

An Analysis of Motivation in Support1 Classes

by

Gulfem Akdoğan & Funda Yeşilyurt

19.05.2020



Abstract

In this project, we aimed to emphasize the importance of student motivation and the problems which may arise in its absence by analysing the results of a survey that was implemented with Support1 students. The profile of the students, the details of the survey questions and results, and our humble suggestion will be explained in these slides.

We sincerely hope that the findings of this study contribute to the achievements of our Prep School and help the repeating prep students, namely “Support” students.

Background Information & Student Profile

- **Classes:** Support1-1 & Support1-2
- **Total number of students registered:** 35?
- **Total number of students attending lessons:** about 20
- Most dropped out in their first year upon realizing that it would not be possible for them to take the PIE exam at the end of the academic year.
- Some had completed a two-year undergraduate program successfully at a Turkish-medium university and were accepted to proceed with a four-year undergraduate program at English-medium IUE.
- The immense gap between their level of English and the level required to pass the PIE exam poses a huge challenge for them. Though they believe their future success relies on a proficient level of L2, they tend to lose their motivation and give up when they realize that the task is almost impossible to achieve.

Discussion: Survey, Questions, and Results

The survey consisted of 15 questions answered by 20 participants. The participants were asked to rate 15 questions from 1 (never) to 5 (always).

In the questions, we tried to evaluate extrinsic motivation factors such as the classroom environment and the effects of the parents as well as intrinsic motivation factors such as willingness to learn the target language for self-improvement. Table1 on the next slide shows the questions and the values.

Question	No. of rates 1,2	No. of rates 3, 4, 5
1-My main aim is to communicate with speakers of this language.	3	17
2- My main aim in learning English is to pass the prep program.	3	17
3- I want to learn English to be successful in my department and find a job.	2	18
4- I want to learn English to meet the expectations of my family.	7	13
5- I always join classes attentively.	7	13
6- I always have the necessary material with me in the lessons.	6	14
7- I do my homework regularly and study outside the class.	8	12
8- The class environment affects my motivation.	1	19
9- I give attention to the lesson regardless of the class environment.	9	11
10- The rate of my willingness to learn English is...	3	17
11- I have a positive attitude towards learning English.	4	16
12- I make an effort to speak in English outside the class.	7	13
13- Learning a language means not to pass exams but to be able to express myself verbally and in written form.	5	15
14- I believe that learning English makes me a knowledgeable & skilled person.	2	18
15- I want to learn English not to pass the PIE, but for myself.	9	11

Results

- We have two different camps of Support1 students: one group with higher motivation (that was also observed in class environment) and another group of students with no motivation at all. When we look more closely to some questions such as Q5 and Q6, only half of the students were willing and had their course materials.
- 85 % of Support1 students want to learn the language just to pass the PIE exam.
- Looking at the results of Q11, Q13, and Q14, it can be concluded that although these students think that learning a language will make them more skilled and learning a language means being able to communicate in that language both verbally and in written form, their main objective is to pass the PIE exam.
- With regard to the learning atmosphere in the classroom, **95%** of the students stated that they are affected by their classmates or the learning environment. This indicates that Support1 students and their motivation are affected significantly by their peers, their attitudes and the learning environment in the classroom.

Implications

The results about class environment and motivation show us that there is a consensus among the students. For almost all Support1 students, it has a significant effect in their motivation and learning. Therefore, as a humble suggestion, we would like to propose distributing these students to normal classes according to their levels if it is feasible in terms of administrative issues. This would highly serve the benefit of support students and the Prep Program because it would solve the problem of lack of motivation which arises as a result of being branded as “Support” students.

We strongly believe that some of our students could have done much better if they were placed in a classroom with new prep students according to their level. Similarly, the ones with no interest would not be able to dominate the class, creating less tension and stress for the instructors who have to deal with such challenging students and classes.