

ATTITUDES, MOTIVATION AND STUDY HABITS  
OF  
ENGLISH LANGUAGE LEARNERS:  
THE CASE OF BAŞKENT UNIVERSITY SECOND-YEAR STUDENTS

AHMET ÇOLAK

SEPTEMBER 2008

ATTITUDES, MOTIVATION AND STUDY HABITS  
OF  
ENGLISH LANGUAGE LEARNERS:  
THE CASE OF BAŞKENT UNIVERSITY SECOND-YEAR STUDENTS

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY

AHMET ÇOLAK

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF ARTS  
IN  
ENGLISH LANGUAGE TEACHING

SEPTEMBER 2008

Approval of the Graduate School of Social Sciences

\_\_\_\_\_  
Prof. Dr. Sencer Ayata  
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

\_\_\_\_\_  
Prof. Dr. Wolf König  
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

\_\_\_\_\_  
Assoc. Prof. Dr. Ayşegül Daloğlu  
Supervisor

**Examining Committee Members**

Assoc. Prof. Dr. Ayşegül Daloğlu (METU, FLE)	_____
Assist. Prof. Dr. Bilal Kırkıcı (BU, FLE)	_____
Assist. Prof. Dr. Nurdan Gürbüz (METU, FLE)	_____

**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Name, Last name : Ahmet Çolak

Signature :

## **ABSTRACT**

**ATTITUDES, MOTIVATION AND STUDY HABITS  
OF  
ENGLISH LANGUAGE LEARNERS:  
THE CASE OF BAŞKENT UNIVERSITY SECOND-YEAR STUDENTS**

Çolak, Ahmet

M.A., English Language Teaching

Supervisor : Assoc. Prof. Dr. Ayşegül Daloğlu

September 2008, 90 pages

This thesis aimed to investigate Başkent University second-year students' attitudes towards English, motivation to learn English and their general and vocabulary study habits with respect to their motivation levels. It also attempted to examine the relationship between students' attitudes and their grades and departments. In addition, it explored the students' motivation and motivation orientation levels, and looked into the correlations between the students' motivation, motivation orientation levels and their grades, and finally, it examined the differences in students' motivation levels, motivation orientation levels with respect to their departments.

The study was carried out with 82 second-year students at Başkent University using a survey designed on a five-point Likert-scale. The data collected were analyzed through descriptive statistics, a one-way ANOVA and Pearson correlation procedures. The participants were also asked to describe their general and vocabulary study habits. These descriptions were analyzed by means of categorization and illustrated using Excel.

Key words: attitude, motivation, motivation orientation

## ÖZ

### BAŞKENT ÜNİVERSİTESİ İKİNCİ SINIF ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRENİMİNDE TUTUM, MOTİVASYON VE ÇALIŞMA ALİŞKANLIKLARI

Çolak, Ahmet

Yüksek Lisans, İngiliz Dili Öğretimi

Tez Yöneticisi : Doç. Dr. Ayşegül Daloğlu

Eylül 2008, 90 sayfa

Bu tezin amacı Başkent Üniversitesi ikinci sınıf öğrencilerinin İngilizce öğrenmeye karşı tutumlarını, İngilizce öğrenme motivasyonlarını ve motivasyon seviyeleriyle bağlantılı olarak genel çalışma alışkanlıklarını, ve kelime öğrenme alışkanlıklarını incelemektir. Bu tez öğrencilerin tutumları ile notları ve bölümleri arasındaki bağlantıyı inceleme amacı da taşımaktadır. Buna ek olarak, bu çalışma, öğrencilerin motivasyonlarının ve motivasyon çeşitlerinin seviyesini belirlemeyi; ve bu öğrencilerin motivasyon seviyeleri, motivasyon çeşidi seviyeleri ile notları ve bölümleri arasındaki ilişki ve farkları değerlendirmeyi hedeflemiştir.

Bu çalışma Baskent Üniversitesi'nde 82 öğrenci üzerinde uygulanan beşli Likert ölçeğine uygun bir anket kullanılarak gerçekleştirilmiştir. Toplanan bilgi tanımlayıcı istatistikler, tek-yollu ANOVA ve Pearson korelasyon testleri yapılarak incelenmiştir. Anket uygulanan öğrencilerden ayrıca genel çalışma alışkanlıklarını ve kelime öğrenme ile ilgili çalışma alışkanlıklarını anlatmaları istenmiş; ve bu anlatımlar sınıflandırılarak Excel'de resimleme suretiyle analiz edilmiştir.

Anahtar Kelimeler: tutum, motivasyon, motivasyon çeşidi

## ACKNOWLEDGMENTS

The researcher wishes to express his deepest gratitude to his supervisor, Assoc. Prof. Dr. Ayşegül Daloğlu, for her advice, encouragement and patience all throughout this process. He also wishes to thank Assist. Prof. Dr. Bilal Kırkıcı and Assist. Prof. Dr. Nurdan Gürbüz for their guidance and support.

The researcher would also like to express his special thanks to his beloved friends, Hatice Çelikkıran Çelebi and Serpil Demir Vegter, who have always been there when in need of support, encouragement, resources, innovative ideas, and most importantly friendship and love.

The researcher would also like to thank his close friends, Mete Akçaoğlu, who was of great help in analyzing the data, and his dear colleagues, Selda Erdem and Pınar Uçak, who collaborated in collecting the data.

He wishes to thank his close friends, Aslı Gön, Arzu Karayel, Bahattin Kahraman, Murat Kultufan and Suna Demir for their neverending patience and eternal support.

He also feels obliged to thank his students and other participants for their cooperation.



To My Mom and Dad

## TABLE OF CONTENTS

PLAGIARISM .....	iii
ABSTRACT.....	iv
ÖZ .....	vi
ACKNOWLEDGEMENTS .....	vii
DEDICATION .....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiv
CHAPTER	
I. INTRODUCTION .....	1
1.0. Presentation .....	1
1.1. Background of the study.....	1
1.2. Statement of the Problem .....	4
1.3. Research Questions .....	6
1.4. Significance of the Study .....	6
1.5. Definitions of Terms .....	7
II. LITERATURE REVIEW.....	9
2.0. Presentation .....	9
2.1. Development of Motivation .....	9
2.2. Theories of Motivation.....	10
2.2.1. Gardner's Socio Psychological Theory .....	10
2.2.2. Cognitive Situated Period .....	13
2.2.2.1. Self-Determination Theory.....	14
2.2.2.2. Attribution Theory.....	15
2.2.2.3. Expectancy-Value Theories.....	17
2.2.2.4. Self-Efficacy Theory .....	17
2.2.3. Need Theories .....	18

2.2.4. Equity Theories .....	20
2.2.5. Reinforcement Theories .....	20
2.2.6. Dörnyei's Motivational Framework of L2	
Motivation .....	21
2.2.7. Dörnyei and Otto's Process Model of L2	
Motivation .....	22
2.2.8. Williams and Burden's Framework of L2	
Motivation .....	25
2.2.9. Dörnyei's L2 Motivational Self-System .....	25
2.3. Language Attitudes .....	27
2.4. Motivation and Language Learning .....	31
2.5. Autonomy and Motivation .....	35
2.7. Conclusion .....	36
III. METHODOLOGY .....	38
3.0. Presentation .....	38
3.1. Design of the Research .....	38
3.2. Setting .....	39
3.3. Participants .....	40
3.4. Instrument .....	41
3.4.1. The Motivation Survey .....	41
3.4.2. Study Habits in General .....	43
3.4.3. Vocabulary Study Habits .....	43
3.5. Data Collection Procedure .....	44
3.6. Data Analysis .....	44
IV. RESULTS .....	46
4.0. Presentation .....	46
4.1. The Study .....	46
4.2. Data Analysis Procedure .....	46
4.3. Analysis of the Research Question 1 .....	48
4.3.1. Analysis of the Research Question 1.1. ....	49
4.3.2. Analysis of the Research Question 1.2. ....	50
4.4. Analysis of the Research Question 2 .....	51

4.4.1. Analysis of the Research Question 2.1.....	52
4.4.2. Analysis of the Research Question 2.2.....	54
4.4.3. Analysis of the Research Question 2.3.....	55
4.5. Analysis of the Research Question 3.....	57
4.6. Analysis of the Research Question 4.....	60
4.7. Conclusion.....	63
V. CONCLUSIONS.....	64
5.1. Overview of the Study.....	64
5.2. Discussion of the Results .....	66
5.3. Limitations of the Study .....	71
5.4. Pedagogical Implications .....	72
5.5. Suggestions for Further Research.....	74
5.6. Conclusion.....	75
REFERENCES .....	77
APPENDICES .....	85
Appendix A .....	85

## LIST OF TABLES

Table 1 Components of Foreign Language Learning Motivation .....	22
Table 2 A Process Model of L2 Motivation .....	24
Table 3 Participants' Attitudes towards Learning English .....	48
Table 4 Frequencies and Percentages of the Attitude Categories.....	49
Table 5 Mean Scores of Grades for Each Department .....	50
Table 6 The Differences of Participants' Attitudes with respect to Departments .....	50
Table 7 Mean Scores of Participants' Attitudes according to their Departments .....	51
Table 8 Participants' Level of Motivation .....	51
Table 9 Frequencies and Percentages of Levels of Motivation .....	52
Table 10 Mean Scores of Participants' Motivation Orientation Levels ....	53
Table 11 Frequencies and Percentages of Participants' Integrative Orientation .....	53
Table 12 Frequencies and Percentages of Participants' Instrumental Orientation .....	54
Table 13 Frequencies and Percentages of Participants' Travel Orientation .....	54
Table 14 Relationship between the Grades and Motivation and Motivation Orientations .....	55
Table 15 Differences among Departments in their Overall Motivation Levels.....	56
Table 16 Differences among Departments in their Integrative Orientation Levels.....	56
Table 17 Differences among Departments in their Instrumental Orientation Levels.....	57

Table 18 Differences among Departments in their Travel Orientation Levels.....	57
---	----

## LIST OF FIGURES

Figure 1 Students' General Study Habits.....	59
Figure 2 Students' Vocabulary Study Habits with Respect to Their Motivation Levels.....	61
Figure 3 Strategies Employed by the participants to study Vocabulary ....	62

## **CHAPTER I**

### **INTRODUCTION**

#### **1.0. Presentation**

This chapter presents the background of the study, statement of the problem, research questions, significance of the study and definitions of the terms used in the research study.

#### **1.1. Background of the study**

You say you have thirty kids in your room. And you say that most of them are good kids and doing all right in school... yes, some are even a joy to be with.

But you say there are a few-three or four, on some days five or six-who are really difficult. They don't get into anything, they won't stay with anything, they don't seem to want to learn anything-they are just not motivated.

And you say to yourself, 'If only I had time that I spend worrying about those kids to devote to my other children. If only I could find a way to motivate those kids, my class would be really fine.'

And you dream that somehow, somewhere, someday, someone would tell you how to motivate those kids (Drew, 1974: 5).

This is a situation nearly every teacher experiences every semester. When looking at the situation, one can infer that there are many reasons for students' reluctance to



take part in the activities or concentrate on the lesson. The reason is not only “they are just not motivated”. There might be many other factors which lead students to such unwillingness such as students’ aptitudes and their learning styles (Dörnyei, 2005), or there may be other causes like “sickness, administrative problems, changing schools”, or “intelligence” (McDonough, 1981: 125). However, as the class teacher admits, motivation is basically the main problem. For many years, the issue of motivation has drawn a lot of attention since, as Dörnyei (2001a) puts forth, motivation has a vital role in determining whether the students will succeed or fail in any lessons or areas. He also adds that “99% of language learners who really want to learn a foreign language will be able to master a reasonable working of it as a minimum, regardless of their aptitude” (p. 2).

It has been more than half a century since the role of motivation in language learning was recognized by many researchers; however, it has been only fifteen years since its importance was understood deeply, and the concept of motivation has started to be explored to a large extent. Scheidecker & Freeman (1999) put forth that the problem with motivation is that all the people are seeking “a single and simple answer” (p. 117); however, as Manolopoulou-Sergi (2004) comments, motivation as a concept is complicated itself, and it is difficult to conceptualize as well. Manolopoulou-Sergi also presents two reasons for this difficulty, the first being that motivation has an abundance of definitions and the second one that there is an excessive number of motivation theories, each of which is connected to various psychological perspectives on human behavior.

Spolsky (2000) asserts that in the 1950s, social psychologists began to pay attention to second language acquisition models. This attention stemmed from the question of how to select students to study a foreign language since the cost of foreign language instruction was very high. Carroll’s (1962) model of instruction added key elements to language acquisition, namely *aptitude*, *motivation* and *exposure*. However, Dörnyei (1994a) maintains that the people who initiated and grounded the research on motivation in social psychology were Robert Gardner and Wallace Lambert. They

not only founded the procedures for scientific research on motivation, but also developed the assessment instrument and techniques whose standards were very high. According to Crookes and Schmidt (1991), the standards were so high that Gardner's socio-educational model dominated the research done on motivation until 1990s, and because of this, other concepts put forth by other researchers were not given enough attention.

In the 1990s, there was a significant shift in thought as a number of researchers (e.g., Crookes and Schmidt, 1991; Dörnyei, 1994a and 1994b; Oxford and Shearin, 1994) made attempts to reopen the research agenda in order to voice the view that Gardner's construct had not changed for about thirty years, and there was a cognitive revolution in psychology. Both the lack of development and the cognitive revolution led to a discrepancy between second language learning and educational psychology as far as motivational thinking was concerned (Dörnyei, 2005). Dörnyei and Csizér (1998) maintain that the reasons for the reform endeavor were first of all "to adopt a more pragmatic, education-centered approach to motivation research, which would be consistent with the perceptions of practicing teachers" as a result of which there would be more applicable classroom applications (p. 204). It was also seen that there was not a detailed description of the classroom situation of L2 motivation provided by social psychological approach. Crookes and Schmidt (1991) claimed that teachers' description of a motivated student would be a student who "becomes productively engaged in learning tasks, and sustains that engagement, without the need for continual encouragement or direction" (p. 480). Therefore, the researchers started to investigate classroom situated aspects of motivation and proposed that there may be differing constructs suitable at different stages of this long and tiresome language learning process (Lamb, 2007).

Since the 1990s, the research carried out on motivation has dealt with numerous aspects of motivation with regard to classroom environment; for example, Noels, Clément and Pelletier (1999) investigated the suitability of intrinsic and extrinsic motivation for language learning, and also looked into whether perceptions of

teachers' communicative style are related to these motivation orientations. They found that positive learning outcomes and intense feelings of intrinsic motivation were linked. They also found that students' intrinsic motivation was affected by how they perceived their teachers' communicative style. When the students felt that the teacher was controlling them and was not instructive, they became less intrinsically motivated. Another example can be Dörnyei and Csizér (1998), who presented their empirical data results on motivational strategies, widely known as *ten commandments for motivating language learners*. They outlined the main strategies which could be exploited by teachers to improve students' motivation. In this study, they also presented the commandments which were made use of very rarely in class. A more recent study by Chen, Warden and Chang (2005) examined relationships of motivation orientation, expectancy, and self-evaluated skill within the construct of the process model. Their research bore that expectancy was a mediating concept between motivation orientations and self-evaluated skill. The required motivation had the strongest relationship to expectancy; however, integrative motivation had no significant effect.

## 1.2. Statement of the Problem

High rates of absenteeism and failure in English courses have become popular at universities all over Turkey; however, the situation is worse at universities where the medium of instruction is Turkish. At Başkent University, where the medium of instruction is also Turkish, students have to be proficient in English in order to be able to study in their departments and have to take several English courses throughout their academic studies at the university. However, there is quite a large number of students failing in Prep School and in English courses offered. The informal talks with the administrators and instructors at the university reveal that motivation is a big problem. All instructors believe that without motivated students in class, it is inevitable to have high failure and unattendance rates. Their beliefs are in line with what Dörnyei (2005) puts forth that motivation “provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and

often tedious learning process” (p. 65). He also underlines that even if a learner has the best abilities, he cannot attain long term goals without an adequate amount of motivation. He further supports his claim that neither suitable curricula nor good teaching alone is sufficient to guarantee that the individual will succeed. However, “high motivation can make up for considerable deficiencies both in one’s language aptitude and learning conditions” (p. 65). The reasons for the motivated learner’s achievement are as Masgoret & Gardner (2003) explain:

The motivated individual expends effort, is persistent and attentive to the task at hand, has goals desires, and aspirations, enjoys the activity, experiences reinforcement from success and is appointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals. That is, the motivated individual exhibits many behaviors, feelings, cognitions, etc., that the individual who is unmotivated does not (p. 128).

Since the motivated learners embody all these characteristics, they are every teacher’s dream. However, in reality, we should stop dreaming and start to think about how we, as language teachers, can contribute to the students’ motivation and enhance their language achievement. As McDonough (1989) puts forth, motivation is important; however, it is also important to find out how to contribute to it, and both materials writers and teachers need to be knowledgeable about what aspects of motivation can be handled, how they could do it, and when and where they could exploit these aspects. There are very few studies conducted on motivation in Turkey trying to uncover the roots of lack of motivation and its effects on students’ failure, absenteeism, drop-out rates, learning strategies and learning habits. In order to contribute to the research on motivation, the present research attempts to identify Başkent University second-year students’ attitudes towards learning English and their motivation level and type, and what Başkent University second-year students’ learning behaviors are outside the classroom environment with respect to their motivation levels.

### 1.3. Research Questions

1. What are Başkent University second-year students' attitudes towards learning English?
  - 1.1. Is there a relationship between students' attitudes and grades?
  - 1.2. Is there a difference between students' departments and their attitudes towards learning English?
2. What are the motivation levels of Başkent University second-year university students?
  - 2.1. What are their motivation orientation levels?
  - 2.2. Is there a relationship between their grades and their motivation level?
  - 2.3. Is there a difference between their motivation level, motivation orientation levels and their departments?
3. What are the learning behaviors of these students according to their motivation levels?
4. What are these students' vocabulary study habits with respect to their motivation levels?

### 1.4. Significance of the study

As there is a lack of studies conducted on motivation in Turkey, the present research is an attempt to recognize one of the main individual differences, motivation, at a private Turkish-medium university where there is a high rate of unattendance to classes and failure in English courses offered in the departments. Furthermore, since motivation is important in trying to learn a language, this study is also an endeavor to explore the concept with the aim to identify what learning habits these students with differing levels of motivation demonstrate outside school.

It is hoped that this diagnosis will contribute to improve learners' study habits so that their motivation level and learning behaviors can be increased to an extent that is satisfactory in meeting the requirements of learning a foreign language successfully.

With this small scale research, the researcher does not intend to make generalizations or any attempts to put forth claims regarding other learners on the basis of this study due to the fact that it concerns a specific group of participants at a private university which, like any university, has its own culture and context.

### 1.5. Definitions of Terms

Attitude: an individual's attitude is *an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent* (Gardner, 1985: 9).

Motivation: In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operationalised, and (successfully or unsuccessfully) acted out (Dörnyei and Otto, 1998: 64).

Integrative Orientation: a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community (Dörnyei, 2001b: 49).

Instrumental Orientation: The utilitarian counterpart of integrative orientation in Gardner's theory, pertaining to the potential pragmatic gains of L2 proficiency, such as as getting a better job or a higher salary (Dörnyei, 2001b: 49).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Presentation**

This chapter first deals with theories of motivation developed, and then focuses on attitudes, motivation and gender issues with examples of empirical data.

#### **2.1. Development of motivation**

The last half-century has been marked by substantial advances in the understanding of second language learning, energized by developments in linguistics and bolstered by the realization that other fields too are critically implicated in the process (Spolsky, 2000: 157).

One of these advances is the addition of the concept of motivation to models of second language learning. This major contribution has been made by social psychologists, especially Wallace Lambert and Robert Gardner (Spolsky, 2000). Their work dominated the area until 1990s. However, with the realization that the model presented by Gardner's socio psychological theory was not adequate in investigating different aspects of motivation, researchers developed different theories in order to expand foreign language learning motivation. These theories together with Gardner's are covered in the following sections of the study.



## 2.2. Theories of motivation

### 2.2.1. Gardner's Social Psychological Theory

Gardner (1979) asserts that at schools, the learning of a second or foreign language is seen as any other school subject; however, there is a significant distinction between them. In most of the school subjects, students learn their own cultural heritage. However, in the case of learning a second or foreign language, the students learn new information such as grammar, vocabulary, and pronunciation, and more importantly they are “*acquiring* symbolic elements of a *different* ethno-linguistic community” (p. 193). The students are in a way imposed to acquire elements of the target culture. Therefore, the process of second language acquisition is of vital importance since the learners' harmony with their own society and willingness for identification with the target culture is concerned. Williams (1994) also agrees that learning a foreign language is different from other school subjects because “language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity” (p. 77).

Dörnyei (2005) maintains that according to Gardner and Lambert (1972), second languages played a role as “mediating factors between different ethno-linguistic communities and thus regarded the motivation to learn the language of the other community as a primary force responsible for enhancing or hindering intercultural communication and affiliation” (p. 67). He also claims that their social psychological approach is based on the principle that attitudes of the students have a great impact on students in whether they will be successful or not in learning the target language. Dörnyei (2001b) comments that in Gardner's motivation theory (1985), motivation includes three elements: “motivational intensity, desire to learn the language and attitudes towards learning the language” (p. 49). Gardner (1985) thinks that a language learner who is truly motivated embodies all of the three. The function of orientations is to increase motivation and lead it to a set of goals. This can be done

either *with a strong interpersonal quality (integrative) or a strong practical quality (instrumental)* (Dörnyei, 2001b: 49). According to Gardner (2003), integrativeness “implies an openness on the part of the individuals that would facilitate their motivation to learn the material” (p. 126); whereas instrumental orientation “refers to the economic and practical advantages of learning English” (Gardner, 1985: 52).

According to Dörnyei (2001b: 68), Gardner’s motivation theory has four areas:

1. the construct of the *integrative motive*;
2. a general learning model, labeled the *socio-educational model*, which integrates motivation as a cornerstone;
3. the *Attitude/Motivation Test Battery* (AMTB);
4. a recent *extended L2 motivation construct* developed together with Paul Tremblay (Tremblay and Gardner, 1995).

The first area is *integrative motive* which is explained as a “motivation to learn a second language because of positive feelings toward the community that speaks that language” (Gardner, 1985: 82-3). It has got three main components: The first one is *integrativeness*, which includes integrative orientation, interest in foreign languages, and attitudes towards the target community, which show the learner’s willingness and interest in interacting with the people of the other communities (Gardner, Tremblay and Masgoret, 1997). The second one is *attitudes towards the learning situation*, which covers attitudes towards the teacher, the course, the course materials, and extra-curricular activities (Gardner, 2003; Dörnyei, 2001b). The third and the last one is *motivation*, which includes effort, desire and attitudes towards learning.

The second area, the *socio-educational model*, has vital importance since it distinguishes the four separate characteristics of the second language acquisition process:

1. antecedent factors (which can be biological or experiential such as gender, age or learning history)
2. individual difference (i.e. learner) variables such as intelligence, language aptitude, motivation, and language anxiety

3. language acquisition contexts
  4. learning outcomes
- Dörnyei, 2001b (p. 52)

The third area of Gardner's motivation theory is the Attitude Motivation Test Battery (AMTB hereafter). The AMTB is a very useful instrument in that it is designed to follow psychometric tenets which govern the questionnaire. It is also a scientific tool regarding its presentation and content (Dörnyei, 2005). It functions as the major components of Gardner's theory and includes over 130 items. These items address attitudes towards the French community (10 Likert-scale items, LSI hereafter), interest in foreign language (10 LSI), attitudes towards European French people (10 LSI), attitudes towards learning French (10 LSI), integrative orientation (4 LSI), instrumental orientation (4 LSI), French class anxiety (5 LSI), parental encouragement (10 LSI), motivational intensity (10 multiple choice items, MCI hereafter), desire to learn French (10 MCI), orientation index (1 MCI), evaluation of the French teacher (25 semantic differential scale items), evaluation of the French course (25 semantic differential scale items) (Dörnyei, 2001b; Dörnyei, 2005).

The fourth and the last area of Gardner's theory is *Tremblay and Gardner's revised model*. Upon receiving reviews from Crookes and Schmidt (1991), Dörnyei (1994a, 1994b), and Oxford and Shearin (1994) that "a consideration of constructs from other research areas" (Tremblay and Gardner, 1995: 505) would be very useful in researching motivation in L2 acquisition, Tremblay and Gardner revised and extended Gardner's motivation construct. They added three new elements to it namely *goal* salience which pertains to "the specificity of the learner's goals and the frequency of goal-setting strategies used; *valence* which comprises "the traditional scales of 'the desire to learn the L2' and 'attitudes towards learning the L2', thus denoting a L2-learning-related value component", and *self-efficacy* which includes anxiety and expectancy of being able to carry out a wide range of language activities by the end of the course (Dörnyei, 2001b: 53).

Gardner's motivation theory had dominated the area until 1990s. However, as Gardner (1985) himself puts forth, it was "not the true or the final one" (p. 166). He insisted:

I do feel, however, that it contains many elements which must be considered in future developments. A true test of any theoretical formulation is not only its ability to explain and account for phenomena which have been demonstrated, but also its ability to provide suggestions for further investigations, to raise new questions, to promote further developments and open new horizons. This model has those capabilities and, hopefully as a result of the account given here, they will be realized (p. 166).

As Gardner himself claimed that the model would promote further investigations due to the fact that the model he developed embodied elements that could be used to shed light on different aspects of motivation, the model did promote developments in the area after 1990s. In 1990s, in many research studies, it was pointed out that the socio-educational model was not sufficient in explaining different aspects of motivation, such as the nature of the task, the person's attribution of success, and the kind of reward involved in successful completion of the task. This shift was more in line with how teachers perceived motivation, more related to classroom applications (Crookes and Schmidt, 1991; Dörnyei, 1994a, 1994b; Dörnyei and Csizér, 1998; Dörnyei and Kormos, 2000; Nikolov, 1999; Oxford and Shearin, 1994; van Lier, 1996).

### 2.2.2. The Cognitive-Situated Period

Following Gardner's socio-educational theory, the cognitive-situated period started to rise with Crookes and Schmidt's (1991) article on "reopening the motivation research agenda". According to Dörnyei (2005) this theory comprises two trends. First one puts the focus on many different aspects, namely the students' own perceptions of their own abilities, their limits, to what extent their potential would allow them to achieve learning a foreign language, how they discerned their previous successes or failures, and also the tasks leading to success and their goals to attain. The second trend emphasizes that the broad view of motivation for all societies accepted by the followers of the social psychological approach should be reduced to

the classroom learning environment, which represents the real environment in which foreign language learning takes place.

#### 2.2.2.1. Self- Determination Theory

Another motivation theory which became very important after the 1990s is self-determination theory. According to Deci and Ryan (1985), when people are motivated, they aim to achieve something and take on goal-oriented action to fulfill it. Their motivated action can be either self-determined or controlled. The extent of the self-determination shows that the action is experienced as it is freely chosen and as it springs from the person's self, not because of external force or an internal need. In self-determination theory, it is asserted that there are two general types of motivation. The first one is based on "intrinsic interest in the activity per se" and the second one is based on "rewards extrinsic to the activity itself" (Noels , Pelletier, Clément and Vallerand, 2000: 38). The two kinds of motivation do not belong to different categories, but "rather lie along a continuum of self-determination" (p. 38). Intrinsically motivated action involves "curiosity, exploration, spontaneity and interest in one's surroundings" (Brophy, 1998: 7). Brophy (1998) adds that the only prize the intrinsically motivated person needs to get is continuous interest and enjoyment. Self-determination theory clearly describes that social settings increase intrinsic motivation when they meet the three needs: competence, autonomy, and relatedness. Competence refers to improving and rehearsing skills to manipulate and control the environment, however, autonomy means the person's self-determination in deciding what to do and how to do it. Relatedness is "affiliation with others through prosocial relationships" (Brophy, 1998: 7). When a learner is concerned, if s/he finds pleasure in learning something new, s/he is intrinsically-determined (Noels, Clément and Pelletier, 1999).

Extrinsically motivated actions, on the other hand, are controlled in order to achieve "an instrumental end" (Noels et al, 1999: 24). Self-determination theory puts forth that there are three kinds of extrinsic motivation, namely external regulation, introjected regulation, identified regulation (Noels et al, 2000; Noels et al, 1999).

External regulation refers to those activities that are means external to the individual; for example, punishment, teacher's praise or rewards. Introjected regulation pertains to doing an activity because of some reasons that are internalized; for instance, a student's completing his/her homework because he/she would feel guilty if it were not done. The third one, identified regulation, means that the person does an activity because he/she finds it noteworthy or profitable for personal reasons; such as, if a learner thinks that being sensitive to other cultures is important may think positively about learning another language. The final concept proposed by the self-determination theory is amotivation which means that the individual has no reason to conduct the activity. Shortly, this person lacks any type of motivation and is expected to give up learning soon.

Wu (2003) conducted a study on the effect of kinds of environmental variables on L2 intrinsic motivation. It yielded that there are effective methods to develop learners' perceived competence such as providing moderately challenging tasks, significant amount of instructional support and a predictable learning environment. It also demonstrated that giving students freedom to choose the content and methods enhances autonomy.

#### 2.2.2.2. Attribution Theory

Another cognitive theory which McDonough (1989) claims to be "the most cognitive and non-mechanistic theory" is attribution theory (p. 147). Attribution theory relates learners' past experiences to their future success endeavors by means of the causal attributions as the mediating link (Dörnyei, 2005). These references of learners could be different causes for example, lack of ability, effort, intention, others' ability, luck. Therefore, this theory attempts to outline perceptions, motives and opinions of the learners which affect their performance (McDonough, 1989). In the case of a language learner, if he/she fails to learn to a foreign language, he/she can ascribe his/her failure to his/her lack of ear for languages, and he/she can be demotivated and

unwilling to take part in activities in class. Dörnyei (2001b) claims that although the importance of attributions has been expressed over and over, it is surprising that there are very few studies conducted on attributions.

There are very interesting results of the studies conducted on attributions. The first research studies were conducted by Ushioda (1996). From his two studies with Irish learners of French, he found that to be able to sustain a positive self-concept and a belief in personal potential against negative experiences, there were two important attributional patterns. There was a tendency to ascribe L2 achievement to personal ability or other internal factors such as effort, perfectionist approach. However, attributing L2 failure or lack of achievement involved temporary deficiencies; for instance, lack of effort, lack of opportunity to spend time in an L2 environment, which could be overcome.

Williams and Burden (1999) also conducted a research on the aspects of the development of learner attributions in L2 studies. The findings of their study revealed that there were obvious distinctions between the age groups. The groups consisted of participants aged between 10 and 12 claimed that they attained success due to listening and concentrating, however, older children demonstrated many more attributions which comprised ability, level of work, circumstances, and the influence of others.

Graham (2004) found that students with higher levels of success were those who attributed their achievement to their effort, high level of ability, and use of productive use of learning strategies. The students willing to carry on learning French after they were 16 also attributed achievement to these factors, however, the students who did not have plans to continue French were less likely to attribute success to ability, effort and strategy use. They were more likely to attribute achievement to luck or chance, and their own assumptions of low ability. For their

failure, they put the blame on the difficulty level of the task, lack of effort and inadequate use of strategies.

#### 2.2.2.3. Expectancy-value theories

In addition to self-determination and attribution theory, expectancy-value theories also became influential after the 1990s. Oxford & Shearin (1994) assert that individuals take part in activities which are seen as instruments to achieve some valued ends. The individual seeks to answer the question “Should I expend the energy or not?” before carrying out the task (18). Dörnyei (2001b) claims that there are two important factors for students to determine whether they will spend energy in fulfilling the task: the individual’s *expectancy of success* in a given task, the *value* the individual attaches to success on that task (p. 20). The greater the chances of attaining the goal, and the greater the value of the goal, the more incentive the students have, which means the higher the degree of motivation. However, if the student sees that however hard they strive, they will not be able to reach the goal or the task will not lead them to the goal they value, they will not exert energy on completing the task. Oxford & Shearin (1994) explains that the difference between expectancy-value theories and need theories is in need theories there is an element, tension, however, in expectancy-value theories, the individual expects to attain a valued reward. Also, contrary to need theories whose hierarchical nature and the means to meet the needs are specific, expectancy-value theories are uncertain about the nature of the rewards.

#### 2.2.2.4. Self-efficacy Theory

The last theory in cognitive-situated period is self-efficacy. In self-efficacy theory, it is believed that students’ academic performance is strongly influenced by the judgments they have about their own capabilities to organize and fulfill the action



(Mills, Pajares and Herron, 2007). Students who have a high level of academic efficacy are willing to take difficult tasks, exert energy, show persistence in spite of drawbacks, have lower anxiety, demonstrate more flexibility in learning strategies, evaluate their academic performance themselves. On the other hand, students with low self-efficacy tend to carry out simple academic tasks, they expend minimum effort and perseverance, and they may even avoid completing the task at all (Mills, Pajares and Herron, 2007). The reasons for this may be since these students perceive challenging tasks as personal threats, the thing on which they concentrate becomes their own inadequate capabilities and the difficulties. They cannot focus on how they can carry out the task (Dörnyei, 2001b). Dörnyei (2001b) also emphasizes the fact that self-efficacy beliefs are not directly related to actual ability and adequacy of the learner since these are the results of “a complex process of self-persuasion that is based on cognitive processing of diverse sources” such as ideas of other people, feedback, observations on other learners, how much they know about suitable task strategies (p. 23).

The study carried out by Mills, Pajares and Herron (2007) on the effect of self-efficacy and motivational beliefs on the attainment of French demonstrated that achievement of French language was better predicted by self-efficacy for self-regulation than by self-efficacy to obtain grades in French, French anxiety in reading and listening and French learning self-concept. Students who had an inclination to be successful more were aware that they were able to use their abilities to use meta-cognitive strategies in an effective manner so as to observe their own academic work time productively.

### 2.2.3. Need Theories

Another theory which was focused on after the 90s was need theory. According to Brophy (1998), behaviors are the individual's responses to his needs. These needs may come from birth or may be universal like hunger, thirst, or self-preservation, or

they can even be learnt within the culture and be developed to differing extents from one person to another. Oxford and Shearin (1994) claim that there are two need theories which are founded on needs producing tension until needs are met. The best known one is developed by Maslow (1962), called *hierarchies of need*. Needs, according to this hierarchy, are arranged in an order presented below:

1. Psychological needs (sleep, thirst).
  2. Safety needs (freedom from danger, anxiety, or psychological threat).
  3. Love needs (acceptance from parents, teachers, peers).
  4. Esteem needs (mastery experiences, confidence in one's ability).
  5. Needs for self-actualization (creative self-expression, satisfaction of curiosity)
- (Brophy, 1998: 5)

Oxford and Shearin (1994) claim that this theory has implications for language classroom where needs are not related to physical needs rather concern emotional or psychological needs. These two exist in language classrooms because students take risks when trying to learn a language and to enable students to take risks, teachers need to create a psychologically secure environment. After psychological needs are met, the other needs can be covered.

The second need theory is known as *need-achievement* which is as the name suggests based on need for achievement. Need-achievement theory is concerned with fear of failure and fear of success inclinations. Past success in a certain situation may lead the individual to attempt to display similar behaviors in the future in a similar context. However, failure may cause the individual to feel fear and fail to attain success (Oxford and Shearin, 1994). In the context of language learning, the implication is that since some students feel the need to attain success or to avoid failure, they should be provided with activities that make students feel that they can do it, and as a result there will be positive results which are valuable for the students.

#### 2.2.4. Equity theories

Equity theories also became part of the language studies after the realization of the inadequacy of Gardner's socio educational model. Equity theories are concerned with "equity, which is characterized by a mathematical ratio of inputs to outcomes" (Oxford and Shearin, 1994: 19). For the learner, input consists of any element which the learner thinks can contribute to the work such as intellectual competence, personal characteristics, experience. Outcomes, on the other hand, comprise personally valuable goals which can be attained by the end of the activity or task like exam results, evaluation of performance, praise or reward. If the learner manages to establish a link between input and outcome, they evaluate the value of the task to their own or others' standards. As a result of this evaluation, if the learner realizes that there is a big gap between the two, they become unhappy or demotivated. Oxford and Shearin (1994) claim that in the context of language learning, if the learner cannot set up this link, if they cannot see valuable outcome of the tedious language learning process, they are likely to give up, which happens very often in many institutions.

#### 2.2.5. Reinforcement Theories

In second language studies, reinforcement theories were also exploited in order to understand motivation from different perspectives. According to reinforcement theories, in order to establish and maintain behavior, reinforcement which can be defined as anything increasing and sustaining the frequency of behavior acts as the first element. Examples of reinforcement may include verbal and written praise, rewards (Brophy, 1998). Spaulding (1992) also emphasizes that when students display desired behaviors, teachers should reward them in order to encourage other students to demonstrate similar behaviors. The students who performing inappropriate behaviors, on the contrary, should be punished so that either the student displaying inappropriate behavior or the other students do not act in the same

way in the future. Oxford and Shearin (1994) claim that reinforcement theories are the ones with which teachers are more familiar with. Teachers can reinforce behavior extrinsically by praise or tangible prizes. Although this can be done in class, intrinsic rewards are more effective; therefore, teachers should also help students to discover intrinsic rewards within themselves or by means of the language tasks.

#### 2.2.6. Dörnyei's Motivational Framework of L2 Motivation

A framework developed by Dörnyei (1994a) has also been a significant novelty in understanding L2 motivation as far as an L2 classroom is concerned. According to Dörnyei (1994a), this framework comprises three levels: the Language Level, the Learner Level, and the Learning Situation Level, Table 1.

The first level, the language level, concentrates on orientations and motives regarding many perspectives of L2; for example, culture, community, pragmatic benefits. This dimension of the framework is in accordance with Gardner's approach. There are two general motivational subsystems, *the integrative* and *an instrumental motivational subsystem*. The integrative motivational subsystem centers round "the individual's L2-related affective predispositions" like social, cultural, and ethno-linguistic elements (Dörnyei, 1994a: 279). On the other hand, the instrumental motivational subsystem is placed around the person's future career efforts.

The second level, learner level, consists of the individual's characteristics like need for achievement, and self-confidence which includes language anxiety, L2 competence, attributions and self-efficacy.

The third level, the learning situation level, is composed of intrinsic and extrinsic motives and motivational elements. The course-specific motivational elements refer to the syllabus, the materials and the method used in teaching, and the learning tasks.

Teacher-specific motivational components are made up of affiliative motive to make the teacher happy, authority type, and direct socialization of motivation (modeling, task presentation, feedback). Group-specific motivational components include goal-orientedness, norm & reward system, group cohesion, and classroom goal structure.

Table 1: Components of foreign language learning motivation

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self-confidence * Language use anxiety * Perceived L2 competence * Casual attributions * Self-efficacy
LEARNING SITUATION LEVEL <i>Course-specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-specific Motivational Components</i>	Affiliative motive Authority type Direct socialization of motivation * Modeling * Task presentation * Feedback
<i>Group-specific Motivational Components</i>	Goal-orientedness Norm & reward system Group cohesion Classroom goal structure

(Dörnyei, 1994a: 280)

### 2.2.7. Dörnyei and Otto's Process Model of L2 Motivation

With the emergence of cognitive-situated theory, another neglected aspect of motivation drew attention which was the dynamic character and temporal variation of motivation. Dörnyei and Otto (1998) express that students' degree of motivation fluctuates over time. In a single lesson, the reason for this change of motivation

degree might stem from the nature of the activity or teacher's behaviors. They claim that if this fluctuation spreads to the whole year, it might lead to failure or other problems in class such as classroom management. Therefore, they produced a theory which focuses on explaining the dynamic feature of motivation. This aspect has been investigated by a process-oriented approach. Dörnyei (2005) explains that this theory "can account for the daily ups and downs of motivation to learn" (p. 83). Since learning a language takes a very long time, it is important to take into consideration its temporal character.

This process model of L2 motivation puts the motivation process into three phases, pre-actional phase, actional phase, and post-actional phase. Pre-actional phase refers to the generated motivation which is regarded as *choice motivation*, the reason for this is that it precedes the action and generated motivation will help the learner to choose the goal to attempt to achieve. After motivation is generated, the motivated learning process begins. Actional phase ascribes to the maintenance and protection of the generated motivation needs, which is called as *executive motivation*. This is especially suitable as far as maintained activities are concerned. These activities can be studying an L2, learning in class where there are many distracters like anxiety, others' distractions. Post-actional stage refers to learners' evaluation of how they carried out the action termed as *motivational retrospection*. How the learners evaluate their experiences will enable them to reach conclusions as to what kinds of activities they will be motivated to strive for in the future.

Table 2: A Process Model of L2 Motivation

Pre-actional Stage	→	Actional Stage	→	Post-actional Stage
CHOICE MOTIVATION		EXECUTIVE MOTIVATION		MOTIVATIONAL RETROSPECTION
<i>Motivational functions:</i>		<i>Motivational functions:</i>		<i>Motivational functions:</i>
<ul style="list-style-type: none"> <li>• setting goals</li> <li>• forming intentions</li> <li>• launching action</li> </ul>		<ul style="list-style-type: none"> <li>• Generating and carrying out subtasks</li> <li>• Ongoing appraisal (of one's achievement)</li> <li>• Action control (self-regulation)</li> </ul>		<ul style="list-style-type: none"> <li>• Forming causal attributions</li> <li>• Elaborating standards and strategies</li> <li>• Dismissing the intention and further planning</li> </ul>
<i>Main motivational influences:</i>		<i>Main motivational influences:</i>		<i>Main motivational influences:</i>
<ul style="list-style-type: none"> <li>• various goal properties (e.g., goal relevance, specificity and proximity)</li> <li>• Values associated with the learning process itself, as well as with its outcomes and consequences</li> <li>• Attitudes towards the L2 and its speakers</li> <li>• Expectancy of success and perceived coping potential</li> <li>• Learner beliefs and strategies</li> <li>• Environmental support or hindrance</li> </ul>		<ul style="list-style-type: none"> <li>• Quality of the learning experience (pleasantness, need significance, coping potential, self and social image)</li> <li>• Sense of autonomy</li> <li>• Teachers' and parents' influence</li> <li>• Classroom reward- and goal structure (e.g., competitive or cooperative)</li> <li>• Influence of the learner group</li> <li>• Knowledge and use of self-regulatory strategies (e.g., goal setting, learning, and self-motivating strategies)</li> </ul>		<ul style="list-style-type: none"> <li>• Attributional factors (e.g., attributional styles and biases)</li> <li>• Self-concept beliefs (e.g., self-confidence and self-worth)</li> <li>• Received feedback, praise, grades</li> </ul>

(Dörnyei, 2005: 85)

#### 2.2.8. Williams and Burden's Framework of L2 Motivation

Williams and Burden (1997) who agreed that motivation was “a complex, multi-dimensional” concept (Dörnyei, 2001a: 19) also offered a framework on motivation. Dörnyei (2001b) claims that Williams and Burden's (1997) framework was an effort to develop a construct in line with the “paradigm-seeking spirit” of the 1990s (p. 115). The components for the categories pursued different principles from Dörnyei (1994a). The framework presented motivation in two categories as to whether the motivational influence is internal or external, the subcomponents of which were in line with the themes in educational psychology (Dörnyei, 2001a). The components of internal factors include intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes, other affective states, developmental age and stage, gender. On the other hand, external factors comprise significant others, the nature of interaction with significant others, the learning environment, the broader context.

#### 2.2.9. Dörnyei's L2 Motivational Self-System

Dörnyei (2005), in his overview of motivation in his book, proposed a new motivational approach which took its bases from the work of Higgins (1987). According to Higgins' (1987) self-discrepancy theory, there is a discrepancy between one's actual self which is one's real self-state and his/her ideal self which is the person he/she wants be, and motivation is what one has as a result of his/her desire to lessen this difference between his/her actual self and ideal self. Kormos and Csizér (2008) also maintains that the intention to reduce the gap between one's actual self and ought-to-self which is what significant others would like the learner to become also brings about motivation.

Dörnyei's (2005) model of the L2 motivational self-system has three main parts, namely ideal L2 self, the ought-to L2 self and L2 learning experience. The ideal self is about one's ideal image which conveys the message that the person wants to have



L2 competence the same as an L2 native speaker. This is the dimension that is linked to Noels' (2003) integrative orientation. Dörnyei (2005) puts forth that:

Our idealized L2-speaking self can be seen as a member of an imagined L2 community whose mental construction is partly based on our real-life experiences of members of the community/communities speaking the particular L2 in question and partly on our imagination (p.102).

It can be seen that since the learner is not learning the target language in a target language speaking community, he/she creates an imaginary L2 community depending on the real-life experiences and his or her imagination. Kormos and Csizér (2008) claims that this creation of an imaginary L2 community solves the problem of “lack of a clearly identifiable L2 native speaker community and the decreased relevance of identification with L2 speakers for a large group of learners of a variety of languages” (p. 332). According to Dörnyei (2005), this ideal L2 self also has motives that are instrumental; however, this instrumentality is divided into two categories. The internalized motives demonstrate a part of the students' ideal self and determine how much effort the learner will exert. On the other hand, the motives that are not internal are linked with ought-to self, there is a concern for duty or fear of punishment.

The second component, the ought-to self, covers “the attributes that one believes one ought to possess (i.e., various duties, obligations, or responsibilities) in order to avoid negative outcomes” (Dörnyei, 2005: 106-7, Csizér and Dörnyei, 2008: 617). This dimension of L2 motivational self-system is concerned with extrinsic types of instrumental motivation in Noels (2003).

Learning experience, as the name suggests, includes “situation-specific motives related to the immediate learning environment and experience” (Dörnyei, 2005: 106). This aspect of the theory matches with Noels' (2003) intrinsic category.

Kormos and Csizér (2008) attempted to provide support for Dörnyei's (2005) motivation construct in three different learner populations: secondary school students, university students and adult language learners. However, the study partially supported the construct. The reason for this was that the findings demonstrated that ideal L2 self could be identified, and it was proven that it played a vital role in language learning motivation for the three age levels, on the other hand, L2 ought-to self could not be verified. The results also revealed that ideal L2 self was more closely linked with international posture, not integrativeness. Therefore, integrativeness and ideal L2 self were not interchangeable concepts.

### 2.3. Language Attitudes

In the field of foreign language learning, it is a fact that both motivation and attitudes have impact on students' success in learning a foreign language. It is also claimed that attitudes have a strong connection to motivation. If a language learner has negative attitudes towards a language, they cannot be motivated. Gardner (1985) also comments that attitudes towards the second language may affect the learners' motivation to learn. There are many studies conducted on motivation and attitudes from a variety of perspectives, some researchers investigated the effect of attitudes on success, some others conducted studies on how students' attitudes changed due to direct contact with the native speakers of the target language, some worked on identifying whether attitudes could change thanks to instruction. This section will deal with studies' findings on attitudes and some models developed by the researchers.

Mantle-Bromley (1995) claims that if attitudes affect the endeavors of the learners to learn another language, teachers of foreign languages should be knowledgeable about attitudes in order to be able to deal with issues regarding attitudes in classrooms. She also puts forth that according to psychological theories, attitude has three components, namely, affect, cognition, and behavior. She explains the meaning of

attitude as a term which “refers to affect and is an evaluative, emotional reaction (the degree of like or dislike associated with the attitudinal object)” (p. 373). An example of this could be if a student does not like the speakers of a foreign language, it shows the student’s attitude towards those people. Cognition, on the other hand, pertains to the student’s knowledge of the target community. If what students’ belief about the target community is negative, such as a disrespectful community in general, students’ language learning can be obstructed. The third component, behavior, refers to intentions or actions in regard to the target language; for instance, a student’s attempts to speak like a native, or his/her attempts to find native speakers of the target language to enhance speaking. These three components form the whole attitude toward the language. In her replication study of Mantle-Bromley and Miller (1991), Mantle-Bromley (1995) attempted to see if a 9-week Foreign Language Exploratory program would increase the participants’ attitudes towards French and Spanish speakers, she found that there was a statistically significant difference in students’ attitudes. She also found that students’ misconceptions of language learning may impede their learning. She concluded that teachers of foreign language can change students’ attitudes towards the cultures and the target language, especially in cases where students come to class with certain negative attitudes, beliefs or expectations. In a longitudinal study, Lamb (2007) investigated whether there were any changes in students’ motivation and learning activity over 20 months, and also attempted to display the internal and external influences which might be related to these changes. The findings of the study showed that students’ first positive attitudes toward the language and their expectations of achievement still existed; however, their attitudes towards learning a language formally seemed to have deteriorated over 20 months.

As a result of the suggestions made by Crookes and Schmidt (1991); Dörnyei (1994a) and Oxford and Shearin (1994), Tremblay and Gardner (1995) proposed a new model which exploited considerations “such as persistence, attention, goal specificity, and causal attributions to each other, to existing measures of attitudes and motivation, and indices of achievement” (p. 505) from other motivational constructs. The new model they proposed demonstrated that there are many variables which

intervene the relationship between language attitudes and motivational behavior. Three of these variables are goal salience, valence, and self-efficacy. The model demonstrated that language attitudes affect goal salience because students with positive attitudes form specific language learning goals. On the other hand, students who have negative attitudes tend to pay much less attention to what they would like to attain. They concluded that valence is also affected by language attitudes. There was a causal relationship between valence and motivated behavior which implied that when the students value learning, there will be higher levels of motivational behavior. The third variable, self-efficacy is also influenced by language attitudes as a result of which motivational behavior is affected as well.

Some researchers focused on the relationship between achievement and language attitudes. Boland's (1988) study demonstrated that students' reading attitudes enhanced significantly being influenced by their reading comprehension. In another study, Ruddel (1992) maintains that motivated readers perceive themselves as good problem solvers; however, students with negative attitudes find reading less valuable. What is more, there is a possibility that these students with negative attitudes may affect their classmates. Kuhlemeier, et al. (1996) also conducted a study in order to investigate whether there was a relationship between students' attitudes toward German, the course material, and the students' achievement in German. The findings revealed that students with positive attitudes were more successful than the students who had negative attitudes in the tests at the beginning of the year. However, the study also showed that students with positive attitudes did not demonstrate higher achievement level at the end of the year. The research also indicated that achievement had no influence on attitudes. In another study by Gan, Humphreys and Hamp-Lyons, 2004, it was found that there were significantly differing attitudes towards College English Course between successful students and unsuccessful students. The successful students were found to claim that they found "the regular classroom teaching rigid or traditional" (p. 239); however, they reported that they could improve their linguistic knowledge and skills, and their teacher's guidance was important for them. On the other hand, unsuccessful students demonstrated negative attitudes and claimed to feel bored by the teaching style, the teacher was found to be

unhelpful, inapproachable and they even lost their self-confidence in the teachers. Another study on motivation and attitudes and their effect on the performance of young language learners was carried out by Petrides (2006). Petrides' study revealed that children who like English lessons at school do not consider these lessons difficult (rather they find English lessons interesting and full of fun) are better in their performances than the others. The study demonstrated that there was a close relationship between positive attitudes and performance.

Attitudes, in Masgoret and Gardner's (2003) concept of motivation, pertains to "the individual's reaction to anything associated with the immediate context in which the language is taught" (127). In the AMTB, attitude scales are presented in two different headings (Evaluation of the Course and the Evaluation of the Teacher) as components of attitudes toward the learning situation. In addition to this part, attitudes appear as a subscale (attitudes toward the target language group) in the integrativeness part which refers to "an openness to identify, at least in part, with another language community" (p.126). Masgoret and Gardner (2003) explain that attitudes toward the target language group is included in integrativeness component due to the fact that "favorable attitudes toward the group would facilitate such openness, whereas negative attitudes would impede it" (p. 126). Attitudes also exist as another subscale (Attitudes toward Learning the Target Language) in motivation component which pertains to goal-directed behavior. Attitudes toward learning the target language measures what affect is experienced when the students are learning a language. In their study (2003), they investigated the connections between achievement in second language and the five attitude/motivation variables (integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation) in Gardner's socio-educational model. The findings of the study revealed that there was a higher correlation between achievement and motivation than the correlations between achievement and integrativeness, attitudes toward the learning situation, integrative orientation, and instrumental orientation.

Kormos and Csizér (2007) emphasize that although there has been a large number of studies done on language learning motivation and language learning attitudes, very little emphasis has been put on the inter-cultural contact, which is the antecedent of language attitude and motivation. They claim that intercultural contact is important because a language learner is attempting to communicate with the members of the target language community via their own language. It is also important because when there is an interaction with the native speakers of the target language, learners have a chance to develop their language competence. These opportunities to interact with the native speakers of the target language will affect language learners' not only disposition toward the target language but also attitudes towards the native speakers of the target language and their culture. They maintain that intercultural contact can influence language learners' "motivated behavior, that is, the energy and effort they are willing to put into the L2" (p. 242). Yashima (2002) claims that if language learners have little daily interaction with target language speakers, it is not possible for the language learners to "have a clear affective reaction to the specific L2 language group" (p. 57). In the study by Kormos and Csizér (2007) conducted, they explored the types of contact Hungarian students had, their language attitudes and how they perceived the role of contact circumstances in influencing their attitudes and motivations towards the target language, L2 culture and the L2 learning process. The findings of the study demonstrated that their participants' attitudes became more positive when they met native speakers of the target language. Surprisingly none of their participants said that their attitudes turned to negative after meeting an L2 speaker. The analysis of the language attitudes presented that they had a wide range of attitudes towards a large number of different aspects of the target language culture such as housing, lifestyle, clothing.

#### 2.4. Motivation and Language Learning

The studies of SLA all reveal the fact that motivation is one of the main factors which affects success of the language learner. Motivation, according to Gardner (1985), "refers to a combination of effort plus desire to achieve the goal of learning

the language plus favorable attitudes towards learning the language” (p. 10). Language teachers, though intuitively, often put forth that students are unsuccessful because they are not motivated. Dörnyei (2001a) claims that motivation can help majority of the learners to learn a language if they are motivated. Oxford and Shearin (1994) also maintain that motivation influences how high the level of the learners’ language will be.

Since the introduction of the concept of motivation, many studies have been done on motivation and have revealed correlations between level of motivation and achievement. Researchers all agree on the effect of motivation on language learning (Dörnyei, 2001a, 2001b, 2005; Ehrman, Leaver and Oxford, 2003; Graham, 2004; Semmar, 2006; Masgoret and Gardner, 2003). However, there is no consensus as to whether integrative orientation or instrumental orientation is more influential on motivation. Gardner and his associate (1972) claimed that integrative orientation was stronger, and integratively motivated students were more successful learners than the students who were instrumentally oriented. The reason for this was that the students, because they wanted to integrate into the culture where the target language was spoken, were more motivated and also more successful than those students with an instrumental orientation. Dörnyei (1990) claims that instrumental drives and need for achievement may be useful until intermediate level; however, “in order to get beyond this point, that is, to “really learn” the language, one has to be integratively motivated” (p. 9) in spite of the fact that his research results demonstrated that instrumentality was most important factor influencing motivation.

Humphreys and Spratt (2008) investigated Hong Kong tertiary students’ motivation towards learning English, Putonghua and an elected language. The results revealed that students regarded Putonghua with more instrumental value; however, English and the chosen language had more relationship with affective and integrative terms. This finding was significant in that although students were aware of the instrumental value of English, the drive to learn English was not instrumental. Therefore, the researchers suggest that although teachers of English in Hong Kong attempt to

address students' instrumental motivation, it should be emphasized that integrative motivation is the key for them.

Wright and McGrory (2005) carried out a research to define the motivational factor which causes the participants to enroll in an Irish class. They found that their participants were integratively motivated, the participant were not much interested in having qualifications which could enable them to find a job in an Irish-medium sector. The participants were more motivated to use Irish in their daily lives enjoying the sound of the language. Peng's (2007) study on the relationship between willingness to communicate in L2 and integrative motivation showed that integrative motivation was responsible for only a small proportion of variation in willingness to communicate.

However, in foreign language settings, it is not possible to expect that integrative orientation leads to better language attainment (Ehrman, et al., 2003). Dörnyei (1990, 1994a) also comments that "affective predispositions toward the target language community are unlikely to explain a great proportion of the variance in language attainment" (1990: 49) in EFL situations due to the fact that students have little contact with the target language community. Aacken (1999) also agrees with Dörnyei (1990) that lack of a chance to have direct interaction with the native speakers of the target language and instrumental value of the language for career plans contributed to all of the participants' having instrumental motivations to learn Japanese. Petrides (2006) also found that the students who believed that English would be very beneficial for their future life were more competent learners than the others. Similarly, Liu (2007) claimed that Chinese students had positive attitudes towards learning English and were highly motivated to learn English; however, they were more instrumentally motivated than integratively. Liu also added that there was a positive correlation between the learners' attitudes, motivation and their proficiency in English.



In spite of these discussions on whether instrumental orientation is more influential than integrative orientation, or vice versa, there are also cases in which both instrumental and integrative orientations can be equally influential on motivation of language learners in an EFL situation. A study conducted by Semmar (2006) showed that both extrinsic and intrinsic orientations affected students' motivation. Semmar also found that highly successful students demonstrated high levels of both extrinsic and intrinsic motivation. Gan, Humphreys and Hamp-Lyons (2004) revealed an interesting point in their research that successful students were both externally and internally motivated. Their reasons for studying English varied from interest, self-confidence, self-efficacy to proficiency tests. However, unsuccessful students had only extrinsic orientation; the only reason for them to study was to pass tests.

In the studies of SLA, gender is also a factor which influences the learners' performance and motivation (Onwuegbuzie, Bailey and Daley, 2001; Oxford, 1993; Schmidt, Boraie and Kassagby, 1996). Female students are claimed to have significantly higher levels of motivation and more positive attitudes (Sung and Padilla, 1998; Csizér and Dörnyei, 2005; Bacon and Finneman, 1992; Gardner and Lambert, 1972). This discrepancy between male and female students can be because of their approaches to language learning. This is because studying a language is perceived to be a *girly* subject (Csizér and Dörnyei, 2005). In studies by Dörnyei and Csizér (2002), Williams, et al. (2002), Wright (1999), it was revealed that boys preferred more masculine languages like German and Russian, they found French to be feminine; therefore, tended to be unsuccessful. Coleman (2007) it was found that females not only demonstrated higher motivation but also were able to maintain it longer than boys. Csizér and Dörnyei (2005) maintain that female students are more successful than male students in every aspect of language learning. Schmidt et al. (1996) found that Egyptian female students embodied more intrinsic motivation to learn English than male students. Semmar's (2006) study also confirmed that Amirati female students had more intrinsic motivation; in addition, they had higher levels of extrinsic orientation and motivational strength. Mills, Pajares and Herron (2007) further support with their study results that female students had more self-efficacy for self-regulation, interest, value and enjoyment in learning language.

## 2.5. Autonomy and Motivation

Dörnyei (2005) claims that learners who can work and learn independently are able to become more successful and proficient. The relationship between motivation and autonomy was best pointed out by self-determination theory by Deci and Ryan (1985). According to self determination theory, to be able to choose freely and to be given an opportunity to have choices are prerequisites to motivation. This is further supported by Noels et al. (1999) that autonomy is assumed to be an antecedent of intrinsic motivation, which reveals the fact that autonomy can predict L2 intrinsic motivation. Wu (2003) also maintains that perceived autonomy in L2 learning is dependent on whether the learners are provided with adequate control in their learning in terms of their objectives, processes and outcomes. He puts forth that in the extended self determination theory (ESDT hereafter) framework, by giving students a chance to study the content that they choose according to their own abilities, interests, and needs, the learners are permitted to form their own sub-objectives in line with main objectives. They are also allowed to choose the methods, which enables them to have control over their own learning. Finally, students also have control over their learning outcomes by being encouraged to self-monitor, self-modulate and self-evaluate themselves. In spite of these, the self-regulation is not enough for perceived autonomy; therefore, ESDT provides learners with a chance to get strategy training integrated in activities.

Dickinson (1995) also supports the view that autonomy is an important factor for motivation. Dickinson mentions attribution theory in relation autonomy and motivation in that how learners see the causes of their achievements or failures affects their future performances. He divides the causes of success or failure into two categories, namely external and internal. External causes are out of learners' control such as luck, ability. Internal causes, on the other hand, can be controlled by the learner such as, personal effort. If the learners can control internal factors leading to success and manage to achieve success, they perceive that when they take their own

responsibility for learning, they become more successful, as a result, their motivation to learn the second language increases.

Dörnyei and Csizér's (1998) ten commandments also demonstrate that autonomy leads to motivation and motivation leads to success. This is best shown in their seventh commandment which emphasizes that if a teacher wants to increase the learners' motivation, they need to promote learner autonomy.

For Littlewood (1996), autonomy does not lead to motivation, just the contrary, motivation leads to autonomy. He claims that students' ability and willingness to take responsibility are "at the core of the notion of autonomy" (p. 428). Similarly, Lee (1998) uncovered the fact that if learners can see the benefit of a given framework, they can work autonomously and successfully. Cotterall (1999), who concentrated on self-efficacy, also advocated that motivation is an antecedent of successful autonomous learning. Therefore, teachers, first of all, should help the development of the learners' self-efficacy which includes learners' confidence in their own ability to acquire a second language and their ability to attain more specific language goals. Spratt et al. (2002) also assert that as a result of their study, they found learner autonomy was hindered by lack of motivation. They also revealed that higher levels of motivation was an indicator of "greater engagement in outside activities" (p. 262) which proves that motivation leads to autonomy.

## 2.6. Conclusion

As result of literature review, it was revealed that motivation is a complex issue and has multi-dimensions. The researchers from all over the world have been trying to shed light on different aspects of this complicated issue by trying to identify the term "motivation" and the kind of motivation orientation the learners embody by developing different theories and frameworks. They have also attempted to

determine whether the kind of orientation differed in leading to better proficiency in learning a foreign language and whether gender differences revealed any difference in attitudes towards learning a foreign language, motivation to learn, motivation orientation. There were also studies attempting to illuminate the issue as to whether autonomy leads to motivation which leads to success as a result or whether motivation is a precursor of autonomy. All these aspects and studies conducted on these demonstrate that there is still a great need to investigate motivation more in different contexts. Since there are not many studies conducted on motivation in Turkey, and since there is a high rate of drop-out students and an unattendance problem at Başkent University, which is assumed to be a result of lack of motivation, this study will help to enlighten the researcher and the administrators at Başkent University about the attitudes of Başkent University second-year students towards learning English, their motivation to learn English, how these students differ in their outside school study habits with respect to their motivation levels. It will also add to foreign language education being a small-scale descriptive study of Turkish foreign language learners.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.0. Presentation**

This chapter gives information about the design of the research. It also informs about the overall of the study in terms of the setting and the participants, the data collection tools and procedures, and the data analysis.

#### **3.1. Design of the research**

In this study, the researcher attempted to examine students' attitudes towards learning English language, motivation level and orientations as a language learner and also how these students' study habits differed according to their motivation level. In order to investigate attitudes and motivation, the survey technique was used to gather data. The reason for this was, as Cohen and Manion (1985) stated, surveys are the most commonly used methods to gather descriptive data for a variety of scopes from small studies to large-scale studies. The advantage of using a survey is that the researcher does not do anything to manipulate the situation, which means the researcher does not do anything to influence the subjects. The subjects are free to give their own perspectives while the researchers just observe them "without trying to alter anything" (Jaeger, 1988:307).

The survey used for the purpose of collecting data was a partial replication of the survey developed by Liu (2007). It was partial replication in that the attitudes and motivation scales in Liu were kept as they were; however, since the researcher also attempted to investigate study habits, he omitted the question in Liu asking students to write whether they were more or less motivated to learn English when they were a first- or second-year student. The researcher added a statement which asked students to write down their study habits when studying English. Also, in order to better picture students' study habits, they were also required to answer five questions according to a given situation for their vocabulary study habits.

The sampling method used for the study was convenience sampling. Convenience sampling is best when there are no chances to “select a random or a systematic nonrandom sample” (Fraenkel and Wallen, 2003, p.103). It is also useful when investigating a problem in a specific context. At Başkent University, there is a high rate of failure in English courses and a high rate of absenteeism. This is assumed to be due to the fact that students studying at this university do not have positive attitudes towards learning English and they are not sufficiently motivated. As a result they do not attend classes, study outside school and they fail the courses. Taking into consideration this problem, the researcher administered the survey in second-year classes he taught in order to examine whether the assumption had any scientific value.

### 3.2. Setting

Başkent University is a Turkish-medium university; however, in order to study at the departments, all the students entering the university have to be proficient in English. The procedure followed by the university is administering a placement exam first in order to diagnose students' English level. The ones passing this exam with a minimum score of 60 can take the English proficiency exam, the others, failing the placement exam, have to study at Başkent University Prep School in C stream, which

is a beginner level. The students who are successful in the placement exam are entitled to take the proficiency exam, which is a multiple choice exam. It consists of 3 parts, namely grammar, reading and vocabulary and is composed of 100 questions. The students passing the proficiency exam can start their departments; failing ones have to study at Prep School in B stream, which is a pre-intermediate level. If a student does not take placement and proficiency exams, he cannot study in his/her department, he/she has to study at Prep School at beginner level, C stream, unless he/she has a valid score either from TOEFL (PBT: 480, CBT: 157, IBT: 54) or IELTS (5). For both proficiency and placement tests, the grade to pass is 60. At the departments, students study General English four hours a week. The courses are prerequisite courses and it is aimed to develop students' reading, writing, speaking and listening skills in these courses. To be able pass the course, students have to get above 50 overall out of a midterm, a final and teacher's evaluation, which form the 30, 60 and 10 per cent of the overall grade respectively. In the exams, there are only grammar, reading, writing and vocabulary sections. Listening skills are not measured in the exams.

### 3.3. Participants

Eighty-two Başkent University (BU hereafter) second year students participated in this study. Fifty-two of these participants were female students, and thirty of them were male students. The researcher has been working at the English Language Department as an instructor for over eight years and he has been teaching in the second year program for over a year; therefore, the participants were composed of students from his three classes, and also two classes of other two colleagues for the purposes of accessibility, and better control over the procedures followed during the administration of the instrument. The participants were from four different departments: management, dietetics, law, political sciences. Fifty of these participants were the researcher's own students, the remaining ones were his two colleagues' students. All of the participants passed BU Proficiency Exam, and had been studying General English for 4 semesters. Their ages ranged between 18 and

24. Their level of English was upper-intermediate. Three of the students had been studying English since kindergarten. Fifty-seven of them had been studying English since they were primary school students. Eleven of them started to learn English when they were at High School, and finally eleven of the eighty-two students started to learn English at university. However, thirty of all students attended Prep School at BU due to the reason that they were unsuccessful in BU Proficiency Exam. One of the students had been abroad, and lived in Canada for a year.

### 3.4. Instrument

The instrument used in this study included a motivation survey which consisted of 44 items designed on a five-point Likert-scale. The motivation survey helped to define the participants' attitudes towards the target culture and also to identify their motivation types and level. The instrument also included a statement asking students to write their study habits and behaviors when they study English. The last part of the instrument included specific questions related to students' study habits when they study for a vocabulary quiz. The statement and the part related to vocabulary provided the researcher with a chance to collect data on the participants' study habits and behaviors.

#### 3.4.1. The Motivation Survey

The motivation survey used in this study was partial replication of Liu's (2007). Liu, for her study, prepared the survey adopting items from Gardner (1985) and Clément et al.'s questionnaires (1994). The Motivation Survey (MS hereafter) made use of a five-point Likert-scale (from Strongly Disagree to Strongly Agree) and assigned values from 1 to 5 to each alternative respectively. The main aim in using MS was to identify participants' motivational orientation and level. Therefore, the items in MS were kept as they are in Liu (2007) with a few additions to the format of the survey.



The items in Liu (2007) were not in a table, they were placed into a table for the present study. Also, the values assigned to each items were presented as in the following example:

Studying English is an enjoyable for experience for me. A. 1 B. 2 C. 3 D. 4

(Liu, 2007: 143)

This was rather confusing so the values were also put into the table without A, B, C, D choices. The survey consisted of 44 items on 4 pages but there were no reminders for participants to remember what the values referred to; therefore, on top of the tables on each page “SD” (strongly Disagree), “D” (Disagree), “N” (Neither Disagree nor Agree), “A” (Agree), “SA” (Strongly Agree) were added so that the participants could better follow what the numbers referred to, which in turn not only contributed to the face-validity of the survey but also helped to increase the chances to attain reliable results. The item presentation as in the following:

	SD	D	N	A	SA
1. Studying English is an enjoyable experience.	1	2	3	4	5

The Motivation Survey was composed of two parts (see Appendix A). The first part was “Attitudes towards Learning English”, and it includes eight items (see Appendix for items one to eight) (adopted from Gardner, 1985). The second part was “the English-learning Motivation Scale” which was developed by Clément et al. (1994). This Motivation Scale included thirty-six items. Of these thirty-six items, items 9 to 23 were about integrative orientation, items 24 to 38 were about instrumental orientation and items 39 to 44 were about travel orientation.

Since the researcher was also the class teacher of fifty of these students, he knew that there were a couple of words which the participants did not know. In order to get reliable and expected results, the Turkish meanings of these words were given in parentheses. The researcher received confirmation about the words both from the thesis supervisor and a colleague who cooperated with the researcher by allowing him to carry out this survey in her class. The words whose Turkish meanings were

given were “enable, appreciate, acquaintances, respect, provide, broaden and outlook”.

#### 3.4.2. Study Habits in General

In addition to Liu’s (2007) motivation survey, there was a statement at the end of the survey which helped to identify the participants’ learning habits and behaviors (see Appendix A). The open-ended question in Liu (2007) was “Are you more or less motivated to learn English than you were a first-year or second year student? Why?” (p. 146); however, since the present study aimed to dwell on learning behaviors and habits of the students, the question was replaced with a statement which required participants to write a paragraph describing their learning habits and behaviors when they study English. The participants were allowed to write their answers in their mother tongue, Turkish.

#### 3.4.3. Vocabulary Study Habits

The aim of adding this situation based part is to analyze students’ study habits in more detail since general study habits may not represent how their study habits change when they have an exam. In order to analyze participants’ study habits in a given scope, the participants were given a situation in which they were told that they had a vocabulary quiz the following week, and they were required to answer the questions keeping this situation in mind. The questions included when they would start to study, how often, how long they would study and what strategies they would exploit in getting prepared for the quiz. In order to help students understand the scope and express themselves better, this part was in Turkish and the students were permitted to give their answers in Turkish.

### 3.5. Data Collection Procedure

The researcher, after getting confirmation from the supervisor concerning the instrument, asked for the permission of the Academic Board of English Language Department, BU to for a certain date and for a permission to collaborate with the other two colleagues. Upon receiving permission from the Academic Board, the researcher and his two colleagues administered the instrument in the same week towards the end of semester. It took the students 30 minutes to complete it.

### 3.6. Data Analysis

The data collected were entered into SPSS. In order to analyze the students' attitudes towards learning English, the mean, standard deviation, median, mode and range of the ALE were computed. However, attention should be paid to the reverse scale of the items four to eight. The reason for this is that these items include negative attitudes. When students student assert that they strongly disagree with "I hate English" (item 4), they assign a value of 1, which is in fact a positive attitude; therefore, items four to eight had to be reverse scaled before starting to analyze the data.

To evaluate the relationship between students' attitudes and grades, Pearson correlation was computed. Finally, for the attitude part, in order to see if there is a relationship between the students' departments and their attitude levels, a one-way analysis of variance was conducted.

As for the motivation part, a statistical analysis was carried out in order to evaluate students' level of motivation, and type of motivation which is, in other words, *motivation orientation*. After that, to see if the participants' departments affected

their motivation toward learning English, a one-way ANOVA was conducted. As a last step, Pearson correlation coefficient analysis was conducted in order to analyze the relationship between the students' grades and their motivation orientations.

As for the study habits, the students were grouped into their motivation levels and the paragraphs concerning the participants' learning habits and behaviors and the questions regarding vocabulary study habits were analyzed according to the categories formed from the themes recurring in the responses with respect to the students' motivation orientations.

## **CHAPTER IV**

### **RESULTS**

#### **4.0. Presentation**

This chapter presents the data analysis procedure and the results of the data analysis of the collected data.

#### **4.1. The study**

The aim of this research was to investigate Başkent University students' attitudes towards learning English, their motivation level and motivation orientations, and also their study habits with respect to their motivation levels.

#### **4.2. Data Analysis Procedure**

As mentioned in the previous chapter, the data were collected through a survey which consisted of forty-four questions, an open statement which required participants to describe their language study habits and a part with four questions asking students to describe their vocabulary study habits for a fictional vocabulary quiz a week ahead.

After the data had been collected, they were entered into SPSS and several statistical tests were executed. First of all, the mean, standard deviation, median, mode and range of the attitudes towards learning English were computed to analyze the students' attitudes towards learning English. Then, Pearson correlation was computed in order to see the relationship between students' attitudes and grades. As a final step for the attitude part, in order to evaluate whether there was a difference between the students' departments and their attitude levels, a one-way analysis of variance was conducted.

For the motivation part, a descriptive statistics analysis was carried out in order to determine students' level of motivation, and motivation orientation. As a next step, a one-way ANOVA was conducted to evaluate if the participants' departments affected their motivation toward learning English. Pearson correlation coefficient analysis was conducted in order to analyze the relationship between the students' grades and their motivation orientations. Finally, the difference between students' departments and their motivation levels and motivation orientations was investigated through a one-way ANOVA.

In order to analyze the participants' general study habits and vocabulary study habits, first of all, the categories were formed from the themes in the participants' responses to both general study habits and vocabulary study habits. Then, the students were grouped into the motivation levels, namely low, moderate and high levels. After putting the participants' papers into motivation level categories, their responses to the two parts were re-analyzed. The analysis was carried out counting the number of students demonstrating the habits in the categories. Each participant's response was re-read and the total number of students falling into certain study habit categories was formed. Then, these total numbers were converted into percentages. After, determining percentages for each study habit, graphs were designed to illustrate the results using Excel.

#### 4.3. Analysis of the Findings for Research Question 1: What are the BU second-year students' attitudes towards learning English?

The first research question of the study investigated Başkent University second-year students' attitudes towards learning English. The items regarding attitudes in the survey were the first eight items. Before starting the analysis, the values of the items four to eight were reverse-scaled since they expressed negative attitudes. For example, item four said "I hate English." and the student's response to this item was "Strongly Disagree" which had a value of one, the value was changed to five instead of one. The reason for changing these four items' values was that total scores would demonstrate participants' attitudes towards learning English, which meant higher scores would represent more positive attitudes towards learning English. Attitudes towards learning English (ALE hereafter) comprised eight items designed on a five-point Likert-scale, therefore the total scores ranged from eight to forty. A total score of thirty-two or more implied that the participant had strongly positive attitudes, a total score of twenty-four to thirty-one demonstrated that the participant had moderately positive attitudes towards learning English, a score of twenty-three and less represented that the participant embodied negative attitudes towards learning English.

In order to analyze BU second-year students' attitudes towards learning English, the mean, standard deviation, median, and mode of the ALE were computed using descriptive statistics. The results of the analysis are shown in Table 3.

Table 3: Participants' attitudes towards learning English.

	Attitude Total
N	82
Mean	29,92
Median	31,0
Mode	34,00
Std. Deviation	5,73

The sample consisted of eighty-two participants, fifty-two of whom were female and thirty of whom were male participants. As can be seen from the Table 3, a mean score of 29.9, a mode of 34.00 and a median of 31.00 on the attitudes towards learning English test was obtained. This showed that most of the students had moderately positive attitudes towards learning English.

In a further analysis, the frequencies of the attitudes were computed through descriptive statistics in order to see how many students had negative attitudes and how many students had positive attitudes. The results of the analysis, illustrated in Table 4, revealed that approximately 45 per cent of the participants had moderately positive attitudes, 40.2 per cent had strongly positive attitudes and 14.6 per cent of them embodied negative attitudes.

Table 4: Frequencies and Percentages of the Attitude Categories

	Frequency	Percentage
Negative Attitude	12	14,6
Moderately Positive Attitude	37	45,1
Strongly Positive Attitude	33	40,2
Total	82	100,0

4.3.1. Analysis of the Findings for Research Question 1.1: Is there a relationship between BU second-year students' attitudes towards learning English and their English grades?

The sub-question of the first research question regarding attitudes towards learning English examined whether there was a relationship between students' grades and their attitudes towards learning English. The grades used for the study were the participants' end-of-fall semester 2007-2008 academic-year grades. The mean scores of the grades for each department is presented in Table 5. Pearson correlation was computed between students' grades and their attitudes. The results of the correlational analyses showed that there was a statistically significant correlation between grades and attitudes;  $r(80) = .412$ ,  $p < .01$ .



Table 5: Mean scores of grades for each department

Departments	Means of grades	N	Std. Deviation
Law	70,56	16	11,98
Dietetics	78,40	15	11,50
Management	71,81	36	12,16
Political Sciences	74,73	15	11,38

Table 5 presents that students from Dietetics department had the highest mean score of the grades; however, students from Law Faculty had the lowest mean score.

#### 4.3.2. Analysis of the Research Question 1.2: Is there a difference between students' departments and their attitudes towards learning English?

In order to see if there is a difference between the students' departments and their attitude levels, a one-way analysis of variance was conducted. The findings, illustrated in Table 6, did not demonstrate any statistically significant results,  $F(3,81) = 1.675$ ,  $p = .179$ . The mean scores of the participants' attitudes and the standard deviations with respect to their departments are also illustrated in Table 7.

Table 6: The differences of participants' attitudes with respect to departments

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,514	3	,838	1,675	,179
Within Groups	39,024	78	,500		
Total	41,538	81			

As can be seen from Table 7, the students from Political Sciences had the highest mean score with 32; however, students from Law Faculty had the lowest mean score with 27,94.

Table 7: Mean scores of participants' attitudes according to their departments

Department	Mean	N	Std. Deviation
Law	27,94	16	6,44
Dietetics	29,00	15	7,66
Management	30,19	36	4,94
Political Sciences	32,27	15	3,75
Total	29,91	82	5,73

#### 4.4. Analysis of the Findings for Research Question 2: What are the motivation levels of BU second-year students?

The second research question attempted to demonstrate the motivation levels of the eighty-two participants. The motivation scale had thirty-six items (items from 9 to 44 in the survey). Since there were thirty-six items on a five-point Likert-scale in the motivation survey, the scores ranged from 36 to 180. A total that was more than 144 represented that the participant was highly motivated to learn English, the scores varying from 108 to 143 implied that the participant had moderate level of motivation to learn English, however, a total score less than 108 demonstrated that the participant had low motivation to learn English.

In order to determine the participants' level of motivation to learn English, the mean scores were computed through descriptive statistics. As a result of the statistical analysis, it was seen that the students had moderate levels of motivation towards learning English ( $M = 125.15$ ).

Table 8: Participants' level of motivation

General Motivation	
Mean	125,15

In addition to the motivation level of the participants, the frequencies of low, moderate and high level of motivation were computed through descriptive statistics. The results of the analysis, shown in Table 9, revealed that nearly 15 per cent of the

participants embodied low level of motivation, approximately 69 per cent of the participants had moderate level of motivation, and about 16 per cent of the participants had high level of motivation.

Table 9: Frequencies and percentages of levels of motivation

	Frequency	Percentage
Low level of motivation	12	14,6
Moderate level of Motivation	57	69,5
High level of motivation	13	15,8
Total	82	100,0

#### 4.4.1. Analysis of the Findings for Research Question 2.1: What are the BU second-year students' motivation orientation levels?

The motivation survey was composed of three subscales, namely integrative orientation, instrumental orientation and travel orientation. The motivation survey included thirty-six items totally. Of these thirty-six items, items nine to twenty-four were related to integrative orientation. For the survey was designed on a five-point Likert-scale, the total score ranged from fourteen to seventy. The participant receiving less than forty-two was assumed to have low integrative motivation, a total score of forty-three to fifth-six would demonstrate that the participant had a moderate level of integrative motivation; however, a total score more than fifty-six showed that the participant had a high level of integrative motivation. The items from twenty-three to thirty-nine represented instrumental orientation, and the total score varied from sixteen to eighty. A participant with a total score less than forty-two would be with low instrumental orientation, with a total score between forty-eight and sixty-four would have moderate level of instrumental orientation, having a score more than sixty-four would be with high level of instrumental orientation. There were also six items (items thirty-nine to forty-four) related to travel orientation, the total score of which changed from six to thirty. A total score of eighteen and less implied low travel orientation. The participant with a total score between nineteen and twenty-

four had moderate level of travel orientation. However, a total score of more than twenty-four would demonstrate high travel orientation.

In order to define the levels of participants' orientations, the means of each orientation were computed through descriptive statistics. The results of the statistical analysis in Table 10 proved that the students had moderate integrative motivation (M= 43), moderate instrumental motivation (M= 60), and finally, moderate travel motivation (M= 22).

Table 10: Mean scores of participants' motivation orientation levels

	Integrative Orientation	Instrumental Orientation	Travel Orientation
Mean	43	60	22

In a further analysis, frequencies of the students with low, moderate and high levels of integrative orientation were examined through descriptive statistics. According to the results of our statistical analysis in Table 11, it was seen that only around 2 per cent of the students had high level of integrative motivation, about 57 per cent of the students had moderate level of integrative orientation. However, approximately 40 per cent of the students had low level of integrative orientation.

Table 11: Frequencies and percentages of participants' integrative orientation

	Frequency	Percentage
Low integrative orientation	33	40,2
Moderate integrative orientation	47	57,3
High integrative orientation	2	2,4
Total	82	100,0

In addition to students' integrative orientation, the frequencies of their levels of instrumental orientation were calculated using descriptive statistics. The results, presented in Table 12, yielded that 28 per cent of the students, which is nearly one third of the total percentage, had high instrumental motivation. Sixty-one per cent of the students, more than the half, had moderate instrumental orientation, but only 11 per cent had low instrumental orientation.

Table 12: Frequencies and percentages of participants' instrumental orientation

	Frequency	Percentage
Low instrumental orientation	9	11,0
Moderate instrumental orientation	50	61,0
High instrumental orientation	23	28,0
Total	82	100,0

As a final step, the frequencies of participants' levels of travel orientation were investigated through descriptive statistics. Finally, the results of the analysis in Table 13 revealed that 35 per cent of the students had high travel orientation, 50 per cent of the students embodied moderate level of travel orientation. Around 15 percent of the participants demonstrated low travel orientation.

Table 13: Frequencies and percentages of participants' travel orientation

	Frequency	Percentage
Low travel orientation	12	14,6
Moderate travel orientation	41	50,0
High travel orientation	29	35,4
Total	82	100,0

4.4.2. Analysis of the findings for the Research Question 2.2: Is there a relationship between students' grades and their motivation level and motivation type level?

Another important point was also inspected in the study, which was whether there was a relationship between participants' grades and their motivation level and motivation orientation level. Pearson correlation coefficient analysis was conducted in order to analyze this relationship. The results of the analysis showed that there was a very low correlation between overall motivation and grades,  $r = .233$ ,  $p = .035$ . There was also a low correlation between instrumental orientation and grades,  $r = .277$ ,  $p = .012$ . Lastly, there was low correlation between travel orientation and grades,  $r = .238$ ,  $p = .031$ . However, there was not a significant correlation between integrative orientation and grades.

Table 14: The relationship between the grades and motivation and motivation orientations

	Overall Motivation	Integrative	Instrumental	Travel
Grade	,233(*)	,101	,277(*)	,238(*)
	,035	,369	,012	,031
	82	82	82	82

\* $p < .05$

#### 4.4.3 Analysis of the Research Question 2.3: Is there a difference in the participants' motivation and motivation orientation levels with respect to their departments?

In order to see if the participants' departments caused any difference in their motivation and motivation orientation levels toward learning English, a one-way ANOVA was conducted. It was seen that there was a significant difference among the participants' overall motivation levels with respect to their departments,  $F(3, 78) = 5.56, p = .002$ . Moreover, it was found that participants' instrumental orientation levels also differed from one department to another,  $F(3, 78) = 8.827, p = .000$ . The participants' travel orientation levels were also statistically different for different departments,  $F(3, 78) = 3.649, p = .016$ . However, there was no significant difference in integrative orientation levels among the departments,  $F(3, 78) = 1.624, p = .191$ . Due to the fact that the test revealed significant differences in overall motivation, instrumental orientation and travel orientation levels, we conducted post hoc comparisons using Bonferroni. The results of the test, as well as the means and standard deviations for the overall motivation, integrative orientation, instrumental orientation and travel orientation levels in regard to departments are reported in the following part.

The findings of the post hoc analysis, presented in Table 15, demonstrated that there were significant differences in the means of Law and Dietetics, Law and Political Sciences. The analysis also revealed that students of Political Sciences had the highest motivation level ( $M = 137$ ) followed by the department of Dietetics ( $M = 130$ ), and Management ( $M = 124$ ), and Law department followed being the last with a mean

score of 110. However, it occurred that the mean scores of all departments are within the moderately motivated range (108-143).

Table 15: Differences among departments in their overall motivation levels

Overall Motivation	Mean	Standard Deviation	Law	Dietetics	Management	Political Sciences
Law	110.3	26.48		.025*	.075	.001*
Dietetics	130.3	11.53	.025*		1.0	1.0
Management	125	18.39	.075	1.0		.260
Political Sciences	137	15.64	.001*	1.0	.260	

Note: An asterisk (\*) represents significance using Bonferroni procedure.

As for the integrative orientation subscale of motivation, the findings of the post hoc analysis, Table 16, revealed that there were no significant differences among the means of departments. Political Sciences students again had the highest mean score (M= 46) followed by Management students (M=44). The students of Dietetics followed with the third highest mean score with forty-three. All these three departments had a mean score within moderate range; however, students of Law Faculty followed all being the last with a mean score of forty within the range of low integrative orientation.

Table 16: Differences among departments in their integrative orientation levels

Integrative Orientation	Mean	Standard Deviation	Law	Dietetics	Management	Political Sciences
Law	39.56	9.40		1.0	.639	.205
Dietetics	43.13	6.98	1.0		1.0	1.0
Management	43.63	8.11	.639	1.0		1.0
Political Sciences	46	8.73	.205	1.0	1.0	

Note: An asterisk (\*) represents significance using Bonferroni procedure.

When it came to instrumental orientation, the test results, demonstrated in Table 17, showed that there were significant differences between the mean scores of Law students and Dietetics students, Law students and Political Sciences students, and Management students and Political Sciences students. The analysis also proved that students from the department of Political Sciences had the highest mean score of sixty-seven, which means they had high instrumental orientation. The others

followed with mean scores for each as follows; dietetics (M= 64), management (M= 59), law (M= 52) within the range of moderate orientation.

Table 17: Differences among departments in their instrumental orientation levels

Instrumental Orientation	Mean	Standard Deviation	Law	Dietetics	Management	Political Sciences
Law	51.87	11.96		.002*	.050	.000*
Dietetics	63.66	4.92	.002*		.435	1.0
Management	58.86	8.35	.050	.435		.027*
Political Sciences	66.6	7.70	.000*	1.0	.027*	

Note: An asterisk (\*) represents significance using Bonferroni procedure.

For the travel orientation, the results of the analysis in Table 18 showed that there was a significant difference only between the mean scores of Law students and Political Sciences students. Students of Dietetics and Political Sciences shared the highest mean score (M= 24) followed by Management students with a mean score of 22, but Law Faculty students again had the lowest mean score (M= 19). All the mean scores of students from these four departments, however, are within the range of moderate level of travel orientation.

Table 18: Differences among departments in their travel orientation levels

Travel Orientation	Mean	Standard Deviation	Law	Dietetics	Management	Political Sciences
Law	18.87	7.03		.054	.130	.023*
Dietetics	23.53	2.72	.054		1.0	1.0
Management	22.27	4.66	.130	1.0		1.0
Political Sciences	24.06	3.91	.023*	1.0	1.0	

Note: An asterisk (\*) represents significance using Bonferroni.

#### 4.5. Analysis of the Research Question 3: What are these students' general study habits with respect to motivation levels?

The present research also attempted to define BU students' general study habits. For this reason, there was a statement in the instrument which required students to write



their general study habits in a paragraph. Seventy-nine students completed this part and explained their general study habits. First of all, students were categorized according to their motivation levels depending on the results of overall motivation analysis. Of these seventy-nine participants, thirteen of the participants were highly motivated, fifty-seven were moderately motivated, twelve students had low motivation. Then, the students' general study habits were analyzed according to the themes recurring in their paragraphs. The themes were categorized under general terms that were useful to represent in percentages in Figure 2. The first major theme that occurred from the learners' responses included *getting help outside the school*. This included getting private English lessons from a language teacher, friends' help and family members' contribution to the learners' studying English. The second category was *watching films*, which consisted of watching serials, watching or seeing movies on TV or at cinemas. The third category was *using the internet* and it comprised only playing games and visiting chat rooms. The fourth and fifth categories were *attending classes regularly*, and *just revising before the exams* respectively. The sixth category, *reading books*, included themes like reading novels, bestsellers, and short stories. *Speaking to native speakers*, the seventh category, included speaking to foreigners in Turkey and abroad, family members and friends living abroad. The eighth category, *studying from different books*, was composed of themes like doing exercises from grammar, reading and writing exercise books. The ninth category was about *never studying* and the tenth was *studying vocabulary* doing exercises on items covered in class.

According to this categorical data analysis of students' paragraphs, the results were entered to excel and graphs representing the percentages were computed in order to demonstrate the results visually.

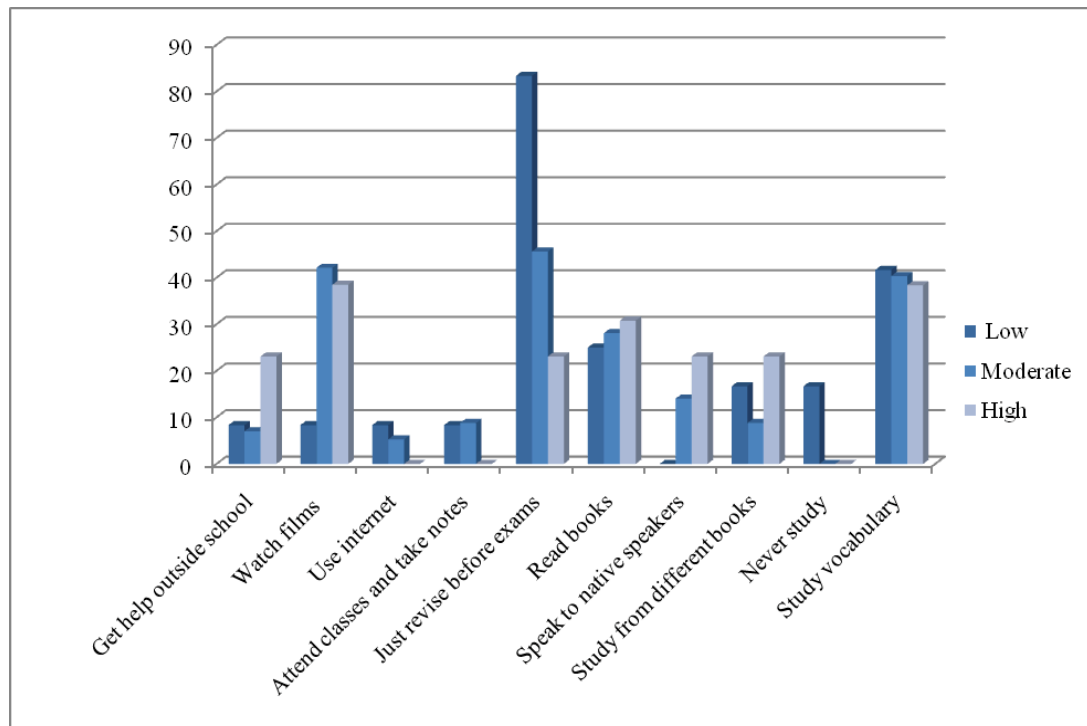


Figure 1: Students' general study habits

Figure 2 represents that highly motivated students embodied the highest percentages in getting outside help (23.07 %), reading books (30.76 %), speaking to native speakers (23.07 %) and studying from a variety of books (23.07 %). However, they demonstrated that none of them used the internet (0 %), attended the classes regularly (0 %) and they studied vocabulary the least (38.36 %). One interesting finding here was that none of the highly motivated students claimed that “they never study English”. Moderately motivated students had the highest percentages in only watching films (42.1 %) and attending classes (8.77 %). However, they had the lowest percentages in getting help outside the school (7.01 %) and studying from different exercise books (8.77 %). Like highly motivated students, none of the moderately motivated students put forth that they never study English (0 %). Students with low motivation, on the other hand, revealed with their highest percentages in using the internet (which included only playing games and visiting chat rooms) (8.33 %), just revising before the exams (83.33 %), never studying English (16.66 %), studying vocabulary items covered in class (41.66 %) and with lowest scores in watching films (8.33 %), reading books (25 %), speaking to native speakers (0 %) that they had bad study habits.

#### 4.6. Analysis of the research question 4. What are these students' vocabulary study habits with respect to their motivation levels?

In order to better understand the learners' study habits, in the last part of the instrument, they were given a situation which stated that they had a vocabulary quiz a week ahead and they were asked when they would start studying, how often and how long they would study, and how they would study. Only sixty-two participants responded to this part. The data were again categorized as high motivation, moderate motivation and low motivation. Of these sixty-two participants, thirteen participants had high motivation, thirty-seven had moderate motivation, twelve had low motivation. The answers to these questions were analyzed and categorized according to the themes again. They were entered to excel to be represented in percentages in a graph.

The analysis of the responses to the questions, when they would start studying, how often and how long they would study, revealed that these responses could be embedded in one sentence as illustrated in Figure 2; for example, "I study a few hours for two days before the quiz" shows that the student starts to study two days before the quiz, he/she studies twice a week and each day she studies a few hours which varies from one to three hours at most. As a result of the data analysis by combining the answers like this, as Figure 3 demonstrated, there appeared six categories which varied from starting to study one day before for a few hours to starting to study a week before and studying a few hours everyday. However, there was also a common statement made by the participants that when they would start to study, how often and how long they would study depended on the content, the difficulty level of the vocabulary items. Therefore, the last category was added to represent these students' responses.

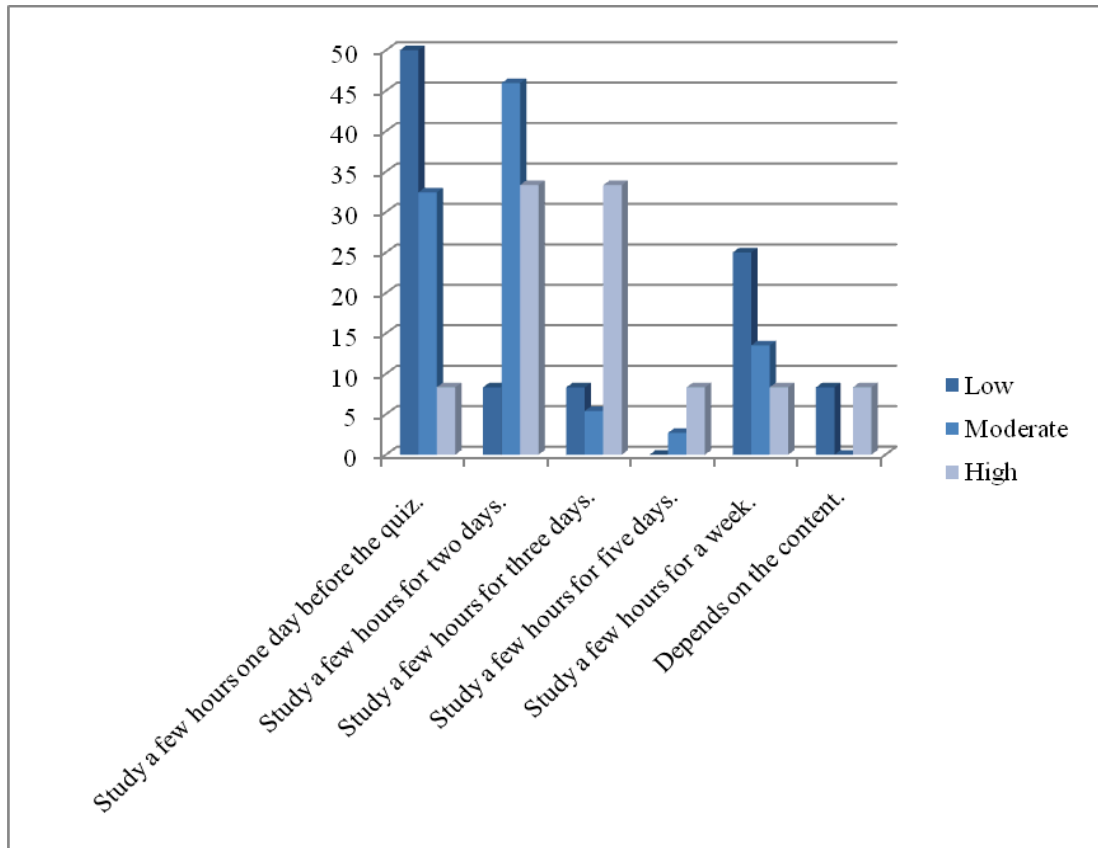


Figure 2: Students' vocabulary study habits

Analysis proved that highly motivated students had the highest percentage in starting to study three days before and studied a few hours each day (33.33 %). They also had the highest percentage in starting to study five days in advance and studied a few hours for five days (8.33 %). Moderately motivated students had highest percentage only in starting to study two days before and studied for two hours each day (45.94 %). Students with low motivation had highest percentages in studying a few hours one day before the quiz (50 %) and studying a few hours during the week before the quiz (25 %). They shared the highest percentage with highly motivated students in claiming that when, how often and how long they would study depended on the difficulty level of the content (8.33 %).

The strategies employed by the participants revealed seven categories, namely memorizing Turkish meanings of the vocabulary items, memorizing both Turkish and English meanings of the words, studying English meanings in example

sentences, keeping a notebook for vocabulary, borrowing their friends' class notes, and association.

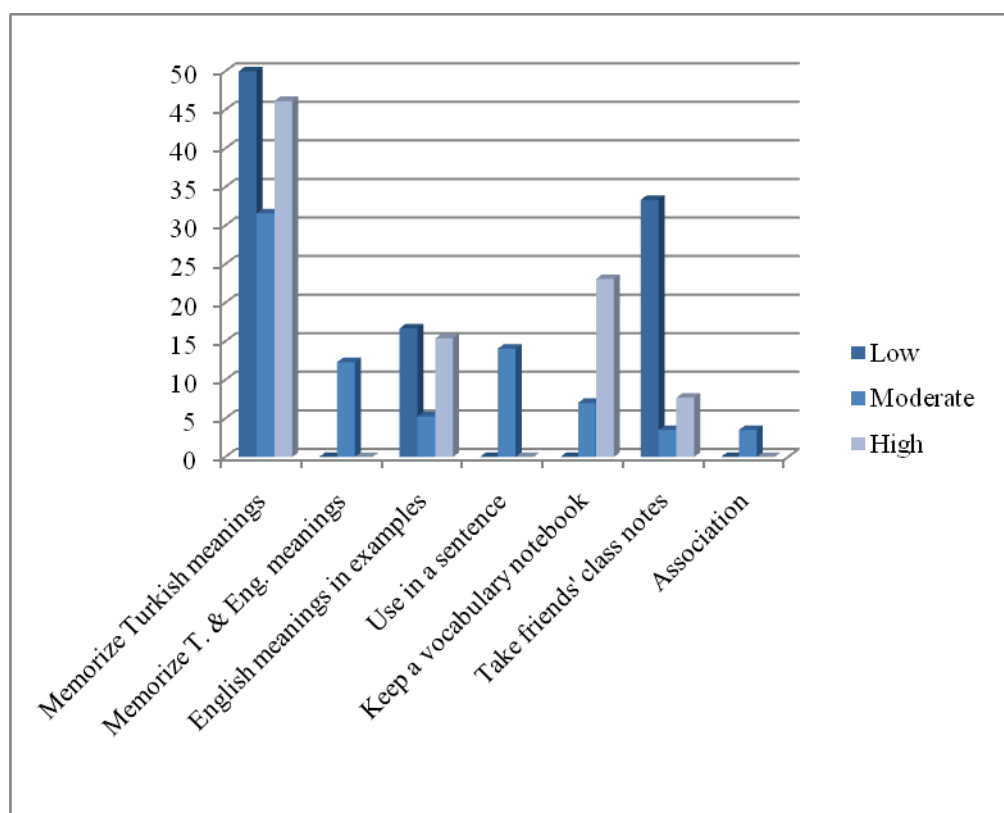


Figure 3: Strategies employed by the participants to study for the vocabulary quiz.

The analysis demonstrated that highly motivated students tended to memorize Turkish meanings of the vocabulary (46.15 %) and keep a vocabulary notebook (23.07 %) mostly; however, they also learnt words by studying their English meanings in example sentences (15.38 %). Moderately motivated students also mostly memorized Turkish meanings of the words (31.57 %), in addition, they memorized both Turkish and English meanings (12.28 %), used the words in sentences to learn them (14.03 %) and employed association (3.5 %). Least motivated students mostly utilized memorization of Turkish meanings (50 %), borrowing friends' notes (33.33 %) and studying English meanings in example sentences (16.66 %). However, none of them benefited from memorizing Turkish and English meanings, using the words in sentences, keeping a vocabulary notebook and association.

#### 4.7. Conclusion

As a result of the analyses of the data collected, it was found that BU second-year students had moderately positive attitudes towards learning English, and there was a significant correlation between their grades and their attitudes, however, there was no difference between their departments and their attitudes towards learning English. It was also revealed that BU second-year students had moderate level of motivation and moderate levels of integrative, instrumental and travel orientations. The findings also demonstrated that there was a low correlation between the students' overall motivation and grades, between instrumental their orientation and their grades and between their travel orientation and grades. However, there was no significant correlation between their integrative orientation and their grades. Finally, the analysis displayed that there was a significant difference in the levels of the students' overall motivation, instrumental orientation, travel orientation and their departments.

The analysis of the general study habits bore that students with high level of motivation embodied higher percentages in getting help outside school, reading books, speaking to native speakers and studying from a variety of exercise books. In vocabulary study habits part, they demonstrated that most of the time they memorize Turkish meanings of the vocabulary and keep a vocabulary notebook. Most of them study a few hours for three days before the quiz. The students with moderate level of motivation would mostly benefit from watching films and attending classes and taking notes. In vocabulary part, they displayed that they mostly memorize Turkish meanings of the words and study for two hours starting from two days before. The least motivated students, on the other hand, make use of just revising before the exams, and studying vocabulary items covered in class. Their vocabulary study habits also proved that they had poor study habits like memorization of Turkish meanings and borrowing friends' notes. They also exposed that most of them study a few hours one day before the quiz.

## **CHAPTER V**

### **CONCLUSIONS**

#### **5.1. Overview of the Study**

The present study examined Başkent University second-year students' attitudes towards learning English. It also investigated whether there was a significant correlation between students' grades and their attitudes, and students' departments and their attitudes towards learning English. In addition to students' attitudes, it also looked into their motivation levels, orientations, and whether there was a meaningful relationship between the learners' grades and their motivation levels. Furthermore, it scrutinized if there was any difference among the departments regarding the students' motivation levels. Finally, the study attempted to identify students' general English language learning behaviors and specifically their vocabulary study habits with respect to their motivation levels.

The data were collected through a survey designed on a five-point Likert-scale adopted from Liu (2007). The survey included forty-four items; the first eight items were about attitudes towards learning English, the thirty-eight items were related to motivation. Of these thirty-six items, items nine to twenty-three were about integrative orientation, items twenty-four to thirty-eight were about instrumental orientation and items thirty-nine to forty-four were about travel orientation. In addition to this survey, there were also two parts that were included by the researcher in order to define students' study habits. In the first part, the students were asked to write a paragraph describing their general study habits and learning behaviors. In the

second part, the learners were given a fictitious situation and were expected to respond to the questions about their vocabulary study habits taking into consideration the given context.

The survey was given to eighty-two second year students from Law Faculty, dietetics, political sciences and management departments. Fifty of these students were the researcher's own students, and the others were two colleagues' students. All these students were given the instrument in a week in class during class-time.

The data collected through the survey were entered into SPSS and several statistical tests were run. In order to evaluate students' attitudes towards learning English, the mean, standard deviation, mode and range were calculated. To define the relationship between grades and attitudes, Pearson correlation was executed. The relationship between students' attitudes and their departments was evaluated through a one-way analysis of variance.

For the purposes of analyzing motivation level and its sub-components, several tests were executed. Students' motivation level was investigated through identifying mean scores. The frequencies and percentages of low, moderate and high motivation were determined thanks to descriptive statistics. As for the learners' motivation orientations, means of each orientation was computed and the frequencies and percentages of each motivation orientation were evaluated by means of descriptive analysis. In order to look into the relationship between students' grades and their motivation levels, Pearson correlation coefficient analysis was carried out. Finally, the difference between students of different departments and their motivation levels was evaluated by conducting a one-way analysis of variance.

The analysis of the qualitative data was done by categorization. The categories were determined by themes recurring in the participants' responses in both general study



habits and vocabulary study habits parts. The frequencies and percentages were taken into consideration while designing the graphs by means of excel.

## 5.2. Discussion of the Results

The first question of the study investigated whether BU second-year students had strongly positive, moderately positive or negative attitudes towards learning English. The results demonstrated that the participants had moderately positive attitudes towards learning English. In a further analysis, it was found that only 14.6 per cent of the participants had negative attitudes towards learning English, 45.1 had moderately positive and 40.2 per cent had strongly positive attitudes towards learning English. Although the study was conducted in an environment where the participants had very few chances to meet target language speakers, they still developed positive attitudes towards learning English. This finding is not in line with what Yashima (2002) put forth. Even though Yashima (2002) claimed that when language learners have little interaction with the target language community, it is not likely that they will form any clear affection towards the target language speakers, BU students embody positive attitudes towards learning English. This can be explained with the fact that in the general study habits part, students demonstrated that they talk to native speakers, use the internet to develop their foreign language and watch films and serials in English, which might have helped them develop positive attitudes.

The findings of the research also proved that there was a statistically significant correlation between students' grades and their attitudes towards learning English. This finding is consistent with the findings of the studies conducted by Gan et al. (2004), Gardner and Lambert (1972), Liu (2007), Kuhlemeier (1996), Masgoret and Gardner (2003), Petrides (2006), who claimed that when students have positive attitudes towards learning a foreign language, their performance increases. This finding of the present study also presents further support for the view that having positive attitudes towards learning a foreign language has a relationship with being a

successful language learner. However, it does not demonstrate whether having positive attitudes lead to success or being successful is the cause of having positive attitudes.

In the present study, it was also attempted to see whether there was a difference between students' departments and their attitudes. It was found that there was no significant difference between the participants' study fields and their attitudes towards learning English. This might be significant for the teachers working at BU since there is a common belief that students who will need English in their profession study English more and have more positive attitudes towards learning English because they think it is an invaluable tool for them to find a job. However, this finding from the analysis of four different departments proves that instrumental orientation and having positive attitudes towards learning a foreign language are two different concepts; therefore, this misconception should be avoided.

The second research question of the study explored the motivation levels of the participants. The findings showed that most of the students had moderate level of motivation to learn English. As far as students' motivation orientations were concerned, the analysis illustrated that most of the students had moderate levels of integrative, instrumental and travel orientation. These findings were important because it is believed that when students have motivation they become successful language learner. However, the relationship between students' end of 2008 fall semester grades and their motivation level and motivation orientation illustrated that there were very low correlations between their overall motivation level and grades, between instrumental orientation and grades, between travel orientation and grades. On the other hand, there was no significant correlation between integrative orientation and grades. Since the students demonstrated that they had moderate level of motivation, the finding that there was a low correlation between overall motivation and grades was a surprise to the researcher in that other researchers (Dörnyei, 2001a, 2001b, 2005; Ehrman, et al., 2003; Graham, 2004; Masgoret and Gardner, 2003; Semmar, 2006) all reveal there is a direct influence of motivation on

the learners' success. However, the present study put forth that there is a low correlation between students' success and their motivation levels. Moreover, the correlation between instrumental orientation and students' grades, despite its being low, and lack of correlation between integrative orientation and grades in the present study weakly supports the findings of the studies by Aacken (1999), Dörnyei (1990, 1994a), Ehrman (2003), Liu (2007), Petrides (2006) that in foreign language environments, it is not integrative orientation which leads to better achievement because of the fact that learners in the case of foreign language learning have little or no interaction with the target language community. This might also be due to the fact English courses are compulsory at BU, which might lead some of the students to think that getting a good grade is necessary to finish the university since the courses offered are four-credit courses, which helps to understand the instrumental value of the grades in English courses. However, the low correlation between grades and instrumental orientation and lack of a relationship between integrative orientation and grades do not change the fact these students have moderate levels of both instrumental and integrative orientations. This finding is just one facet of the story.

The analysis of the findings also displayed that students' mean scores of overall motivation, instrumental orientation, travel orientation had a significant difference with respect their departments. Students of Political Sciences had the highest mean scores of overall motivation, integrative orientation, instrumental orientation and travel orientation. However, students of Law Faculty demonstrated that they had the lowest mean scores in all aspects of motivation. In spite of the differences of these students of the four departments in overall motivation, the mean scores stayed within the category of moderate motivation. As far as integrative orientation is concerned, the mean scores the students of Political Sciences, Dietetics and Management embodied were within the range of moderate level of integrative orientation; however, the mean score of Law Faculty students stayed in low integrative orientation range. When it came to instrumental orientation, only Political Sciences students had high instrumental orientation, the others had moderate levels of instrumental orientation. Finally, although the mean scores of all students for travel orientation varied depending on the departments concerned, the findings bore that all

the mean scores were within the range of moderate level of travel orientation. There might be many reasons for the students of Political Sciences students' getting highest scores in overall motivation and motivation orientations. First of all, these students do not study English only in English courses, the materials and some of the course-books they use in their department are also in English. The instructors in their departments require the students to do assignments benefiting from articles written in English. The students also know that in order to be successful in politics, they need to be competent in English. The informal talks with the instructors teaching English to Political Sciences students revealed that these students generally come from well-educated families who have better financial income compared to other students. The students are able to travel abroad on their holidays to practice their English. They are also those who benefit from exchange student programs most. Therefore, the students are more aware of the fact they need English in their departments, in their future career and they are provided with opportunities to realize their aims more than the other students. These are influential in increasing their motivation and attitudes. The students from Law Faculty, on the other hand, had the lowest mean scores in overall motivation and motivation orientations. The main reason for this could be that these students study English only in English courses and in their department only International Law course is in English, which, the students claim, does not meet their needs because they will be working in Turkey and they do not need to know English to become a successful lawyer. Furthermore, they claim that if need be, they can always have their work done by a professional interpreter. They also claim that they preferred to study at Başkent University because it is a Turkish-medium university, and studying General English at a Turkish-medium university does not help them to become knowledgeable in their own fields. These explain the reasons for these students to have lower mean scores in attitudes, overall motivation and motivation orientations.

The study also attempted to identify the participants' study habits with respect to their motivation levels as their general study habits and also specific study habits they exhibited in a given situation for vocabulary. The analysis was carried out according to themes defined in the participants' responses in both general study habits

and vocabulary habits parts. After the themes were identified, they were categorized in general terms, and frequencies and percentages were determined. The categories in general study habits part included getting help outside school, watching films, using the internet, attending classes and taking notes, revising just before the exams, reading books, speaking to native speakers, studying from a variety of exercise books, never studying and studying vocabulary. The results of the general study habits showed that it was highly motivated students who embodied higher levels of study habits like getting help from their relatives, a private teacher or a language course. In addition to seeking help outside school, they also demonstrated that they displayed higher levels in reading, speaking to native speakers, studying from a variety of exercise books including grammar, vocabulary and reading exercises. Participants with moderate level of motivation tended to watch films more, and attended classes regularly to learn. It was surprising to find out that very few of them get help outside school and study from different exercise books. Participants who had low level of motivation use internet most, and it is for playing games and they also commented that they chat with people from other nations, the purpose of both of which was claimed to improve their English. It was not unexpected to find out that many learners with low motivation just revise before exams, and some of them even never study English. Students with moderate and high motivation, on the other hand, did not put forth that they never study English and very few of them asserted that they just revise before exams. The results also revealed that learners with low motivation tended least to watch films, read books and speak to native speakers.

As far as vocabulary study habits were concerned, the themes, again, helped to form six categories. The analysis of the responses revealed that the three questions' responses could be combined in one sentence due to the fact that the answers to when they would start to study, how long and how often they would study showed when students claimed that they would begin to study two days before and they would study one hour each day, they answered the three questions when, how often and how long. The categories in this part included six different study habits varying from "I study a few hours before the quiz." to "Depends on the content.". The analysis of the findings disclosed that it was again highly-motivated students who would start to

study much earlier, study more often and for longer periods of time. Moderately-motivated students would begin to study mostly two days before the exam and would study two hours each day. However, the analysis of the participants with low motivation exhibited that most of them would start to study a few hours one day before the quiz, very few of them displayed that they would start to study earlier and study longer periods of time. The formation of the last category was a surprise to the researcher in that participants from both highly-motivated and least motivated students declared that the answers to these questions would depend on the content. This might a sign for the students that they are either not exam-oriented, which means they study regularly, or they do not take quizzes seriously.

The analysis of the responses to the last question how they would study for a quiz showed that most of the highly-motivated learners keep a vocabulary notebook and study English meanings of the words in example sentences, very few of them would take friends' notes and none of them would benefit from memorizing both Turkish and English meanings, using the words in sentences and association. Although moderately motivated students demonstrated average levels of study habits in each category, they proved that they embodied a variety of study habits from memorizing Turkish meanings, studying Turkish and English meanings to association. Students with low motivation, however, would mostly memorize Turkish meanings, study English meanings in example sentences and borrow friends' class notes.

### 5.3. Limitations of the Study

There are a few limitations of this study that need to be recognized. The first limitation is concerned with the scale and context of the study. The study was carried out with a small number of Başkent University second-year students on their attitudes towards learning English, motivation to learn English and their study habits with respect to their motivation levels. Therefore, the researcher did not aim to generalize the findings of the study since the findings are peculiar to a specific

context and culture. Another important point which needs to be considered is that students' backgrounds in terms of how long they had been learning English was not taken into consideration, which might be of importance since it was revealed in the literature that as students' history in learning is prolonged, there is a change in their attitudes and motivation level, which can be either negative or positive.

One more limitation is the use of a survey because of the fact that direct questionnaires allow the participants to "disguise their 'real' attitudes" (Spolsky, 2000; p. 161). However, it is also claimed that survey studies eliminate the chances of manipulation of the situation by the researcher (Cohen and Manion, 1985), which means that the researcher did not do anything to influence the participants while they had the freedom to give their own perspectives.

The study also did not focus on direct relationship between autonomy and motivation, which meant that it did not aim to shed any light on whether motivation leads to autonomy or autonomy is a precursor of motivation. It just attempted to illustrate students' autonomous study habits at differing levels of motivation outside school. There is a need for further investigations into this relationship by using different methodological approaches.

#### 5.4. Pedagogical Implications

The findings of this study may provide insights into the assumption of the teachers at Başkent University that BU students are unsuccessful and there is a high level of absenteeism because they lack motivation to learn English and they have negative attitudes towards learning English, which turned out to have no scientific value since the findings of the present research revealed that only 14.6 per cent of the participants possessed negative attitudes towards learning English, only nearly fifteen per cent of the participants embodied low level of motivation. The findings of

the study also revealed that there was a low correlation between students' grades and motivation. There might be other reasons for them to become unsuccessful and not to attend classes, such as teaching methods, the materials used. This might suggest that there is a need for a needs analysis which might help to identify students' needs so that material developers may attempt to develop materials that can better meet their needs and can increase students' attendance to class, success rates in English lessons. Kormos and Csizér (2008) claim that "teachers, materials, and activities are instrumental in shaping attitudes to learning". Since students lose their motivation to learn English and their attitudes towards learning a foreign language formally deteriorate over time (Lamb, 2007), for teachers, it is of utmost importance to implement a wide variety of motivational strategies in order to sustain the students' positive attitudes, and motivation, and even increase their motivation level. Mantle-Bromley (1995) also puts forth that if students' attitudes towards learning a foreign language influence their endeavors, teachers should be knowledgeable to be able to deal with issues related to attitudes. The findings of her study revealed the fact that teachers can change the attitudes of the students with negative attitudes towards the target culture and language. Therefore, the findings of this study will enlighten the teachers of the fact that BU students have positive attitudes towards learning English and possess moderate level of motivation; however, as teachers, we need to help develop the learners' positive attitudes and motivation.

In addition, although the present study was a small-scale study, it yielded valuable outcomes as to what the students' learning habits are. These learning habits also indicate what the participants like to do and benefit from most outside school. However, it is evident they do not possess many study habits which might be due to the fact that they are unaware of other strategies that can be used to improve their learning English. Teachers should emphasize studying outside school and make it possible to train their students in autonomous learning strategies. Material developers should develop materials which may help students develop habits that are of utmost value in learning English. Kormos and Csizér (2008) emphasize the fact that "positive attitudes and reportedly highly motivated behavior do not necessarily mean that students in fact invest a sufficient amount of energy in language learning" (p.



350). Therefore, students need to learn how to study themselves, they should also learn how to use all the available resources. This can only be achieved through exposing students to a variety of methods that they can adopt and exploit in their endeavors to learn English.

### 5.5. Suggestions for Further Research

The findings of the study showed that there are several suggestions for further research. The first one is that in order to be able to have results that can be generalized, the number of participants should also be increased in the study. The participants should consist of students from all departments studying at Baškent University and other universities varying from all levels of university students.

Another point that should be taken into consideration while gathering data is that other methodological tools such as interviews, journals could also be used in order to make sure that the data collected yield results that can be generalized.

The research analysis should also include students' background in learning English with regard to how long they have been learning English, and also if the participants are from rural or urban areas. It can also focus on gender differences; how male and female students differ in their attitudes towards learning English, whether their motivation levels and orientations change according to their gender and also whether and how these influence their study habits.

Finally, if any correlation between participants' autonomy and motivation is investigated, it should be made sure that there are two sides of the coin: motivation leads to autonomy or autonomy is an antecedent of motivation, which leads to success.

## 5.6. Conclusion

The present study attempted to analyze Başkent University second-year students' attitudes towards learning English and their motivation to learn English. It was also an endeavor to define these students' general study habits and vocabulary learning behaviors in relation to their motivation levels. The study revealed that very few of the learners possessed negative attitudes towards learning English, majority of them possessed moderately positive attitudes and few had strongly positive attitudes. The study also revealed that there was a significant correlation between students' grades and their attitudes. However, there was no relationship between students' departments and their attitudes towards learning English. The participants of the study had moderate levels of motivation, integrative orientation, instrumental orientation and travel orientation. It was also disclosed that there was a low correlation between overall motivation and grades, instrumental orientation and grades, travel orientation and grades, however, there was no significant correlation between integrative orientation and grades.

The findings also demonstrated that the students at differing levels of motivation had different study habits other than their learning behaviors at school. The highly motivated students mostly benefited from seeking help from relatives, language courses, or a private teacher, besides reading, speaking to native speakers, studying from a variety of exercise books. In studying vocabulary, they demonstrated that they would start to study much sooner and study longer than both moderately and least motivated students, and would mostly benefit from studying Turkish meanings of the words, keeping a vocabulary notebook, studying English meanings of the words in example sentences. The moderately motivated students displayed that they make use of watching films, attending classes regularly and taking notes most. For vocabulary, they showed that they would benefit moderately from all the themes varying from memorizing Turkish meanings to association. However, students with low motivation displayed that they had a small range of study habits in both general study habits mostly studying just before the exams and some even never studying. Similar

results were found in vocabulary study habits part, they had a limited variety of study habits like memorizing Turkish meanings only and borrowing friends' notes and they mostly claimed that they would study a few hours one day before the quiz.

Although the results of the present cannot be generalized to other language learners due to its being a small-scale research study, the study can be considered to be a first step in analyzing students' attitudes, motivation and their study habits with respect to their motivation levels. Teachers or researchers interested in attitudes and motivation can benefit from the present study in developing insights into the attitudes, motivation and study habits, and the study can be exploited to investigate similar research questions in larger number of students with different methodological tools and it may also encourage researchers to pursue results that can be generalized to all foreign language learners studying in Turkey.

## REFERENCES

- Aacken, S. V. (1999). What motivates L2 learners in acquisition of Kanji using CALL: a case study. *Computer Assisted Language Learning*, 12:2, 113-136.
- Bacon, S. M. and Finneman, M. D. (1992) Sex differences in self-reported beliefs about foreign language learning and authentic oral and written input, *Language Learning*, 42, pp. 471-495.
- Boland, T. (1988). De ontwikkeling van de leesattitude in het basisonderwijs: Een longitudinale benadering. [The development of the reading attitude in primary education: A longitudinal approach]. *Tijdschrift voor Onderwijsresearch*, 13, 3-15.
- Brophy, J. (1998). *Motivating students to learn*. Boston: McGraw-Hill.
- Carroll, J. B. (1962). 'The prediction of success in intensive foreign language training' in R. Glaser (ed.): *Training Research and Education*. Pittsburgh: The University of Pittsburgh. 87-136.
- Chen J. F., Warden, C. A., and Chang, H. (2005). Motivators that do not motivate: The case of Chinese EFL learners and the influence of culture on motivation. *TESOL Quarterly*, 39, 609-633.
- Cohen, L, and Manion, L. (1985). *Research Methods in Education*. London: Croom Helm.
- Coleman, J. A., Galaczi, Á. and Astruc, L. (2007). Motivation of UK school pupils towards foreign languages: a large-scale survey at Key Stage 3. *Language Learning Journal*, 35:2, 245-281.
- Cotterall, S. (1999). Key variables in language learning: what the learners believe about them. *System*, 27:4, 493-513.
- Crookes, G., and Schmidt, R. W. (1991). Motivation: Reopening the research

agenda. *Language Learning*, 41, 469-512.

Csizér, K. and Dörnyei, Z. (2005). Language learners' motivational profiles and their motivated learning behavior. *Language Learning*, 55: 4, 613-659.

Deci, E. L., and Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Dickinson, L. (1995). Autonomy and motivation: a literature review. *System*, 23:2, 165-174.

Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40, 45-78.

Dörnyei, Z. (1994a). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78, 273-284.

Dörnyei, Z. (1994b). Understanding L2 motivation: On with the challenge! *The Modern Language Journal*, 78, 515-523.

Dörnyei, Z., and Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2, 203-229.

Dörnyei, Z., and Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4, 43-69.

Dörnyei, Z., and Kormos, J. (2000). The role of individual and social variables in oral task performance. *Language Teaching Research*, 4, 275-300.

Dörnyei, Z. (2001a). *Motivational strategies in the language classroom*. UK: Cambridge University Press.

Dörnyei, Z. (2001b). *Teaching and researching motivation*. Harlow: Pearson Education Limited.

- Dörnyei, Z. and Csizér, K. (2002). Some dynamics of language attitudes and motivation: results of a longitudinal nationwide survey. *Applied Linguistics*, 23:4, 421-462.
- Dörnyei (2002). Motivational dynamics in second language acquisition: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23, 421-462.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner*. London: Lawrence Erlbaum Associates.
- Drew, F. W. (1974). *Motivating Today's Students*. California: Learning Handbooks.
- Ehrman, M. E., Leaver, B. L., and Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System*, 31, 313-330.
- Fraenkel, J. R. and Wallen, N. E. (2003). *How to Design and Evaluate Research in Education*. Boston: McGraw-Hill Higher Education.
- Gan, Z., Humphreys, G. and Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88:2, 229-244.
- Gardner, R. C., and Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C. (1979). Social psychological aspects of second language acquisition. In Giles, H. and St. Clair, R (eds) *Language and social psychology*. Blackwell, Oxford pp. 193-220.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C., Tremblay, P. F., and Masgoret, A. M. (1997). Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal*, 81, 344-362.
- Gardner, R. C. (2003). Attitudes, motivation, and second language learning: a meta-

analysis of studies conducted by Gardner and associates. *Language Learning*, 53:1, 123-163.

Graham, S. J. (2004). Giving up on modern foreign languages? Students' perceptions of learning French. *The Modern Language Journal*, 88: 2, 171-191.

Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94, 319-340.

Humphreys, G. and Spratt, M. (2008). Mmany languages, many motivations: a study of Hong Kong students' motivation to learn different target languages. *System*, 36, 313-335.

Jaeger, R. M. (1988). Survey research methods in education. In R. M. Jaeger (ed.), *Complementary Methods for Research in Education*. Washington, D.C.: American Educational Research Association.

Kormos, J. and Csizér, K. (2007). An interview study of inter-cultural contact and its role in language learning in a foreign language environment. *System*, 35, 241-258.

Kormos, J. and Csizér, K. (2008). Age-related differences in the motivation of Learning English as a foreign language: attitudes, selves, and motivated learning behavior. *Language Learning*, 58:2, 327-355.

Kuhlemeier, H., Bergh, H. van den, and Melse, L. (1996). Attitudes and achievements in the first year of German language instruction in Dutch secondary education. *The Modern Language Journal*, 80:4, 494-508.

Lamb, M. (2007). The impact of school on EFL learning motivation: an Indonesian case study. *TESOL Quarterly*, 41: 4, 757-780.

Lee, I. (1998). Supporting greater autonomy in language learning. *ELT Journal*, 52: 4, 282-289.

Littlewood, W. (1996). 'Autonomy': an anatomy and a framework. *System*, 24:4, 427-435.

- Liu, M. (2007). Chinese Students' Motivation to Learn English at the Tertiary Level. *Asian EFL Journal*, 9:1, 126-146.
- Manolopoulou-Sergi (2004). Motivation within the information processing model of foreign language learning. *System*, 32, 427-441.
- Mantle-Bromley, C. and Millar, R. B. (1991). Effect of multicultural lessons on attitudes of students of Spanish. *The Modern Language Journal*, 75, 418-425.
- Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: links to proficiency. *The Modern Language Journal*, 79: 3, 372-386.
- Masgoret, A. M. and Gardner, R. C. (2003). Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted By Gardner and Associates. *Language Learning*, 53:1, 123-163.
- Maslow, A. (1962). *Toward a Psychology of Being*. Princeton, NJ: VanNostrand.
- McDonough, S. H. (1989). *Psychology in Foreign Language Teaching*. George Allen & London: Unwin Ltd.
- Mills, N., Pajares, F., and Herron, C. (2007). Self-efficacy of college intermediate French students: relation to achievement and motivation. *Language Learning*, 57:3, 417-442.
- Nikolov, M. (1999). 'Why do you learn English?' 'Because the teacher is short.' A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3, 33-56.
- Noels, K. A., Clément, R., and Pelletier, L. G. (1999). Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. *The Modern Language Journal*, 83:1, 23-34.
- Noels, K. A., Pelletier, L. G., Clément, R., and Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50, 57-85.
- Noels, K. A. (2003). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. In Z. Dornyei (Ed.),



*Attitudes, orientations, and motivations in language learning* (pp. 97–136).  
Oxford: Backwell.

Onwuegbuzie, A. J., Bailey, P., and Daley, C. E. (2001). Cognitive, affective, personality, and demographic predictors of Foreign Language Achievement. *The Journal of Educational Research*, 94, 3–15.

Oxford, R. L. (1993). Instructional implications of gender differences in language learning styles and strategies. *Applied Language Learning*, 4, 65–94.

Oxford, R. L., and Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78, 12–28.

Peng, J. E. (2007). Willingness to communicate in an L2 and integrative motivation among college students in an intensive English language program in China. *University of Sydney Papers in TESOL*, 2, 33–59.

Petrides, J. R. (2006). Attitudes and motivation and their impact on the performance of young English language learners. *Journal of Language and Learning*, 5:1, 1–20.

Ruddell, R. B. (1992). A whole language and literature perspective: Creating a meaning making instructional environment. *Language Arts*, 69, 612–620.

Ryan, R. M. and Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68–78.

Scheidecker, D. and Freeman, W. (1999). *Bringing out the Best in Students: How Legendary Teachers Motivate Kids*. Thousand Oaks, CA: Corwin Press.

Schmidt, R., Boraie, D., and Kassagby, O. (1996). Foreign language motivation: International structure and external connections. In R.L. Oxford (Ed.), *Language learning motivation: Pathways to the new century* (pp. 9–20). Manoa: University of Hawaii Press.

Semmar, Y. (2006). An exploratory study of motivational variables in a foreign language learning context. *Journal of Language and Learning*, 5:1, 118–132.

- Spaulding, C. L. (1992). *Motivation in the classroom*. USA: McGraw-Hill, Inc.
- Spolsky, B. (2000). Anniversary Article Language Motivation Revisited. *Applied Linguistics*, 21:2, 157-169.
- Spratt, M., Humphreys, G., and Chan, V. (2002). Autonomy and motivation: which comes first?. *Language Teaching Research*, 6: 3, 245-266.
- Sung, H. and Padilla, A. M. (1998). Student motivation, parental attitudes, and involvement in the learning of Asian languages in elementary and secondary schools. *The Modern Language Journal*, 82:2, 205-216.
- Tremblay, P. F. and Gardner, R. C. (1995). Expanding the motivation construct in language learning. *The Modern Language Journal*, 79:4, 505-518.
- Ushioda, E. (1996). Developing a dynamic concept of motivation. In Hickey, T. and Williams, J. (Eds) *Language, education and society in a changing world*. Multilingual matters, Clevedon, p. 239-45.
- van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy & authenticity*. London: Longman.
- Williams, M. (1994). Motivation in foreign and second language learning: An interactive perspective. *Educational and Child Psychology*, 11, 77-84.
- Williams, M. and Burden, R. (1997). *Psychology for Language Teachers*. Cambridge: Cambridge University Press.
- Williams, M., Burden, R. and Lanvers, U. (2002). 'French is the language of love and stuff': student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal*, 28:4, 503-528.
- Wright, M. (1999). Influences of learner attitudes towards foreign language and culture. *Educational Research*, 41, 197-208.
- Wright, M. and McGrory, O. (2005). Motivation and adult Irish language learner. *Educational Research*, 47:2, 191-204.

Wu, X. (2003). Intrinsic motivation and young learners: The impact of the classroom environment. *System*, 31, 502-517.

Yashima, T. (2002). Willingness to communicate in a second language. *The Modern Language Journal*, 86, 54-66.

## APPENDICES

### APPENDIX A

#### English-Learning Motivation Scale

The purpose of this research is to identify our students' attitudes towards learning English and their motivation type and level. This study will also help to establish a link between students' attitudes, motivation level, motivation type and study habits and behaviors when studying English.

Ahmet COLAK

Baskent University Prep School

234 10 10 (13 49)

acolak@baskent.edu.tr

Name \_\_\_\_\_

Gender \_\_\_\_\_

Age \_\_\_\_\_

Department \_\_\_\_\_

What was your end of course grade in 230 in the fall semester?  
\_\_\_\_\_

DIRECTIONS: Please answer the following items by circling the number of the alternative which is most suitable for you. We would like you to be as accurate as possible since the success of this investigation depends upon it.

**1 = Strongly Disagree (SD)**

**2 = Disagree (D)**

**3 = Neither Disagree nor Agree (N)**

**4 = Agree**

**5 = Strongly Agree (SA)**

	SD	D	N	A	SA
1. Studying English is an enjoyable experience.	1	2	3	4	5
2. I really enjoy learning English.	1	2	3	4	5
3. I plan to learn as much English as possible.	1	2	3	4	5
4. I hate English.	1	2	3	4	5
5. I would rather spend my time on subjects other than English.	1	2	3	4	5
6. Learning English is a waste of time.	1	2	3	4	5
7. I think that learning English is dull.	1	2	3	4	5
8. When I leave school, I will give up the study of English entirely because I am not interested in it.	1	2	3	4	5
9. Studying English can be important for me because I would like to meet foreigners with whom I can speak English.	1	2	3	4	5
10. Studying English can be important for me because it will enable (sağlamak) me to better understand and appreciate (takdir etmek) English art and literature.	1	2	3	4	5
11. Studying English can be important for me because I will be able to participate more freely in the activities of English groups.	1	2	3	4	5
12. It is important for me to know English in order to know the life of the English-speaking nations.	1	2	3	4	5
13. The British people are open-minded and modern people.	1	2	3	4	5

	SD	D	N	A	SA
14. Studying English is important to me so that I can understand English pop music.	1	2	3	4	5
15. The Americans are sociable and hospitable.	1	2	3	4	5
16. The more I learn about the British, the more I like them.	1	2	3	4	5
17. Studying English is important to me because it will enable me to get to know various cultures and people.	1	2	3	4	5
18. Studying English is important to me so that I can keep in touch with foreign friends and acquaintances (tanıdıklar).	1	2	3	4	5
19. I would like to know more about American people.	1	2	3	4	5
20. The British are kind and friendly.	1	2	3	4	5
21. The Americans are kind and cheerful.	1	2	3	4	5
22. I would like to know more British people.	1	2	3	4	5
23. Studying English can be important for me because it will make me a more knowledgeable person.	1	2	3	4	5
24. Studying English can be important for me because I may need it later (e.g., for job, studies).	1	2	3	4	5
25. Studying English can be important for me because other people will respect (saygı göstermek) me more if I have a knowledge of a foreign language.	1	2	3	4	5
26. Studying English can be important for me because I will be able to search for information and materials in English on the Internet.	1	2	3	4	5
27. Studying English can be important for me because I will learn more about what is happening in the world.	1	2	3	4	5
28. Studying English can be important for me because language learning often gives me a feeling of success.	1	2	3	4	5
29. Studying English can be important for me because language learning often makes me happy.	1	2	3	4	5
30. Studying English is important to me because it provides (sağlamak) an interesting intellectual activity.	1	2	3	4	5

	SD	D	N	A	SA
31. Studying English is important to me because it offers a new challenge in my life, which has otherwise become a bit monotonous.	1	2	3	4	5
32. Studying English is important to me because an educated person is expected to be able to speak English.	1	2	3	4	5
33. Studying English is important to me so that I can understand English-speaking films, videos, TV or radio.	1	2	3	4	5
34. Studying English is important to me because without it one cannot be successful in any field.	1	2	3	4	5
35. It is important for me to know English in order to better understand the English-speaking nations' behavior and problems.	1	2	3	4	5
36. Studying English is important to me because it will enable (sağlamak) me to get to know new people from different parts of the world.	1	2	3	4	5
37. Studying English is important to me because it will enable me to read English books.	1	2	3	4	5
38. Studying English is important to me because it will enable me to learn more about the English world.	1	2	3	4	5
39. Studying English is important to me because I would like to spend some time abroad.	1	2	3	4	5
40. Studying English is important to me because I would like to travel to countries where English is used.	1	2	3	4	5
41. Studying English is important to me because it will help me when traveling.	1	2	3	4	5
42. Studying English is important to me so that I can broaden my outlook (ufkunu genişletmek).	1	2	3	4	5
43. Studying English is important to me because without English I won't be able to travel a lot.	1	2	3	4	5
44. Studying English is important to me because I would like to make friends with foreigners.	1	2	3	4	5

Please write a paragraph that describes your study habits and behaviors when studying English.

---

---

---

---

---

---

---

---

---



Lütfen aşağıdaki soruları verilen duruma uygun olarak cevaplandırınız.

DURUM: Haftaya İngilizce dersinden kelime yazılı sözlünüz (vocabulary quiz) var.

1. Çalışmaya ne zaman başlarsınız? (örneğin; hemen, sınavdan iki gün önce ya da bir gün önce)

Belirtiniz: \_\_\_\_\_

\_\_\_\_\_

2. Ne sıklıkla çalışırsınız? (örneğin; haftada birgün)

Belirtiniz: \_\_\_\_\_

\_\_\_\_\_

3. Ne kadar süre çalışırsınız? (örneğin; her gün bir saat)

Belirtiniz: \_\_\_\_\_

\_\_\_\_\_

4. Sorumlu olduğunuz kelimeleri çalışırken ne tür bir çalışma tekniği uygularsınız? (örneğin, sözlük kullanırım, kelime defteri tutarım, Türkçe anlamlarına bakarım ya da ...)

Belirtiniz: \_\_\_\_\_

\_\_\_\_\_