1. What are young learners' reasons for learning English as a foreign language?
2. Which other languages would they like to learn?
3. What are young learners' reasons for learning other foreign languages?

## **2. Methodology**

### **2.1. Participants**

Twenty Turkish students studying English at a private language school in Antalya, Turkey were involved in this study. They were 11 and 12 year olds studying English at that particular private language school for over two years. Their classroom teacher was one of the authors of this present paper.

### **2.2. The Instrument**

Fourteen interview questions (see the appendix) were developed by the authors for the purposes of this qualitative study. Before using these interview questions in this study, the questions were examined by five experts to ensure that the questions served well to the purposes of this paper. After these experts' recommendations, some items were reviewed, rewritten or discarded. It was ensured that the questions were appropriate for the level of the learners. The interview questions were asked in Turkish (students' native language) to make sure that the data were meaningful and realistic.

### **2.3. Data collection and analysis**

It took approximately one and a half month to collect the data since the participants were students at different schools and could only be seen during those two days that they came to the private school. Interview with one student took about 15 minutes. During the interviews, students' voices were recorded with the written permission attained from their parents. After completing the recordings, they were transcribed and translated into English. Content analysis was used to analyze the data. Considering the answers of the students in the interview, the emerging themes were categorized and coded. Then, the frequencies and the percentages of the emerging themes were calculated.

## **3. Findings and Discussion**

The participants in this study expressed a number of reasons for learning English as a foreign language and learning another foreign language. In the following sections, these reasons are explained with the numerical data attained from the analyses of the interviews.

### **3.1. Young Learners' reasons for learning English as a foreign language**

There are a number of reasons that may affect young learners' ideas towards learning English and other languages. Table 1 shows the reasons mentioned by the participants of this study. Most of the students mentioned more than one reason. After the content was analyzed and the emerging themes were determined, eight reasons were found.

**Table 1. Young learners' reasons for learning English**

Reasons	f	%
Talking to foreigners/tourists	19	22.61
Entertainment (songs, games, movies, etc.)	14	16.67
Having better grades at school	13	15.48
English being a global language	12	14.29
Having a better job/earning more money	10	11.90
Living/working abroad	10	11.90
Enjoying learning English	6	7.14

It can be seen in table 1 that talking to foreigners/tourists visiting their city is the leading reason behind young learners' learning of English (22.61%) followed by entertainment (16.67%). The students who said "I learn English to talk to foreigners" can be regarded as intrinsically motivated since their aim is to communicate with the target language. They are willing to learn the language because they want to use it with communicative purposes and the speakers of that language valuable for them. The present study was conducted in Antalya, which is a touristic city of Turkey. In four seasons, people can come across with tourists and the students have the chance to speak with them. Therefore, the reason having the fifth highest percentage is helping the tourists who visit their city. Nine students said that they learn English because when the tourists need help, they can help them. 10.71 % of the students mentioned about this issue and those students can be said to be intrinsically motivated since their aim is to communicate in the foreign language and help the people speaking that language. Regarding this issue student 19 stated that:

*"English is something that I can use all the time in my life. Even when I walk in the city some tourists ask me questions and I can help them thanks to English."*

This statement means that this student is aware of the fact that English is something not only necessary for school, a better job or a higher salary, but also for everyday life and better relationships with foreigners. Student 11 expressed her feelings towards talking to foreigners in these words:

*"I feel really happy when I speak English with someone. I like helping them or chatting with them. For example, a visitor came in our class one day. We talked to him during the break time. This made me really happy because I could talk to him, he could understand me and we could communicate."*

This student was happy since she was able to communicate with foreigners in English. A language should mainly be taught with the purpose of communication and the learners should see the importance of communicating in that language. Furthermore, in most cases such intrinsic motivation can be considered as more permanent and easier to develop. In the interviews, fourteen students out of twenty stated that they learn English because they can listen to and understand some songs, play computer games in which

the instructions are in English and watch movies or series reading Turkish subtitles less than they did before (16.67%). These students who learn English for entertainment can be considered as intrinsically motivated since there is no exterior factor involved. To illustrate, student 16 stated that:

*"I play X-box on the Internet and I chat with my friends on X-box. I also watch some American series with Turkish subtitles, but sometimes I don't read the subtitles and I can understand what they say. I like songs in English, as well. When I understand the words, I like the song better and I feel happier."*

This statement means that this student uses English because he wants to learn it rather than someone else pushing him to do so. Another student (student 6) said that "After I started learning English, I met music and songs in English. I started to watch series and movies in English and thereby I started to like English more than before". In Turkey, students generally tend to learn something at school because they need to have high grades in exams. Most of the times, they study not to learn but to pass the exam and after passing the exams, all the temporary knowledge they have flies away. Thirteen participants of this study, which makes 15.48%, have the same rationale. They learn English because they want to pass the exam and those participants are extrinsically motivated since exams can be considered as an exterior force for the students to learn. They, actually, do not create willingness to learn and attract students' attention to English, but they force students to study not to fail. In the interview, student 3 mentioned that:

*"English is important at school. It is important to have a better grade in the exams. Learning English made me happy when I had a high grade. When I answer all English questions correctly in TEOG (an exam in Turkish education system to determine at which high school the students will study), my total grade gets higher. So, I should study and learn English more. "*

This statement indicates that this learner is not intrinsically motivated to learn English. S/he aims to pass the exams and have higher grades. This can be considered as a kind of short term goal to learn English. In fact, the main goal of this student is not to learn English, but to study English to be successful in the exams. Student 1 also shared the same ideas saying that "I want to study politics at METU and the lessons are taught in English at METU. To be able to study at METU, I should be successful at high school and have higher grades and also I should learn English very well. When I start university, I can't pass my class if I don't know English well and I can't graduate from university." This student has a longer term goal to learn English. For her career and to be able to graduate from university, she wants to learn English. However, she does not plan to use English in real life or with a communicative purpose, but an academic purpose. Teachers should increase students' awareness that English is not a subject to study at school, but a means for communication. However to be able to do this, first they need to be aware of this fact and let the students be aware.

Twelve students claimed that they learn English because it is a global language, in the world wherever they go, they may have the chance to use English or the only means to communicate will be English. This reason -English is a global language- has the percentage of 14.29. Student 10 used these words to express the importance of knowing English: "I think knowing English is very important because English is the common language all over the world. There are people speaking English in any country on the world. English is important to communicate with people from other countries". This

statement means that this student, somehow, knows how significant English is in terms of communicating people not only from England or the U.S but also from the other countries. Similarly, student 14 stated that:

*“My father has a tour agent and he knows English well. He always contacts with people English even if they are from France, China or Spain. This shows that English brings people from different countries together. So, I want to learn English.”*

This student knows about the environment in which English is spoken and he is aware that English has a power to provide communication for people of different countries. This situation triggers most people and also young learners, who somehow have seen this important power, to learn English. Those twelve participants of the study who said “I learn / want to learn English because it is a global language” can be said that they are extrinsically motivated since the reason for learning is not something related to their feelings towards the language, but mostly related to the importance of this language, which is an exterior factor for a learner to be triggered to learn.

The other two reasons that share the same percentage are examples of extrinsic motivation: having a better job/earning more money in the future and living/working abroad. These are all about future plans and having a better life standard. Those pragmatic gains are the signals of instrumental motivation. In the early periods of their lives, students worry about their future and they are aware that knowing more languages can help them have better lives. In the words of student 2, this situation is obvious. He said “I think knowing English is very important because I can lose my job if I need to use English, but I can’t. I learn English to have a good job when I grow up.” Most of the other students expressed their feelings in the same way like “when I apply for a job, I will be asked if I know English or not or we can work in big companies if we know a foreign language”. Furthermore these ten students who want to live or work abroad mentioned that they need to know English to be able to live or work there, otherwise they can’t understand people and be employed abroad.

Educational research has shown that enjoying the content and activities affects learners’ involvement positively. During the interviews, student 12 stated that “I really like learning English. The lessons are fun; we play games, listen to songs and I like English songs and I think it is a beautiful language. That’s why I am learning English”. As can be understood from this student’s words, she likes English and this situation encourages her to learn better. Considering this, teachers should be really careful about how they teach English and what their lessons are like. The lessons should be entertaining and fun for students and they should enjoy the learning environment so that they are triggered to learn more and better. In this case, teachers’ responsibility in creating a desired learning environment plays a significant role. This situation is in line with the results of the Pécs project (Nikolov, 2002).

The present study found eight reasons for the first research question, some of which are the examples of extrinsic motivation type or intrinsic motivation type. The participants stated that they want to learn English because:

- English is a global language, it is spoken all over the world.
- they want to have a better job and earn more money in the future.
- they want to have better grades in English exams and in TEOG.
- they want to live/work abroad.

All of these four statements have an exterior factor to trigger learning. The results of this study show that 53.57 % of the reasons are examples of extrinsic motivation or instrumental orientation type. On the other hand, some other participants stated that they want to learn English because:

- they want to talk to foreigners.
- they want to help the tourists who visit their city.
- they like watching movies, listening to songs and playing computer games in English.
- they enjoy learning English.

Hence, according to the results of this study, 46.43 % of the participants are intrinsically motivated. Although the results are close, the ones who are extrinsically motivated are more than the intrinsically motivated ones. Having future goals related to the language and being under an exterior factor can be thought as something good. However, making some interior factors more visible for the students may work better for their learning.

### **3.2. The other languages they would like to learn if they had a chance and their reasons**

**Table 2. The languages they would like to learn if they had a chance**

<b>Languages</b>	<b>f</b>	<b>%</b>
Spanish	8	29.63
French	4	14.81
Russian	4	14.81
German	3	11.11
Japanese	2	7.41
Chinese	2	7.41
Bosnian	1	3.70
Indian	1	3.70
Italian	1	3.70
Arabic	1	3.70

The students were asked what other language(s) they would like to learn if they had a chance and as can be seen in Table 2, Spanish was mentioned by 8 students out of twenty and has the highest percentage of all the answers gathered from students' answers (29.63%). French and Russian follow Spanish with 14.29% and German comes after them with the percentage of 10.71. France and Germany are two popular countries in respect for employment issues; therefore, the students who mentioned these answers have relatives living in these countries. Russian on the other hand is an expected answer due to the fact that Antalya, where the study was conducted, is a touristic city of Turkey and has a lot of Russian tourist attraction. This is the reason for students to be familiar with the language furthermore they are aware that knowing Russian will help them to communicate with them. The other languages that are less frequently mentioned are



Chinese, Japanese, Arabic, Bosnian, Indian and Italian. One of the students said that he wouldn't like to learn any other languages *because "languages are hard to learn."*

When all the reasons of the students to learn another language were analyzed, 18 different answers were found. The first 4 statements can be grouped as students' beliefs towards the language as they involve their views on the language such as being fun or easy. For example Student 6 stated that:

*"I'd like to learn Indian or Russian. Not a lot of people know it... I'd be different. I learn Spanish now because it is an easy language to learn... less people speak it and ... the language school has Spanish classes. They don't have classes for other languages right now."*

Another comment involving identity issue is as follows:

*"I'd learn French... because it is hard... Not everybody can learn it and know it... I'd be different if I knew this language and this... would make me proud."*

Student 12 mentioned being different and added that he would be proud of speaking it. Young learners love feeling other people's respect to their personality and when they are different from others in a positive way, they believe that they will be appreciated. This leads us to the point of students' views of understanding their relation to the world. As Weedon (as cited in Day, 2002, p.17) puts it into words: "Subjectivity is the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation to the world." (p.32). Another key point in the answer of Student 12 is that he wants to be different from his peers just like Student 6. But they have a contrast view on approaching the languages. Whereas Student 6 states that she chose Spanish because it is an easy language to learn, Student 12 would learn French because it is hard. Student 12 sees the language as a challenge and he chooses a hard language to learn even if there is no forcing power for him to learn that language. This means he has an intrinsic motivation and also shows that he likes the challenge in learning languages.

Student 8 gives the third opinion of being different thanks to knowing a language. He points out that he started to learn Spanish because the language school had classes and he thought it would be different:

*"For example my friends know English but they don't know Spanish. When I tell some words, they are amazed and this is nice. I like it."*

For young learners having something superior to others is like having a higher social status this is why Student 8 likes when his friends are amazed and Student 12 would feel proud. Statements 5 and 6 in the table were other expected answers due to the fact that Antalya is a touristic city so the students have knowledge of popularity of languages. Student 5 says:

*"Arabic and Chinese... I heard it when my dad was talking to his friend... In the future they are going to be the most needed languages."*

Another expected answer is presented in statement 9 in the table. As there are many Russian tourists in Antalya, this statement is associated with Russian. Student 3 expresses her enthusiasm for learning Russian as follows:

*"I'd like to learn Russian and French... because one of our neighbors is Russian. When they talk... I do not understand... I want to understand them, that's why... As for French... My uncle and his family are in France. They talk really beautiful. So, I think it is beautiful."*

Understanding her neighbors serves as an integrative orientation fostering intrinsic motivation. In respect to their types of orientation statements 8 and 9 are similar. Student 2 presents his motivation to learn Russian with the reason of seeing a lot of Russian around her. She also wants to learn German because her aunt and her family live in Germany and her cousins can speak German very well. She tells that she wants to talk to them in German. These reasons, again, can be classified as integrative orientations leading to intrinsic motivation. Statement 7 is mentioned only for Spanish because as in the comment of Student 6 that is mentioned before this language school the subjects attend has Spanish classes and some young learners also have Spanish classes as well as English.

In the previous section we explained that French and German were stated with the reason of having relatives in those countries. In addition to Student 2 and 3, whose comments have already been shared, Student 7 explains his reason to learn Bosnian as follows:

*"I'd like to learn Bosnian because my father and his family are Bosnian immigrants. I'd like to learn Russian, too because it is similar to Bosnian. I think, it would be faster for me to understand and learn."*

However superficial may statement 12 sound, it is one of the most important answers in regards to understanding participants' motivation types. Many things in children's worlds can be named 'beautiful' by them. It is one of the most frequently used words from children's lexical knowledge to express positive feelings towards anything within their interest. Here, four languages out of ten are expressed as being 'beautiful' for them. This is purely about their emotions about the languages they mention. As Student 11 puts it into words:

*"German... I think it is a very beautiful language. Although some people claim it to be rude, I like it."*

Here what she means by 'being rude' is that the language sounds aggressive according to some people. As it was stated in introduction part of this study, such emotions are key points for intrinsic motivation. Nevertheless, the fact that the answer 'beautiful' may have emerged due to the difficulty in expressing himself or herself appropriately or not having thought on this issue before should be taken into account as well. Statement 14 has been mentioned for Japanese and Spanish by two different students. They have some degree of pragmatic reasons, which is to use this language to live in that country, for learning the languages. Pragmatic reasons serve as instrumental orientation which leads to extrinsic motivation. But extrinsic motivation and intrinsic one can emerge at the same time as well. The comment of Student 14 is a good example for this:

*“It would be Spanish. I’ve already been learning it because it is the second (popular) language among world languages. Its accent is beautiful and interesting... Also, I’d like to live in Spain.”*

He wants to live in Spain but he also finds its accent beautiful and interesting which is related to his attitudes and emotions towards Spanish. The first one can be interpreted as extrinsic motivation whereas the second one serves as intrinsic motivation. Statement 14 and 16 are about using the language for an aim hence, an instrumental orientation is point at issue. As mentioned before, this kind of orientation leads to extrinsic motivation but in this study all the students who mentioned about visiting or living in the country where the language is spoken also gave some reasons to be interpreted as intrinsic motivation such as the language or its accent being beautiful and willing to communicate in that language.

The last two statements are language related reasons stated by the students. Only Student 14 mentioned about the accent of the language and only student 15 mentioned about the advantage of knowing a similar language while learning another foreign language.

*“I’d like to learn Spanish... because it is a beautiful language... Learning Spanish is easy after learning English...I’ve already been learning Spanish.”*

Hence, he is not only stating this relationship because he’s heard so, but he is also aware of this fact as he’s already in the process of learning a second foreign language.

### **Discussion and Conclusion**

The present study aimed to find out young learners’ reasons for learning English as a foreign language and reasons for learning other languages. To reach a conclusion, the interview technique was used and the reasons were identified through content analysis. Considering the reasons found in this study, the participants’ motivation type was also determined. The participants mentioned eight reasons, four of which are examples of extrinsic motivation while the other four are examples of intrinsic motivation type. When learners’ reasons are considered, it can be seen that 53.57% of those reasons point at extrinsic motivation. On the other hand 46.43% of them are related to intrinsic motivation. Moreover, among the reasons for the participants’ learning English as a foreign language, “enjoying learning English” had the least frequency and percentage, which is, actually, a really significant point for learning. Teachers need to be careful about their roles to create enthusiasm towards English for their students. A new study regarding how to create enthusiasm towards English or how to help students enjoy learning English would be another good contribution for teachers of English. Games, songs, movies or series can be a good source to create willingness for the students to learn English since they are entertaining and intrinsically motivating for children (Yolageldili & Arikan, 2011).

Another aim of the study was to find out what other languages would the students like to learn if they were given a chance and their reasons for learning that particular language. With regards to this question, Spanish had the most percentage out of ten mentioned languages with 29.63% which is a result of the availability to the classes as the language school offers. French and Russian came second among the answers. Russian was an expected answer as there are many Russian tourists and residents in Antalya. French and German emerged mostly because of the fact that there is a considerable amount of

immigration from Turkey to France and Germany as a result of the employment opportunities these two countries have offered. The rest of the languages (Arabic, Bosnian, Chinese, Indian, Italian, and Japanese) are less frequently mentioned.

As reasons of this question, eighteen different answers were presented by the students (see Table 3). Eleven of them (Statements 1, 2, 5, 6, 9, 14, 16, 10, 7, 13, and 18) were related to extrinsic motivation whereas 6 of them (Statements 3, 4, 11, 12, 15, and 17) were related to intrinsic motivation. Interpreting one of the statements (Statement 8) on its own wouldn't provide an accurate result because having relatives living in that particular country may be and may not be intrinsic or extrinsic. But the other reasons related to this statement can be interpreted such as willingness to talk to his/her cousins in that language can be interpreted as intrinsic motivation. Out of 38 answers, 60.49% were related with extrinsic motivation whereas 23.67% pointed at intrinsic motivation.

This study has limitations the most important which is the small sample size. Future research should involve more learners to understand various aspects of young learners' reasons for learning English and other foreign languages in Turkey and in the rest of the world.

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#### **Appendix- Interview questions**

1. What do you want to be when you grow up?
2. Where do you want to live when you grow up?
3. Which countries do you want to visit?
4. What do you want to do there?
5. What makes you feel most excited when you visit another country?
6. In which countries is English spoken?
7. Do you think knowing English is important? If so, what are the reasons?
8. Where do you use your English? Where is English needed most?
9. What are your reasons for learning English?
10. If English were not compulsory at school, would you want to learn it? What are your reasons?
11. If you had a chance to learn another language, which language would you learn? What are your reasons?
12. Have you ever felt happy because you learned English?
13. Has knowing English ever helped you in any case?
14. Are you learning another foreign language? Which one(s)? Why are you learning it (them)?