



Pre-service English Language Teachers in terms of Their Orientations of Motivation in Turkey's Context

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Abstract

This paper seeks to investigate motivational orientations of Turkish prospective (pre-service) English language teachers in a descriptive way. In a state university in Turkey, 35 male and 90 female pre-service English language teachers participated in the study. These participants were 38 freshmen, 69 junior, and 18 senior students. A motivation scale adapted from Gobel and Mori (2006) was administered to the participants. The results showed that pre-service English language teachers have a high level of the intrinsic, integrative, and instrumental motivational orientations for learning English except the extrinsic one. Moreover, although the female participants displayed higher motivation than their male counterparts, the difference was not found robust enough excluding the intrinsic motivation. Moreover, it was obtained that the motivation levels of learners showed fluctuations in the course of time, which is congruent with previous studies. Lastly, the findings were further interpreted and elaborated within the discussion part.

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Keywords: intrinsic motivation; extrinsic motivation; integrativeness; instrumental motivation

1. Introduction

1.1. Introduction of the problem

Motivation is one of the most significant fields in the psychology (Dörnyei & Guilleaume, 2008). Since it is regarded as an 'ignition key' in learning an L2 according to Dörnyei (1998) (as cited in Öztürk & Gürbüz, 2013, p. 655) and Dörnyei and Ryan (2015), there is an upsurge and are new horizons in studies regarding the motivation (Boo, Dörnyei, & Ryan, 2015). In so many papers, similar findings have been obtained in relation to motivation. For instance, it is regarded as a strong predictor in Second Language Acquisition (SLA)

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(Hernandez, 2006). Furthermore, Vandergrift (2005) underpins the views of the previous scholars by emphasizing the predictive role of motivation in the success in learning an L2. Although it is a salient topic in language learning, there are different interpretations and is a lack of consensus over motivation (Oxford & Shearin, 1994). Moreover, Williams and Burden (1997) pay attention to its complex and multi-faceted nature. Before handling such an important concept, it may be convenient to analyze its word origin and incorporate it with the field. Ushioda underlines that it originates from the Latin verb *movere*, which denotes “to move”. Thus, the scholars have been concerned with what makes learners *move*, what urges them to take an action in a task, and what types of these motives are.

As understood from the word origin and fertile nature of the area, there have been bountiful number of studies on motivation and other related domains. Thus, many researchers have probed into various aspects of it. Yet, to my knowledge, most of these studies have been conducted with either students or teachers. What is aimed in this study is to take a prognostic view about prospective English language teachers’ way of teaching English by referring to their previous learning motivations. By so doing, it might be likely to foresee how they may make use of motivational strategies to instill their future students. The suggestion by Dörnyei and Guilloteaux (2008) clarifying the association between teachers’ motivational practices and the learners’ motivation levels in their behaviors constitutes the hypothesis of this paper.

Therefore, it is a prerequisite to go deeper so as to comprehend what makes prospective EFL teachers move in the course of their own learning process of the English language. In this reference, it may be convenient to address to sources, qualifications, and types of motivations in order to obtain robust inferences in relation to which paths they are following, whether there exist motivational differences among prospective male and female English language teachers. Hence, it may be quite possible to see through how the prospective EFL teachers exploit motivation and, importantly, which type/types of motivation they tend to favor rather than the others when they are in action to teach English in their future career. In other words, the study aims to get a prognostic view from pre-service EFL teachers regarding their motivational orientations their own learning process and procedures of English. Hence, it might be plausible to refer to the sources and types of motivation in this sense.

1.2. Types of Motivation

Ryan and Deci (2000) point out that, rather than having a single type, people have different orientations of motivation to accomplish something. So, in order to

clarify our view, it can be convenient to scrutinize the kinds of motivation. To begin with, the *intrinsic-extrinsic* orientations of motivation can be dealt with. By Ryan and Deci, the intrinsic motivation is referred to as the motivation to involve in an activity because of its satisfaction provision. There are some common components of the intrinsic motivation mentioned by some researchers. To exemplify, Harter (1981) (as cited in Williams & Burden, 1997, p. 124) prioritized the *preference for challenge* and *curiosity/interest*. Vandergrift touches upon *enjoyment* and *satisfaction* regarding the intrinsic motivation. Carreire (2011) regards *curiosity* and *enjoyment* as the key parts of it. Moreover, by challenging the definition of Pintrich and Schunk (as cited in Carreira, 2011, p. 90), which is learning as an end to itself, Ushioda has brought more comprehensive perspective by defending the intrinsic motivation is a search for a *challenge* that is incompatible with learners' skills and competence [italics added].

On the other hand, the extrinsic motivation is interpreted as getting separable outcomes (Ryan and Deci, 2000) and obtaining some kind of instrumental results (Vandergrift, 2005) such as passing an exam or attaining financial rewards (Csikszentmihalyi & Nakamura, 1989) (as cited in Williams & Burden, 1997, p. 123). Furthermore, Cangelosi (1988) approaches the extrinsic motivation as getting rewards or avoiding an undesirable outcome. Despite the clear-cut distinction in the theory, Harter (1981) (as cited in Williams & Burden, 1997, p. 123) emphasizes that this formula is not crystal clear in practice and learners stand somewhere between this spectrum. That's to say, a learner can have a mixture of the intrinsic and extrinsic motivation rather than having pure intrinsic or extrinsic motivation.

Moreover, another kind of category appears as the *integrative-instrumental motivation* variance. To begin with, Masgoret and Gardner (2003) define integrativeness as *being open* to be engaged in the values a target community [italics added]. Specifically, Dörnyei (2003) narrows down the scope and suggests that the integrative motivation can be defined as the motive to interact with a community and striving to share the values of that community. Once the second/foreign distinction is taken into account, Oxford and Shearin (1994) bring a useful point of view by proposing that integrative motivation is more meaningful for second language contexts. Similarly, Clément's (1980) social-context model (as cited in Gardner, Masgoret, Tennant, & Mihic, 2004, p. 2) asserts that bicultural settings and having positive experiences in these environments can augment self-confidence, so this may culminate in integrative motives to learn a language. On the other hand, it can be postulated that the instrumental motivation seems to be more related to the foreign language environments. Yet, what are the prominent qualifications and examples of the instrumental motivation? Öztürk and Gürbüz (2013) come up with some features

of the instrumental motivation in qualitative part of their study which are *having a better job, having better life standards, getting advantage in job interviews*, and so on [italics added]. So, it can be concluded that the instrumental motivation appears to be an urge which motivates learners to get concrete rewards.

These distinctions and definitions tend to refresh, reinforce, and contribute to our knowledge of the field. However, some confusion may arise and distort our visions. For instance, the intrinsic motivation is sometimes perceived to be in closely association with the integrative motivation. Schmidt and Savage (1994) (as cited in Ushioda, 2008, p. 22) try to clarify these two types by noting that a language learner may have a robust drive in terms of integrative orientation, yet this urge might not necessarily mean that the learner has an intrinsic satisfaction. Moreover, the extrinsic motivation might be interpreted as in relation only with the instrumental motivation. Fortunately, Gardner (1985) (as cited in Ushioda, 2008, p. 22) clarifies and recategorizes these four concepts. He continues that the integrative motivation has socio-integrative roots and the instrumental one has practical needs. Thus, both fall in the category of the extrinsic motivation since they contain pragmatic purposes.

1.3. Motivation in relation to Age and Gender

As already stated above by Williams and Burden (1997), motivation has a complex and multi-faceted feature. In addition to these qualifications, it has a dynamic nature. Some studies have directed our attention to this aspect of motivation. To exemplify, Dörnyei and Otto (1998) define it as a “dynamically changing cumulative arousal” (p. 64). In this study, they emphasize the fluctuating feature of motivation and suggest that a process-model should be adopted to look closely at the motivation intensity of students. Moreover; Yeung, Lau, and Nie (2011) conduct a study with primary and secondary school students in Singapore. They find out that the self-efficacy of children lessens as they grow up and, consequently, this culminates in decrease in their motivation. More specifically, the intrinsic motivation displays decrease with age and older learners generally have a tendency to maintain their efforts for pragmatic reasons (Carreira, 2011). To sum up, the age factor forms a part of the dynamic and complex nature of motivation.

Naturally, these properties of motivation are not limited to the age and grade issue. It also shows variance in relation to gender. Many studies have found out that there is a gender stereotype in different learning domains. To exemplify, while boys tend to be more motivated in sports, science, and math, girls are found to be more motivated in language arts. Although this discrepancy is not as obvious as that in the past, it is still present in learning fields (Meece, Glienke, &

Burg, 2006). In language learning, Carreira (2011) approaches the issue from a more specific perspective and postulates that girls generally appear to have more curiosity, enjoyment, and internal causality and that expectedly leads to higher intrinsic motivation in girls. Then, she also claims that boys tend to persevere for external concerns and this causes them to be more extrinsically motivated. Öztürk and Gürbüz (2013) handle the issue from different constructs and claim that female learners of language have more strong integrative reasons when compared to the males even though this cannot be suggested in instrumental orientations. Namely, it can be reasoned that both genders value practical purposes even if they show differences in other constructs of motivation.

1.4. The hypothesis of the study

As suggested above, this paper aims to understand the motivational roots of pre-service EFL teachers in their own learning process of the English language. Specifically, their priorities, attributions, what they give importance, and what they seem to refrain from constitute the core of the study. By so doing, it is tried to comprehend what urges them to learn English and whether there is a difference in their motivational level in the course of time. In this sense, it may be plausible to make deductions of their way of teaching in their future career and what type/types of motivation they address to in order to help their prospective students move throughout the learning process of English since, Weiner (1992) and Dörnyei (2003) (as cited in Erten & Burden, 2014, p. 399) report that how a person behaved in the past likely leads to exhibit behavior in a similar way. In this reference, by falling into the quantitative camp, the research questions were designed in accordance with the exploration of the motivational sources of prospective EFL teachers in Turkey's context. Here are the queries which lead the flow of the study:

- 1- What is the general tendency of pre-service English teachers in learning English in terms of the motivational orientations?
- 2- Do male/female pre-service English teachers differ regarding the motivational orientations?
- 3- How does the grade of BA degree affect the type of motivation of pre-service English teachers?

2. Method

This cross-sectional study tries to explore the sources and types of motivation of prospective EFL teachers in a state university in Ankara, Turkey. Therefore, the quantitative methodology was utilized in order to understand the roots they have

been referring to and probe into how they exhibit distribution in relation to the types of motivation. Moreover, the situation was further sought in terms of the gender and the grade/age of the participants. Thus, it was aimed to reach significant outcomes, and, therefore, to predict how these prospective teachers may address to motivation and its sources while they teach in their future careers.

2.1. Participants

The study was designed in a way that it made quite possible to investigate the motivational orientations of motivation for prospective English language teachers in learning English. These were university students studying English Language Teaching (ELT) in a state university in Ankara, Turkey and had been studying English for almost a decade, so their proficiency level is somewhere between B2 and C1, and there were some outlying participants having the C2, as well. So, it could be postulated that a quite elite group of English learners were enrolled in the study. Males ($N= 35$) and females ($N=90$) had a distribution which is a common case in many ELT departments in Turkey. So, it was made sure that this group could be convenient sample for Turkish context. Regarding the grade of the participants, freshmen ($N=38$), juniors ($N=69$), and seniors ($N=18$) constituted the grade proportion of the department. Thus, the sample had the potential of fulfilling the requirements of the external validity.

2.2. Sampling

Now that the study aims to probe into the sources of motivation of pre-service EFL teachers in a state university in Ankara, Turkey; the participants were recruited by making use of random sampling through which it could become possible to form a convenient study group to reach significant findings. Accordingly, through random sampling, it was aimed to refrain from biases and prejudice in relation to the study group. Moreover, this sampling technique seemed to meet the norms of implementation of the research in that every participant in the population had an equal chance to participate in the study. Relatedly, freshmen ($N=38$), juniors ($N=69$), and seniors ($N=18$) were enrolled in the study. However, it can be noted that any sophomores did not take part in this process. The lack of sophomores might debilitate the outcomes and results of study.

In addition to the sampling procedures, ethical conducts were taken for granted before conducting the research. Furthermore, it was made sure that the identities of participants would be kept confidential and it was explicated that their responses would not be evaluated as true/false or other norms. So, it was targeted

to get the participants to take part in the research and respond to the items sincerely.

2.2.1. Instruments

A scale was utilized during the data collection procedures in order to obtain information regarding the sources of motivation of prospective EFL teachers about their own learning process of English. Hence, a motivation scale adapted from Gobel and Mori (2006) was administered to pre-service English language teachers in a single session. The scale consisted of 4 constructs and 24 items. These constructs were integrativeness, intrinsic value, negative (extrinsic) value, and attainment (instrumental) value.

It was conducted as a 7-point scale. 1 corresponded to “totally disagree” and 7 was equal to “totally agree”. The numbers between 1-7 ranged in a spectrum. If the mean of the responses fell into 1-3, it could be concluded that the results for that construct is low. Then, providing it corresponded to 3-5, we could infer that the scores for that construct is moderate. Lastly, when it was somewhere between 5-7, it might be interpreted as a high score for that construct.

2.2.2. Research design

As mentioned above, the study conveys the cross-sectional qualifications. That's to say, participants from various levels of grades participated in the research and they were enrolled in the study as a result of the aforementioned random sampling process. Thus, it seemed to be appropriate to collect data and obtain information in a snapshot-like manner. The rationale behind was that it may be quite convenient to get the data in a rapid way and it was hypothesized that every grade group retained their own characteristics and this could provide valuable outcomes for the study. Therefore, it could be asserted that between-subjects design exists in this frame.

Moreover, as stated before, this study falls not the quantitative research paradigm since it can be fairly easy to generalize the findings and provide the opportunity of replication of this study in various settings. In this sense, descriptive statistics, independent sample t-test, and ANOVA was utilized in relation to the research questions and the data were analyzed through IBM SPSS v.21.

3. Results

The results were analyzed with the help of IBM SPSS v.21. Specifically, in accordance with the research questions; descriptive statistics, independent

sample t-test, and ANOVA were utilized to probe into the situation in an effective way. Thus, it was aimed to approach and handle the condition from various perspectives.

3.1. Data collection procedure

On recruiting the participants following the random sampling procedure, the data collection process was initiated. The fact that there existed the administration of a scale made it possible to collect the data in a single session. This data procedure was conducted with freshmen, juniors, and seniors in April, in the spring term of 2016-2017 academic year in a state university in Ankara, Turkey. Upon the obtainment of the data, they were almost immediately analyzed through IBM SPSS v.21 since it was aimed not to miss and skip the information having gotten from the participants. Therefore, the data analyses procedure was completed in the spring, as well.

3.2. Statistics and data analysis

3.2.1. Analysis of the first research question

In the first research question, the general tendencies of ELT of the pre-service English teachers were sought in terms of the sources of motivation. For this purpose, descriptive statistics were utilized. In detail, the participants' tendencies for 4 constructs were further scrutinized. Namely, it was probed where the prospective EFL teacher fell between in a 7-point scale spectrum. Thus, it is aimed to get the overview of their priorities and preferences they favor in learning English. In Table 1, the general tendencies of the participants are demonstrated.

Table 1: General Tendencies of Pre-service English Teachers

Constructs	Descriptive Statistics			
	N	M	Std Error	SD
Intrinsic motivation	125	5.801	.095	1.068
Extrinsic motivation	124	2.758	.115	1.289
Integrative motivation	125	5.756	.080	.896
Instrumental motivation	125	6.378	.069	.774

When the descriptive statistics were analyzed, it could be recognized that the responses were fairly distributed in a homogenous way in all four constructs. Then, in detail, the extrinsic motivation ($M=2,76$) did not appear to be a source of motivation for the pre-service English teachers as other sources did. Moreover, the intrinsic and integrative values appeared to be more motivating than the

extrinsic ones, ($M=5,80$) and ($M=5,75$) respectively. More importantly, the instrumental orientation ($M=6,38$) seemed to be the strongest source of motivation for them.

It could be deduced that they tended to have both integrative and instrumental reasons for having learning English which shows that they might coexist in a language learner. Moreover, the results showed that the extrinsic orientations and the instrumental values were not identical even if there might be some overlaps between these two constructs. In other words, whereas the extrinsic reasons seemed to have the least importance, the instrumental ones possessed the highest score.

3.2.2. Analysis of the second research question

In this query, it was aimed to explore the gender differences, if any, in terms of the orientations of motivation in learning English. To do so, group statistics and independent sample t-test were recruited in order to clarify the situation. Here are the findings in relation to the role of gender regarding the sources of motivation.

Table 2: Group Statistics in terms of Gender Differences

Group Statistics					
Constructs	Gender	N	M	SD	Std. Error
Intrinsic motivation	Male	35	5.466	.894	.151
	Female	90	5.931	1.105	.116
Extrinsic motivation	Male	35	2.800	1.438	.243
	Female	89	2.741	1.234	.130
Integrative motivation	Male	35	5.611	.925	.156
	Female	90	5.813	.884	.093
Instrumental motivation	Male	35	6.321	.902	.152
	Female	90	6.400	.723	.076

On scrutinizing the results, it was found out that female students tended to be more motivated than their male counterparts in all constructs except the extrinsic motivation. Specifically, even though the extrinsic reasons had the lowest scores in both genders, the male students ($M=2,80$) had a tendency to possess more extrinsic values than their female peers did ($M=2,74$). Yet, in order to be sure about the results, the significance of these differences was sought. So, here are the findings obtained from independent sample t-test, in which the significance values are also displayed.

Table 3: Independent Sample t-Test for Gender Differences in terms of Motivation

Independent Sample t-Test					
Constructs	Gender	N	M	F	P
Intrinsic motivation	Male	35	5.466	.004	.028*
	Female	90	5.931		
Extrinsic motivation	Male	35	2.800	1.683	.821**
	Female	89	2.741		
Integrative motivation	Male	35	5.611	.119	.260**
	Female	90	5.813		
Instrumental motivation	Male	35	6.321	.414	.613**
	Female	90	6.400		

$p < .05^*$

$p > .05^{**}$

Once the independent sample t-test was conducted, it was understood that statistically significant differences were only found in the intrinsic orientation. That's to say, only did the intrinsic values preserve its statistically significant distinctive position. Namely, female students ($M=5,93$) were more intrinsically motivated than the male ones ($M=5,47$) ($p=.028$). In the other three constructs, significant results could not be obtained. Moreover, though males were found to be more motivated than the females only in the extrinsic purposes, this was not found to be significant, either ($p=.821$).

An explication for the findings might be that the participants constituted an elite group of English learners. So, the gender difference seemed to fade away in pre-service English teachers' context. Therefore, the stereotype gender difference gets debilitated and becomes a slight discrepancy.

3.2.3. Analysis of the third research question

Our third research question tried to investigate the grade differences in terms of the orientations of motivation of the pre-service English teachers. For this purpose, the responses of the freshmen, juniors, and seniors were analyzed via analysis of variance (ANOVA). Here is the table 4 that shows the ANOVA results:

Table 4: ANOVA Results

ANOVA results				
	df	Mean Square	F	P
Intrinsic motivation	2	3.276	2.962	.055**
	122	1.106		
Extrinsic motivation	2	1.488	.894	.412**
	121	1.665		
Integrative motivation	2	5.605	7.725	.001*

	122	.726		
Instrumental motivation	2	1.375	2.339	.101**
	122	.588		

$p < .05^*$

$p > .05^{**}$

Upon viewing ANOVA results, it was found that significant findings could be obtained only in integrative orientation once the grade was the focus and criterion of the concern ($p = .001$). In other three constructs, significant differences could not be detected although the intrinsic motivation fairly got closer to exhibit significant discrepancies ($p = .055$). Hence, it was mainly focused on the integrative one after the analyses of ANOVA results.

Therefore, the integrative motivation was further analyzed through post-hoc tests in order to understand how students in various grades displayed differences and in which directions these discrepancies took place. To do this, Scheffe was utilized. In this sense, table 5 displays the post-hoc results:

Table 5: Post-hoc Results

Scheffe

Post-hoc results					
Dependent variable	I	J	Mean Difference (I-J)	Std. Error	P
Intrinsic motivation	freshman	junior	-.445	.212	.115**
		senior	.042	.300	.990**
	junior	freshman	.445	.212	.115**
		senior	.488	.278	.218**
	senior	freshman	-.042	.300	.990**
		junior	-.488	.278	.218**
Extrinsic motivation	freshman	junior	-.344	.262	.428**
		senior	-.133	.370	.938**
	junior	freshman	.344	.262	.428**
		senior	.210	.341	.827**
	senior	freshman	.133	.370	.938**
		junior	-.210	.341	.827**
Integrative motivation	freshman	junior	-.037	.172	.977**
		senior	.827	.243	.004*
	junior	freshman	.037	.172	.977**
		senior	.864	.225	.001*
	senior	freshman	-.827	.243	.004*
		junior	-.864	.225	.001*
Instrumental motivation	freshman	junior	-.280	.154	.198**
		senior	.049	.219	.975**
	junior	freshman	.280	.154	.198**
		senior	.330	.202	.270**

senior	freshman	-.049	.219	.975**
	junior	-.330	.202	.270**

$p < .05^*$

$p > .05^{**}$

In post-hoc test, in terms of the integrative values, the freshmen were found to be more motivated than the senior students ($p=.004$). Moreover, the junior pupils also tended to be more motivated than the seniors ($p=.001$). In other words, it was found that the senior students seemed to have the lowest level of integrative orientations in learning English. On the other hand, even though the juniors had more integrative values than the freshmen did, significant differences could not be yielded between these two groups ($p=.977$).

4. Discussion

From this study, important findings supporting previous papers were obtained. First of all, the sources of motivation were demonstrated in a descriptive manner. So, the results are congruent with Gardner's recategorization (as cited in Ushioda, 2008, p. 22), according to which the instrumental and the extrinsic motivation do not necessarily refer to the same concept although there may be some points in common. Furthermore, the outcomes can uphold the views of Ryan and Deci (2000) suggesting that a person may simultaneously have different levels of motivation in different constructs.

Given that the descriptive statistics posed differences, these were investigated for the gender factor, as well. According to results, it was found out that female pre-service English teachers are intrinsically more motivated than their male counterparts, which is in line with the findings of Carreira (2011). It can be proposed that females maintain their superiority in terms of intrinsic values even in an elite group of English learners. Yet, significant differences could not be yielded in other forms of motivation. However, interestingly, both genders had higher motives for instrumental issues and this is also encountered in a study of Öztürk and Gürbüz (2013). In other words, both males and females favor the pragmatic purposes and strong differences cannot be detected with respect to gender. More importantly, both groups had the highest score in instrumental motivation among the four constructs. It may be discussed that practical reasons may be the main source of motivation even if they possess a high level of the intrinsic and integrative orientations.

Following the gender factor, ANOVA and post-hoc analyses were conducted to shed light upon the grade issue. The results tended to confirm the dynamic nature of motivation Dörnyei and Otto (1998). In other words, it is probable to witness fluctuations in the amount of motivation in relation to age. Yet, more

importantly, the issues are what the direction of these ups and downs is and in which types of motivation these fluctuations exist. Integratively, significant variances were found among the participants and the lowest mean was obtained from the seniors while the highest one was from the juniors. In other three constructs, significant differences could not be attained. Namely, even though Yeung et al. (2011) find secondary school students less motivated than their younger counterparts in terms of intrinsic values, because statistically salient discrepancies cannot be detected, we cannot claim similar findings though the seniors have the lowest mean for intrinsic motivation. When the instrumental orientation is under scrutiny, challenging findings appear. For instance, Carreira (2011) considers that older learners have practical reasons than the younger ones have. However, it was found out that the juniors possessed the highest score and the seniors had the lowest for the instrumental motivation although these differences were not significant. The reason behind these findings might be that our participants' age range was quite shorter than this of the previous studies. In addition, the profile of the learner group can produce a counter argument against the former research.

5. Conclusion

On setting out the study, it was aimed to try to shed light on some questions in motivational orientations of pre-service English teachers in learning English in Turkey context. Thus, it may be possible to take a prognostic look at these prospective English teachers teaching practice and their ways of motivating their future students.

For the first research question, the motivational tendencies of pre-service English teachers were investigated. Following the analyses of the general tendencies of the participants, significant results were obtained. Namely, they had a strong ambition in learning English for intrinsic, integrative, and instrumental purposes. However, the same cannot be suggested for the extrinsic reasons. In other words, the values of the extrinsic responses were quite low. The reason behind this finding might be the strong possibility of the participants' being an elite group of English learners.

Secondly, the role of gender in the motivational orientations was questioned in the study. The mean values of the female participants for almost every item were higher than those of the males except the extrinsic reasons. It implied that the female pre-service English teachers were slightly more motivated than their male counterparts. However, the females were more intrinsically motivated than males. Yet, for the other three constructs, the findings did not have a robust statistical significance.

Lastly, it was sought whether the grade of the pre-service English teachers had a predictive role in determining the orientations of the motivation. Among four constructs, only did the integrative motivation display significant results for the role of grade. In these items, it can be concluded that the freshmen and the junior students tend to be more motivated than the seniors.

There are some implications which can be inferred from the findings. To begin with, both male and female pre-service English teachers were highly motivated in learning English. In their attribution studies, Weiner (1992) and Dörnyei (2003) (as cited in Erten & Burden, 2014, p. 399) propose that how a person behaved in the past likely leads to exhibit behavior in a similar way. Therefore, it is possible that this will lead to reflections to their prospective teaching implementations. More specifically, these prospective teachers seemed to favor the intrinsic purposes over the extrinsic ones so that they would possibly have an ambition to help their future students maintain their perseverance in learning English. Lastly, the senior students tended to be less motivated when compared to their younger peers. Therefore, the reason why the motivation of these students had a tendency to decline can be investigated.

Although the study suggests some interesting points, it has some drawbacks. Firstly, there is not a balance between genders in terms of the number of the participants. This is a natural case because female pre-service teachers outnumber the male ones in Turkey's English language teaching departments. Secondly, the study has a cross-sectional design. In order to reach stronger conclusions, it can be replicated in a longitudinal manner. Lastly, a qualitative back-up seems to be a desirable idea to reinforce the results. In other words, the study can be replicated by being espoused with the qualitative data collection instruments, e.g. in-depth interviews, or it can be conducted with solely depending on the qualitative research paradigm from the very beginning.

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