



Motivational differences between Turkish students and international students for learning English at a university context*

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Abstract

The study aimed to investigate if there was a motivational difference between Turkish students and international students for learning English at a prep-school of a state university in Turkey in terms of attitude, integrative orientation, instrumental orientation, altruistic motivation and parental encouragement. It was also carried out to find out if there was a relationship between the students' motivational level and their performance in English. 20 Turkish students and 16 international students participated in this study. The data was collected through an adapted questionnaire and the students' mid-term exam results were obtained as a sign of their performance in English. The analysis of the quantitative data revealed that although both groups had high mean scores on the questionnaire, the mean of the Turkish students' motivational level for learning English was lower than the mean of the international students'. It was also found that while there was a statistically significant difference regarding integrative orientation and altruistic motivation between the groups, there was no statistically significant difference regarding attitudes towards learning English, instrumental orientation and parental encouragement. In addition, the Pearson Correlation did not disclose a significant correlation between the groups' scores in the mid-term exam and their mean scores on the questionnaire. Another purpose of the study was to discover what motivated and demotivated both groups most in English courses. Minute papers were conducted for this purpose and the findings showed many motivating and demotivating factors. Based on the results, some implications were presented and discussed.

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1. Introduction

English has always been one of the most crucial elements to become a part of the world as it is the language to communicate with all the nations in the world, so a large number of countries have been striving to teach their young citizens English for a long time (Hassan, Kazi, & Asmara, 2020). Turkey is not an exception since it is taught not only as a first foreign language in Turkey, but also it is the medium of instruction in many universities (Doğançay-Aktuna & Kızıltepe, 2005; Kırkgöz, 2005), so it is clearly seen that it has an undeniable role in Turkish education system. Although most Turkish students started learning English in the second grade in 2013-2014 academic year, they still have problems in learning English when they start their bachelor's degree (Mirici, 2019). As a result, preparatory schools are full of Turkish students at beginner or elementary level of English if their departments provide 100% English medium instruction. Thus, they come to prep-schools with a strong prejudice that they will not be able to learn English just in one year after spending more or less 9 years in vain. Consequently, most of them easily lose their motivation when they face a minor failure or difficulty. As a result, they try to change their departments or even universities where they can study in Turkish. If they can't, when they have to retake the prep-class again, they give up learning English and come to classes just for the sake of attendance.

Apart from Turkish students, Turkish universities host a great number of international students from different countries. If they cannot pass English proficiency exams provided by prep-schools of these universities, they have to attend English classes, too. As it is observed by the researcher at a state university in Turkey, they share the same class with Turkish students, and pep the class atmosphere up not only with their culture, but also with their enthusiasm to learn English.

As explained above, Turkish students have a crucial motivational problem which affects both their education and the class atmosphere, so this study aims to find out the reasons behind this situation and develop new perspectives for future research.

1.2. Literature Review

1.2.1. Motivation

Williams and Burden (1997) claimed that motivation would probably be one of the most common answers if most teachers were asked to determine the most influential factor on learning. It seems rational that learning tends to take place if we really want to learn. Nonetheless, different theories of psychology have

interpreted the term ‘motivation’ from a different angle, so although it has been used in many various ways, it is not easy to define it with just one simple definition (Williams & Burden, 1997). Gardner (2006, p.242) explained motivation as “a very complex phenomenon with many facets.” Dörnyei described it as “a convenient way of talking about a concept which is generally seen as a very important human characteristic, but which is also immensely complex” (2001, p.6). Dejnozka and Kapel (1991, p.61) defined it as “a psychological concept in human behavior that describes a predisposition reward a particular behavior to satisfy a specific need.”

According to the behaviorist theories, motivation is about the expectation of reward or positive reinforcement based on previous experiences, so external factors such as parents, teachers or peers tend to be the main reasons for performance in tasks and motivation (Brown, 2007).

As for cognitivist approaches, motivation is triggered with the individual’s own decisions to perform. Ausubel (1968, as cited in Brown, 2007) stated six needs supporting the concept of motivation, which are the need for exploration, the need for manipulation, the need for activity, the need for stimulation, the need for knowledge, and the need for ego enhancement.

From a constructivist perspective, Williams and Burden (1997) stated that the way how each person is motivated differs from one person to another, so people will internalize different external factors around them personally and act differently according to their own characteristics. Moreover, when it comes to the question what else affects an individual’s motivation, it is stated that more emphasis has also been put on social context, which consists of the whole culture, important people and the person’s communication with them, as well as the individual’s personal choices. Based on this, Williams and Burden (1997, p.120) offered a social constructivist definition for motivation describing it as “a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal(s).”

What people need unites all three schools of thought; the accomplishment of needs is rewarding; demands options and must be explained in a social context in different situations (Brown, 2007).

1.2.2. Instrumental and Integrative Orientations

Gardner and Lambert (1972) pointed out the difference between integrative and instrumental orientations in motivation. It is stated that although orientation is a different form of motivation, it shows reasons for learning a

language. Williams and Burden (1997) highlighted that if the learner is studying the language for the sake of social or cultural forces, an integrative orientation takes place. Dörnyei (2009) defined it as “the learners ‘desire to learn a target language whose community they value.” According to Norris-Holt (2001), integrative orientation is a very important component to develop some levels of proficiency in the language as the individual uses the target language in social interactions when s/he settles in the new community. On the other hand, instrumental orientation identifies several factors related to motivation caused by external goals such as succeeding in exams, financial awards or promotion in a career (Gardner & Lambert, 1972).

Although there are differences between two types of motivation mentioned above, it is really important for a learner to possess at least one of them. Regardless of its type, motivation is essential for foreign language learning. Students who don't possess either instrumental or integrative orientation will encounter troubles and difficulties while gaining knowledge of a second language, and learning the target language will be more challenging for them (Cook, 2000, as cited in Mahadi & Jafari, 2012).

1.2.3. Intrinsic and Extrinsic Motivation

When we consider the reasons why we prefer behaving in certain ways, it is clear that we have different types of reasons for our behaviours. We sometimes do certain activities as it is enjoyable to do while we sometimes deal with an activity as we will get something else we want as a result of that activity; therefore cognitive psychologists made a distinction between intrinsic and extrinsic motivation (Williams & Burden, 1997).

According to Pintrich and Schunk (2002, p.245), intrinsic motivation refers to “engagement in an activity or task for its own sake.” They suggested that intrinsic motivation derives from three psychological needs: need for competence (being able to do things), need for autonomy (making his/her own choices) and need for relatedness (connecting with others). In contrast, extrinsic motivation means “doing an activity since it yields a distinguishable outcome” (Ryan & Deci, 2000, p.55).

As a result of the self-determination theory, five different categories of regulations have been identified (Dörnyei, 2001):

1. External regulation refers to the motivation triggered completely by external sources like threats or rewards,
2. Introjected regulation refers to the rules externally imposed, but accepted as norms to be followed in order not to feel guilty,

3. Identified regulation refers to the situations when a person highly appreciates an activity and feels its utility,
4. Integrated regulation refers to varied behaviours completely assimilated with a person's other needs, values, or identity,
5. Pure intrinsic regulation

According to Brown (2007), it is necessary to differentiate between intrinsic –extrinsic motivation and Gardner's integrative-instrumental orientation. Many samples of intrinsic motivation might end up being integrative, whereas some might not. For instance, for highly developed intrinsic purposes, a person may want to learn a second language to improve in a career or to be successful in an academic program. Similarly, a person may acquire a positive attitude towards the speakers of a second language for extrinsic reasons like parental reinforcement or a teacher's encouragement.

1.2.4. Altruistic Motivation

Erten (2015) described altruism as “serving and giving back to the society and making a contribution, and helping to shape the future of next generations.” There are a great number of studies on why people choose teaching as a profession which showed that altruism is one of the most powerful motivators (Kyriacou & Coulthart, 2000; Saban, 2003; Yong, 1995). According to Erten (2015), when qualitative tools are conducted, altruistic reasons seem to lose their dominance over other types of reasons. That is to say, when student teachers are asked to evaluate their motivation orally or in a written form instead of surveys, they tend to state more intrinsic and extrinsic reasons than altruistic reasons. Paulhus (2002, as cited in Erten, 2015) expressed that participants tend to answer the questionnaire items consciously, subconsciously or untruthfully to look socially more enticing. For instance, socially taboo actions such as drug use and sexual behaviors are preferred to remain undeclared when compared to actions like number of hours spent for courses or number of books read within a term as the latter ones are identified as socially desirable. Therefore, Porter (2011, as cited in Erten, 2015) highlighted that this prevailing inclination may threaten the validity of questionnaires.

As stated above, there are a lot of studies about the effects of altruistic motivation on teaching English around the world (Amengual -Pizarro & García-Laborda, 2017; Erten, 2014; Heinz, 2015), but the literature lacks emphasis on studies related to learning English for the sake of one's own country or society. As it has an irrefutable importance not only for individuals, but also for the prosperity of countries, whether students are altruistically motivated towards learning English or not is worth researching. According to Reddy (2016), English is indispensable to interact with international companies or professionals beyond

national borders, which enables countries to maintain a place in the global economy. Another important aspect of English mentioned by the writer is that it is also essential to keep countries up-to-date about major developments or innovations in the fields of industry, aviation, science and education, so the level of English citizens have and how much they are eager to learn it are a matter of importance for the global presence of countries.

Apart from studies conducted about altruism within the context of teaching, the literature also focused on altruistic motives for learning science (Zhao & Thomas, 2016). According to the research carried out by Zhao and Thomas (2016) in China, 39% of the participants showed altruistic motives for learning science. They reported that they desired to learn science to look after their parents and serve their nation in the future.

1.2.5. Related Studies about the Role of Motivation in Language Learning

A lot of studies with quantitative research designs have focused on L2 motivation and language learning in different contexts (Al Harthy, 2017). According to Deldeniya, Khatibi and Azam (2018), motivation would affect language learning differently in diverse contexts. For instance, because of their individual differences, pupils may have different attitudes towards the second language and different orientation to learn it in diverse contexts. Moreover, it is well known that thanks to quantitative research based on numeric data and statistical analysis, descriptive results are obtained, and researchers interpret them to see the differences based on the items of the surveys. However, Al Harthy (2017) stated that these studies may fail to explain the real reasons of these differences from different perceptions and to provide useful solutions to deal with demotivating factors, but it is highlighted that they give us general pedagogical implications for instructors of English.

A study carried out by Bradford (2007) with 168 Indonesian university students showed that the main reason for participants to learn English was about instrumental orientation. In contrast, they were not integratively motivated, which could be understood from the negative average support it received.

Liu (2007) investigated 202 Chinese university students' attitudes towards learning English and their motivational level via a modified 44-item survey and the correlations of the mentioned variables with the students' English proficiency. It was found out that the participants had positive attitudes towards learning English and were highly motivated to learn it. The results also showed that the students' instrumental orientation to learn English was higher than their integrative orientation and there was a positive correlation between their attitudes and motivation and their English proficiency.

Ilma (2018) aimed to find out a correlation between the motivation and English proficiency of EFL learners in a study conducted with 206 students of Sriwijaya University, but the results revealed that there was no significant correlation between the students' motivation and their English and she highlighted that their motivation did not boost their proficiency significantly as they had diverse motivation to attend English classes.

61 Bangladeshi undergraduate students from three departments of the University of Dhaka participated in a study conducted by Haque and Maniruzzaman (2001) and a modified version of Gardner's AMTB (The Attitude / Motivation Test Battery) and a test on reading and listening skills and grammatical proficiency in English were employed as data collection instruments of the study. The results of the study revealed no significant correlations between attitude and English proficiency. Moreover, it was found out that the relationships of the learners' integrative and instrumental orientations with their EFL proficiency were not significant.

Tachibana, Matsukawa and Zhong (1996) conducted a study with 359 Japanese and 442 Chinese high school students to examine and compare their motivation to learn English. It was pointed out that the Japanese students were strongly interested in English as a subject, but they showed a weaker interest in intrinsic motivation and a stronger one in extrinsic motivation when compared to the junior high school students. The high achiever Japanese students also demonstrated much more interest in English language, culture and people. The Chinese high school students' motivation was not so dramatically different from their junior high school peers. Pragmatic orientation towards the study of English was seen more in the Chinese high school students as, for example, they thought that English would be beneficial for their future.

1.3. Aim and Significance of the Study

It is known that motivation is one of the key factors that fuels students' willingness to learn a foreign language, which results in success (Dörnyei, 2001). Dörnyei (2005) stated that L2 teachers have been trying to find ways to improve their students' motivation after they have faced a lack of enthusiasm and commitment causing a lot of students to fail in learning a foreign language in their classes. Thus, this study is considered to be significant as it aims to address this vital problem. Moreover, even though motivation is one of the most important components to be proficient in the target language, there is a lack of investigation concerning the motivational differences for learning English between Turkish students and international students in higher education. Therefore, the present study aims to fill this gap by investigating this issue.

1.4. Research Questions

In the light of these explanations, this study attempts to find out answers to the following research questions in the context of a state university in Turkey;

1. Is there a motivational difference for learning English between Turkish students and international students at prep-school in terms of...?
 - a. Attitude
 - b. Integrative orientation
 - c. Instrumental orientation
 - d. Altruistic motivation
 - e. Parental encouragement
2. What motivates Turkish / international students most in English courses?
3. What demotivates Turkish / international students most in English courses?
4. Is there a relationship between the students' motivational level and their performance in English?

2. Method

2.1. Setting and Participants

Table 1. Descriptive Statistics for the Participants of the Study

Variable	Number	Percentage
Countries		
Turkey	20	55.6
Kosovo	1	2.8
Afghanistan	6	16.7
Somalia	5	13.9
Turkmenistan	1	2.8
Nigeria	2	5.6
Mauritania	1	2.8
Total	36	100

The participants of this study were the English Language preparatory school students at a state university in Turkey. Table 1 shows that 20 Turkish students and 16 international students, including 1 student from Kosovo, 6 students from Afghanistan, 5 students from Somalia, 1 student from Turkmenistan, 2 students from Nigeria, and 1 student from Mauritania, participated in the study. The students were placed into A1 level in accordance with the results of the proficiency exam administered by the School of Foreign Languages officially at the beginning of the academic year. The ones who didn't attend this exam had to start from A1 level, too as it is difficult to identify the students' level of English without a proficiency test. The selection of the

participants was done by using convenience sampling strategy because of time limitation, which helped the researchers work with the most convenient group. Fraenkel and Wallen (2006, p.100) defined convenience sampling strategy as “a group of individuals who (conveniently) are available for study”. The students had been taking English lessons for 30 hours a week, which consisted of 2 CALL classes and 28 hours of main course covering all the skills needed. Moreover, when the students participated in this study, they had been studying English for 3 months at the university preparatory school. The ages, genders and departments of the students were not considered during the study as they are not related directly to the purpose of the research.

2.2. Data Collection Instruments

Table 2. Data Collection Instruments

Research Questions	Data Collection Instruments
Question 1	The AMTB (The Attitude / Motivation Test Battery)
Question 2	Minute Papers
Question 3	Minute Papers
Question 4	The AMTB and Exam Results

It is clear that the instruments chosen by researchers for their studies should be compatible with their purposes to get trustworthy results. Hence, as seen in Table 2, in this study, mainly two types of data collection instruments were used, which can be classified as mixed method research design: a written questionnaire mostly adapted from The Attitude / Motivation Test Battery (AMTB) by Gardner (2004) (see Appendix A), and minute papers (see Appendix B). Furthermore, the researchers asked the students to indicate their mid-term exam results by choosing the right grade range provided in the personal information part of the questionnaire to obtain accurate information about their English level.

2.2.1. The Attitude / Motivation Test Battery (AMTB)

In this study, a questionnaire with 26 closed-type and scaled items was used as a quantitative data collection tool. It was translated into Turkish by the researchers (see Appendix A) and a colleague back-translated all the items to check their accuracy and necessary changes were made to clarify the meaning. They were written both in English and in Turkish to help the students understand them better according to their proficiency level. Moreover, a personal information section was added at the beginning of the questionnaire to present the demographic profile of the participants. Cronbach's Alpha was calculated to check the internal consistency of the survey and revealed the value to be ,877.

The items were mostly taken from the Attitude / Motivation Test Battery (AMTB) used in a previous study done in this field (Gardner, 2004) as it has been one of the most frequently conducted questionnaires to assess motivation (Al-Ta'ani, 2018; Baker & MacIntyre, 2000; Eraldemir-Tuyan & Serindağ, 2019; Kızıltepe, 2003; Zafarghandi & Jodai, 2012). Originally, it was designed to measure the motivation of English-speaking Canadian people studying French in elementary and secondary schools (Gardner, 1985). According to Gardner (1985), if the setting, the language and the socio-cultural environment where the language program takes place are changed, the items may need to be adapted with major changes to make them meaningful and relevant to the context.

In 2004, the same questionnaire was adapted to be conducted with secondary school students studying English as a foreign language by Gardner. In the questionnaire using a 6-point likert-type scale, there were 104 items and 12 different scales focusing on interest in foreign languages, parental encouragement, motivational intensity, English class anxiety, English teacher evaluation, attitudes towards learning English, attitudes towards English-speaking people, integrative orientation, desire to learn English, English course evaluation, English use anxiety and instrumental orientation (Garner, 2004).

In this study, 4 scales from the AMTB, which are attitudes towards learning English, integrative orientation, instrumental orientation and parental encouragement, were chosen to learn more about the participants' motivational level for learning English. 17 items from these scales were adapted by making the necessary changes to make them relevant to this context. Two of the original items (*"Learning English can be important for me because I will need it for my future career."* and *"My parents think that I should continue studying English all through school."*) were reversed with negation to make the participants read the items more slowly and carefully (Józsa & Morgan, 2017). Moreover, three more negative items (item 7 *"My parents don't think that English will be important for me when I finish school."*, item 12 *"Learning English cannot be important for me because it won't contribute to my knowledge."* and item 26 *"My parents feel that I should study subjects other than English more."*) were added to the questionnaire by the researchers to make the students think about what was already asked positively in the AMTB. As the participants in Garner's studies (1985; 2004) were elementary or secondary school students, the items were as simple and clear as possible, but in this context, negation was found to cause no problems with the clarity of the items thanks to the pilot study done with 25 different students studying at the same university.

Apart from the scales of the AMTB, one more aspect of motivation, which is altruistic motivation, was assessed in this study with 6 items adapted from Watt

and Richardson's original FIT-Choice (Factors Influencing Teaching Choice) Survey (2007) in the context of learning rather than teaching. As stated before, the participants were grouped as Turkish and international students, so the main difference between these groups was their countries, which can be related to altruistic motivation and doing something good or beneficial for the society they belong or for their own countries.

It is known that in the original AMTB, the researcher used a 6-point likert-type scale (Garner, 2004), but in this study, a 5-point likert-type scale was preferred as it is more practical for the researchers to analyze the responses of the participants (Dawes, 2008). The participants indicated their response as 'Strongly Agree', 'Agree', 'Unsure', 'Disagree' and 'Strongly Disagree' to the items about their level of motivation.

2.2.2. Minute Papers

According to Stead (2005), a minute paper applied to understand what students have learned during the lesson is "a simple, flexible and widely applicable technique requiring no technology" (p.129). Cross (1998) stated that learners complete it in the last minutes of a lesson and teachers can use it to promote active learning as well as to collect data in classroom research. Therefore, in this study, the researchers benefited from minute papers to figure out the students' opinions about their motivational level more after the questionnaire was conducted. The questions are given below:

1. What motivates you most in English courses as a Turkish / international student?
2. What demotivates you most in English courses as a Turkish / international student?

The questions in the minute papers were provided in both Turkish and English and the students were asked to answer them in full sentences by giving enough details (see Appendix B). In addition, they were free to answer either in English or in Turkish depending on their proficiency.

2.2.3. Exam Results

The grade range of each student's mid-term exam was used to acquire credible information about their English level. The exam was conducted by the School of Foreign Languages officially and consisted of use of English (25% Grammar + 15% Vocabulary), reading (15%), listening (15%), writing (15%), and speaking (15%), sections based on the topics covered until the exam and different percentages were dedicated to each section.

The exam was carried out in two stages: namely, the written and spoken sections. The first part was graded by an optical scanner apart from its writing part which was graded by using a marking scale for writing tests by two different English instructors separately. In case of disagreement between these two grades, it was re-evaluated by the third instructor from the Testing Office and the mean of three scores was calculated. When the grades were approximate, the mean of two scores was calculated to be consistent. Finally, the speaking exam was conducted separately after the written exam and three instructors took part in the exam. One of them guided the students participating in the speaking exam one by one, but s/he didn't evaluate the students while the others graded them by using a rubric provided by the Testing Office without interfering in the exam.

2.3. Data Analysis

The data from the instruments was analyzed both quantitatively and qualitatively. The quantitative data provided by the AMTB and the students' exam results was analyzed by using SPSS 21 (Statistical Package for Social Sciences) computer program. Numeric values were used to enter every response provided by the students to each item in the questionnaire into the program. Independent Samples T-test was used to see the motivational difference for learning English between the Turkish students and the international students. Pearson Correlation was used to compare the exam results and the questionnaire results to see the difference between their motivational level and English level. The results of the SPSS 21 were shown on tables.

The qualitative data obtained from the minute papers was analyzed through content analysis by categorizing the students' comments about motivating and demotivating things in English classes and determining key words, which revealed many different factors that could not be uncovered via the questionnaire for both groups.

3. Results

Research Question 1: Is there a motivational difference for learning English between Turkish students and international students at prep-school?

Table 3. Results of t-test and Descriptive Statistics for Motivational Level

	Turkish Students			International Students			t	df	p
	M	SD	n	M	SD	n			
Motivational Level	3,78	0,68	20	4,25	0,23	16	-2,63	34	,045

* $p < .05$.

In Table 3, we can see that the mean of the Turkish students' motivational level for learning English ($M = 3.78$, $SD = 0.68$) is lower than the mean of the international students' ($M = 4.25$, $SD = 0.23$), so it indicates that there is a statistically significant difference in the motivational level of the participants with regard to the cut-off point of the 0.05 level of significance ($t(34)=-2.63$, $p=.045$).

a. Attitude

Table 4. Results of t-test and Descriptive Statistics for Attitude

	Turkish Students			International Students			t	df	p
	M	SD	n	M	SD	n			
Attitude	0,95	0,65	20	0,87	0,68	16	,33	34	,920

* $p < .05$.

Although Table 4 highlights that the mean of the Turkish students' attitudes towards learning English ($M = 0.95$, $SD = 0.65$) is slightly higher than the mean of the international students' ($M = 0,87$, $SD = 0.68$), it shows that there is no statistically significant difference in their attitudes towards learning English with regard to the cut-off point of the 0.05 level of significance ($t(34)=.33$, $p=.920$).

b. Integrative Orientation

Table 5. Results of t-test and Descriptive Statistics for Integrative Orientation

	Turkish Students			International Students			t	df	p
	M	SD	n	M	SD	n			
Integrative Orientation	1,51	1,40	20	0,27	0,44	16	,34	34	,000

* $p < .05$.

In Table 5, it is very clear that integrative orientation is more important for Turkish students ($M = 1.51$, $SD = 1.40$) than it is for the international students ($M = 0.27$, $SD = 0.44$), so it demonstrates that there is a statistically significant difference between the participants in terms of integrative orientation with regard to the cut-off point of the 0.05 level of significance ($t(34)=.34$, $p=.000$).

c. Instrumental Orientation

Table 6. Results of t-test and Descriptive Statistics for Instrumental Orientation

	Turkish Students			International Students			t	df	p
	M	SD	n	M	SD	n			
Instrumental Orientation	1,06	0,93	20	0,83	0,97	16	,71	34	,784

* $p < .05$.

When Table 6 is examined, it is seen that the mean of the Turkish students' instrumental orientation to learn English ($M = 1.06$, $SD = 0.93$) is slightly higher than the mean of the international students' ($M = 0.83$, $SD = 0.97$), but there is no statistically significant difference in their level of instrumental orientation with regard to the 0.05 level of significance ($t(34)=.71$, $p=.784$).

d. Altruistic Motivation

Table 7. Results of t-test and Descriptive Statistics for Altruistic Motivation

	Turkish Students			International Students			t	df	p
	M	SD	n	M	SD	n			
Altruistic Motivation	0,99	0,76	20	1,66	1,15	16	-2,08	34	,006

* $p < .05$.

Table 7 demonstrates that the international students ($M = 1.66$, $SD = 1.15$) are more altruistically motivated than the Turkish students ($M = 0.99$, $SD = 0.76$). Therefore, there is a statistically significant difference regarding altruistic motivation between the Turkish students and the international students in terms of the 0.05 level of significance ($t(34)=-2.08$, $p=.006$).

e. Parental Encouragement

Table 8. Results of t-test and Descriptive Statistics for Parental Encouragement

	Turkish Students			International Students			t	df	p
	M	SD	n	M	SD	n			
Parental Encouragement	1,30	1,10	20	1,60	1,18	16	-,79	34	,815

* $p < .05$.

As seen in Table 8, the mean of the international students' parental encouragement to learn English ($M = 1.60$, $SD = 1.18$) is slightly higher than the mean of the Turkish students' ($M = 1.30$, $SD = 1.10$). However, it also highlights that there is no statistically significant difference in their parents' encouragement in terms of the countries they are from with regard to the cut-off point of the 0.05 level of significance ($t(34)=-.79$, $p=.815$).

Research Question 2: What motivates Turkish/international students most in English courses?

Table 9. Distribution of the Answers in the Minute Papers about Motivating Things in English Courses

	Turkish Students		International Students	
	N	%	N	%
Speaking Activities	8	40	1	6.25
Activities or Games	7	35	1	6.25
Teachers	6	30	8	50
Enjoyable Lessons	6	30	-	-
Being Successful	2	10	-	-
His/Her Future Career	-	-	6	37.5
Learning Something New	1	5	6	37.5
Learning an International Language	-	-	5	31.25
Understanding Other People and Cultures	-	-	4	25
Studying at a 100% English Medium Department	-	-	4	25
The Coursebook	-	-	2	12.5
The School System	-	-	1	6.25
Interest in Languages/English	-	-	3	18.75
Class Atmosphere	-	-	2	12.5
Nothing	1	5	-	-

It has already been discovered via the results of the AMTB that the mean of the international students' motivational level for learning English is higher than the mean of the Turkish students', so the data gathered from the minute papers supports this finding by revealing that the international students have more different reasons to feel motivated in English courses.

Although the participants' English level is more or less the same since they are all studying at A1 level, they use English for different purposes. Table 9 shows that the Turkish students perceive English as a course to learn more while the international students see it as a tool to communicate. For example, 8 Turkish students out of 20 like speaking activities in class and 7 Turkish students out of 20 find English activities or games motivating. Six of them also focus on the positive effects of these activities or games on lessons. Instead of being taught by the teacher all the time, they want to do enjoyable activities by using English. In contrast, the international students highlight the communicative function of English more. When Table 9 is examined, it is clear that 4 international students out of 16 think that English helps them to communicate with people around the world and to understand their cultures. Five of them also see English as an international language, so this also helps them to converse with other people.

Table 9 shows that the most motivating factor for most of the participants is their teachers. 14 students out of 36 expressed that when they feel the teachers' encouragement, support or interest even if they make mistakes, they feel very motivated. They think that their teachers are able to empathize with them in case of the difficulties they face during the language learning process. Moreover, these students added that the way their teachers teach and their performance during the lessons contribute their motivation a lot.

It is very clear that the international students are more concerned with their future while studying at prep school. For instance, 4 international students out of 16 stated that English courses are motivating for them as they will study at a 100% English medium department after prep school. Furthermore, 6 international students out of 16 said that they feel motivated in English courses when they think that English will be necessary to obtain a satisfactory job in the future or to go on their education with MA or PhD studies after they graduate from their BA programs. However, none of the Turkish students mentioned these points in their minute papers. Two of the Turkish students indicated that the success they obtain while studying at prep school affects their motivation positively.

According to Table 9, learning something new about English is the thing that motivates the international students most. That is to say, 1 Turkish student wrote that s/he feels motivated when s/he learns new things during English lessons. However, when we examine the international students, six of them stated that learning academically and grammatically correct language, learning a lot of words and how to use and pronounce them and discovering new things about the world and life via English motivate them in English courses.

Other interesting information obtained from the minute papers is that three of the international students expressed that they have always been interested in learning different languages, so anything related to their English classes can motivate them easily. For example, they said that they like the course book, the school system and their class atmosphere.

Finally, 1 Turkish student stated that nothing can motive him/her in English courses, which leads us to think about the demotivating factors about English.

Research Question 3: What demotivates Turkish/international students most in English courses?

Table 10. Distribution of the Answers in the Minute Papers about Demotivating Things in English Courses

	Turkish Students		International Students	
	N	%	N	%
Teachers	7	35	-	-
Having Difficulties	7	35	-	-
Long Lessons	6	30	4	25
Being Unsuccessful	6	30	-	-
Boring Lessons	4	20	-	-
Other Students	4	20	2	12.5
Lots of Homework	2	10	-	-
Studying at a 100% English Medium Department	1	5	-	-
Learning about English Culture	1	5	-	-
Nothing	-	-	11	68.75

The data gathered from the minute papers supports the data acquired from the AMTB, which showed that the Turkish students' motivational level for studying English is lower than that of the international students. The minute papers indicated that the Turkish students have more reasons to feel demotivated in English courses. In Table 10, we have seen that thanks to their teachers, 30% of the Turkish students feel motivated in English courses, but according to Table 10, the same factor can also demotivate them easily as 35% of the Turkish students stated that the teachers' offending behaviours or their changing behaviours towards different classes can affect their motivation towards English negatively. They also added that their motivation can easily be decreased when their teachers shout at them because of their mistakes or when they are not appreciated by their teachers. In addition, they claimed that they are sometimes forced to go on lessons by their teachers because of the strict pacing jointly followed in all the classes, which causes unwillingness to learn English.

As seen in Table 10, 7 Turkish students out of 20 cannot tolerate the difficulties they face during the process of learning a new language. For example, when they cannot understand the teacher when s/he talks in English or cannot say the things they want in class, they do not want to continue participating in class activities. Moreover, it is also stated that when they are not able to understand anything in class or do not feel proficient in the topics covered in the lesson before, they feel demotivated. Finally, dealing with unknown words in terms of meaning or pronunciation can cause motivational problems for the Turkish students.

According to Table 10, it is very clear that the Turkish students (30%) are worried about their success in English while none of the international students perceived their grades as a cause of demotivation although they have approximate mid-term exam scores. They indicated that seeing no progress after a lot of efforts or learning their scores in the class instead of individual announcements make them feel reluctant to study English more.

Table 10 demonstrates that long lessons cause demotivation for both groups according to 30% of the Turkish students and 25% of the international students as they have 30 hours of English each week. Because of this, they complained that they have less time for their assignments and for their social life. 20% of the Turkish students emphasized that being in class for such a long time makes lessons boring, so this also results in demotivation towards learning English.

Another factor that affects the Turkish students' motivation in English classes is the attitudes of their classmates when they make mistakes. For example, four of them do not want to be laughed at or offended in class when they mispronounce a word. They also added that their learning is sometimes blocked by the students with better English as they do not let them try to show what they have learnt so far. On the other hand, 2 international students said that they also feel demotivated because of other Turkish students who do not speak English and are afraid of making mistakes, which shows that the way each group is affected by other students is totally different.

Table 10 also shows that a small number of Turkish students complained about having lots of homework (10%), learning a lot about English culture (5%) and even studying at a 100% English medium department (5%) although no comments were provided by the international students about these issues, which makes us conclude that what is perceived as normal can be a reason to feel demotivated for some of the Turkish students.

Finally, 68.75% of the international students expressed that nothing makes them feel demotivated in English classes, which supports the previous finding obtained via the AMTB.

Research Question 4: Is there a relationship between the students' motivational level and their performance in English?

Table 11. Correlations between Success and Mean Scores on the AMTB

		Turkish Students		International Students	
		Success	Mean scores on the AMTB	Success	Mean scores on the AMTB
Success	Pearson Correlation	1	-,130	1	-,462
	Sig. (2-tailed)		,585		,072
	N	20	20	16	16
Mean scores on the AMTB	Pearson Correlation	-,130	1	-,462	1
	Sig. (2-tailed)	,585		,072	
	N	20	20	16	16

* p < .01.

Table 11 demonstrates that the Pearson Correlation does not reveal a significant correlation at the level 0.01 between the Turkish students' scores in their mid-term exam and their mean scores on the AMTB ($r=-.130$, $p=.585$) and between the international students' scores in their mid-term exam and their mean scores on the AMTB ($r=-.462$, $p=.072$)

4. Discussion

According to the findings derived from the AMTB, a statistically significant difference in the motivational level of the students participating in the study was discovered as the international students ($M=4.25$, $SD=0.23$) were found to have a higher level of motivation to learn English than the Turkish students ($M=3.78$, $SD=0.68$). This was also supported with the data acquired from the minute papers as the international students reported more reasons to show much more interest and motivation in English courses. However, there were more varied results when we considered the scales in the questionnaire, which are attitudes towards learning English, integrative orientation, instrumental orientation, altruistic motivation and parental encouragement. Although there were no significant differences in terms of their attitudes towards learning English, their parents' encouragement regarding studying English and their level of instrumental orientation, there were statistically significant differences in their level of integrative orientation and altruistic motivation.

In terms of attitudes towards learning English, it can be concluded that both groups of students have positive attitudes towards learning English as the total mean scores are $M=0.95$ ($SD=0.65$) for the Turkish students and $M=0.87$ ($SD=0.68$) for the international students. This finding is in line with the study

conducted by Liu (2007) with Chinese university students as they were also found to have positive attitudes towards learning English. Another interesting finding regarding attitude is that the mean of the Turkish students' attitudes towards learning English is a little higher than the mean of the international students' on the AMTB, but in their minute papers, the international students revealed more positive attitudes towards English as 68.75% of the international students said that nothing affects their motivation negatively in English courses although the Turkish students highlighted varied things causing demotivation during English classes.

In the AMTB, The Turkish students ($M=1.51$, $SD=1.40$) were found to be more integratively motivated than the international students ($M=0.27$, $SD=0.44$) with a very significant difference, but in the minute papers, this finding was not supported as the international students expressed more positive ideas related to integrative orientation. For example, 25% of the international students said that they feel motivated when they understand other people and their cultures, but none of the Turkish students mentioned this in a positive manner in their minute papers. Moreover, one of the Turkish students reported that s/he does not like learning about English culture in his/her minute paper. It is known that integratively oriented students like the linguistic aspects of the foreign language (Mahloul, 2009), so when we consider the 6 international students reporting in their minute papers that learning something new about English can make them feel motivated, it can be concluded that this finding supports the idea suggested by Mahloul (2009).

When we look at their level of instrumental orientation, the results of the AMTB showed that the Turkish students ($M=1.06$, $SD=0.93$) were more instrumentally motivated than the international students ($M=0.83$, $SD=0.97$). However, in their minute papers, both groups focused on different aspects of instrumental orientation. 37.5% of the international students wrote about the role of English in their future career in terms of getting a good job or dealing with MA or PhD studies after their BA programs while the Turkish students focused on their success in English classes as 30% of the Turkish students expressed that when they fail in English courses, they feel demotivated. This means that the international students have longer-term plans regarding English than the Turkish students.

When we compare the results of the AMTB regarding integrative orientation and instrumental orientation, the international students' level of instrumental orientation was found to be higher ($M=0.83$, $SD=0.97$) than their level of integrative orientation ($M=0.27$, $SD=0.44$). This finding is in line with another study conducted by Bradford (2007) with 168 Indonesian university

students as they were also found to be more instrumentally motivated rather than integratively motivated. This is also supported by their minute papers as 37.5% of the international students think that they need English for their future career while 25% of them want to learn English to understand other people and their cultures.

In the present study, the international students ($M=1.66$, $SD=1.15$) were discovered to be more altruistically motivated than the Turkish students ($M=0.99$, $SD=0.76$) with a statistically significant difference via the results of the AMTB. However, neither the international students nor the Turkish students mentioned this in their minute papers, which supports what Erten (2015) suggested, so we can say that unless the participants are asked about their altruistic motivation in the questionnaires, they tend not to touch upon this aspect of motivation orally or in a written form (Erten, 2015).

According to the results of the AMTB, both groups of students are happy about their parental encouragement regarding studying English as the mean score of the international students is $M=1.60$ ($SD=1.18$) and the mean score of the Turkish students is $M=1.30$ ($SD=1.10$). Although none of them stated this in their minute papers as they were asked about the things motivating or demotivating them in class, 30% of the Turkish students and 50% of the international students emphasized the positive effects of their teachers on their motivation in English courses. In contrast, 35% of the Turkish students indicated the negative motivational consequences of their teachers' behaviours towards them. This makes us think about the external factors affecting the students' motivation. One of Dörnyei's categories of extrinsic motivation (2001), which is external regulation related to behaviors triggered by another person, can be clearly exemplified in this context. Therefore, we can say that these students are extrinsically motivated to some degree.

Another finding derived from the minute papers demonstrated that 18.75% of the international students reported their interests in learning languages, which is a sign of intrinsic motivation. On the other hand, 30% of the Turkish students said that enjoyable lessons with different activities and games designed to use English can make them feel motivated in English courses and this shows that these students' intrinsic motivation can be triggered by different kinds of activities which will help them like what they do related to English in class. This can be associated with the identified regulation suggested by Dörnyei (2001), which involves situations in which a student highly appreciates an activity and feels its usefulness. Although they reported this, both groups still seem to be more externally motivated when we think about what they said about their teachers' effects on their motivation, which is line with the study conducted by Tachibana,

Matsukawa and Zhong (1996) with 359 Japanese and 442 Chinese high school students. In the mentioned study, it was clear that even though the Japanese students were strongly interested in English as a subject, they demonstrated a weaker interest in intrinsic motivation and a stronger one in extrinsic motivation.

Moreover, 35% of the Turkish students commented on the negative effects of the difficulties they face while learning English on their motivation. This leads us to consider the need for competence (being able to do things), which is one of the psychological needs to feel intrinsically motivated (Pintrich & Schunk, 2002). If we, as teachers, want to make our students feel intrinsically motivated, we must be sure that they have basic skills to cope with the anticipated problems during the language learning process.

In this study, the Pearson Correlation between the mid-term grade ranges of the students and their mean scores of the AMTB revealed that there was not a relationship between their success in English and their motivational level for learning English and this finding is supported with the study by Ilma (2018) and the study by Haque and Maniruzzaman (2001) thanks to the same results obtained in those contexts.

5. Conclusion and Implications

All in all, based on the findings, it can be deduced that these students are aware of the importance of learning English to some extent as the high mean scores on the AMTB regarding their motivational level can be accepted as an indication to this awareness. As a result, some pedagogical implications can be acquired in this context. Students' perceptions related to studying English should be carefully considered by English instructors while designing the curriculum, classroom activities and teaching materials to meet their students' motivational needs. In addition to these, they should also take their own attitudes towards the students into account as these are one of the key elements that shapes their motivation towards courses. Furthermore, language engagement should be fostered with more meaningful and task based activities as 40% of the Turkish students highlighted that the more they speak English, the more motivated they feel in the courses.

In terms of the methodological implications, it can be said that another study with a large number of participants should be conducted in this context because these findings may not be generalized to other settings because of the small sample size of this study.

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Appendix A. The Attitude-Motivation Test Battery (Motivasyon ve Tutum Ölçeği)

Dear students,

The questionnaire below is about your motivational level for learning English. The results of the questionnaire will be confidential and used just for research. You can give up answering the questions anytime you want. There is no relationship between the study you will participate and any grades you will get for the lesson. Therefore, leaving the study at any stage will not result in your loss of any grades. The items are written in both English and Turkish and it will take 5 minutes at most to answer them. Thanks for your contributions.

Sevgili öğrenciler,

Aşağıdaki anket, İngilizce öğrenmedeki motivasyon seviyenizle ilgilidir. Anket sonuçları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Çalışmayı istediğiniz zaman bırakabilirsiniz. Katılacağınız bu çalışma ile derste alacağınız herhangi bir not arasında ilişki yoktur. Bu yüzden çalışmayı herhangi bir aşamada bırakmanız not kaybına sebep olmayacaktır. Maddeler hem İngilizce hem de Türkçe yazılmıştır ve cevaplamanız en fazla 5 dakika sürecektir. Katkılarınızdan dolayı teşekkür ederim.

Öğr. Gör. Hayriye SAKARYA AKBULUT &
Dr. Öğr. Üyesi İsmail Fırat ALTAY

PART I. Personal Information (Kişisel Bilgiler)

In this section, provide the necessary information for each item by choosing the right answer or writing in the gaps provided.

Bu bölümde her soru için doğru seçeneği işaretleyerek veya verilen boşluğa yazarak gerekli bilgiyi veriniz.

Gender (Cinsiyetiniz):	Female (Kadın) ()		Male (Erkek) ()	
Age (Yaşınız):	18-20 ()	21-23 ()	24- and more (ve daha fazlası) ()	
Country (Ülkeniz):				
Department (Bölümünüz):				
Degree of study (Programınız):	BA (Lisans) ()	MA (Yüksek Lisans) ()	PhD (Doktora) ()	
Your grade from the midterm exam (Vizeden aldığınız not):	30-49 ()	50-69 ()	70-89 ()	90-100 ()

How long have you been studying English? (Kaç yıldır İngilizce öğreniyorsunuz?):	1-3 years (yıl) ()	4-6 years (yıl) ()	7-9 years (yıl) ()	10-and more years (ve daha fazla yıl) ()
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PART II. The Attitude-Motivation Test Battery (Motivasyon ve Tutum Ölçeği)

Read the sentences below carefully and tick the appropriate options given at the end of each sentence (Strongly Agree / Agree / Unsure / Disagree / Strongly Disagree). Thanks for your cooperation.

Aşağıdaki cümleleri dikkatlice okuyunuz ve cümle sonunda verilen “Tamamen katılıyorum / Katılıyorum / Emin değilim / Katılmıyorum / hiç katılmıyorum seçeneklerinden size uygun olanı işaretleyiniz. İşbirliğiniz için teşekkür ederim.

1- Strongly disagree (Kesinlikle katılmıyorum)	2- Disagree (Katılmıyorum)	3- Unsure (Emin Değilim)	4- Agree (Katılıyorum)	5- Strongly Agree (Kesinlikle katılıyorum)
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1.	English is an important part of the school program. (İngilizce okul programının önemli bir parçasıdır.)	1	2	3	4	5
2.	Learning English can be important for me because it will enable me to better understand and appreciate British / American art and literature. (İngilizce öğrenmek benim için önemli olabilir çünkü İngiliz/Amerikan sanatını ve edebiyatını daha iyi anlamamı ve beğenmemi sağlayacak.)	1	2	3	4	5
3.	Learning English will allow me to provide social service to the society / my country. (İngilizce öğrenmek, topluma / ülkeme sosyal hizmet sunmamı sağlayacak.)	1	2	3	4	5
4.	When I leave school, I will give up the study of English entirely because I am NOT interested in (Okulu bıraktığım zaman, İngilizce çalışmalarını tamamen bırakacağım çünkü İLGİLENMİYORUM.)	1	2	3	4	5
5.	I love learning English. (İngilizce öğrenmeyi çok seviyorum.)	1	2	3	4	5
6.	Learning English can be important for me because it will allow me to meet and converse with more and varied people. (İngilizce öğrenmek benim için önemli olabilir çünkü daha fazla ve çeşitli insanla tanışmamı ve sohbet etmemi sağlayacak.)	1	2	3	4	5
7.	My parents DON'T think that English will be important for me when I finish school. (Ailem okulum bitince İngilizce'nin benim için önemli olacağını DÜŞÜNÜYOR.)	1	2	3	4	5
8.	Learning English can be important for me because I will be able to participate more freely in the activities of other cultural groups. (İngilizce öğrenmek benim için önemli olabilir çünkü diğer kültürel grupların aktivitelerine daha özgürce katılabileceğim.)	1	2	3	4	5
9.	Learning English can NOT be important for me because I WON'T need it for my future career. (İngilizce öğrenmek benim için önemli olamaz çünkü gelecekteki kariyerim için buna ihtiyacım olmayacak.)	1	2	3	4	5
10.	My parents think I should devote more time to my English studies. (Ebeveynlerim İngilizce çalışmalarına daha fazla zaman ayırmam gerektiğini düşünüyor.)	1	2	3	4	5
11.	Learning English will allow me to contribute to the society / my country. (İngilizce öğrenmek, topluma / ülkeme katkıda bulunmamı sağlayacak.)	1	2	3	4	5

12.	Learning English can NOT be important for me because it WON'T contribute to my knowledge. (İngilizce öğrenmek benim için önemli OLAMAZ çünkü bilgi dağarcığıma bir katkısı OLMAYACAK.)	1	2	3	4	5
13.	Learning English can be important for me because other people will respect me more if I have knowledge of a foreign language. (İngilizce öğrenmek benim için önemli olabilir çünkü yabancı dil bilgisine sahip olursam, diğer insanlar bana daha fazla saygı duyacak.)	1	2	3	4	5
14.	Learning English will be useful just for me. (İngilizce öğrenmek sadece benim için yararlı olacak.)	1	2	3	4	5
15.	I plan to learn as much English as possible. (Mümkün olduğunca çok İngilizce öğrenmeyi planlıyorum.)	1	2	3	4	5
16.	My parents DON'T think that I should continue studying English all through school. (Ebeveynlerim okul hayatım boyunca İngilizce öğrenmeye devam etmem gerektiğini DÜŞÜNÜYOR.)	1	2	3	4	5
17.	Learning English can be important for me because it will make me a more knowledgeable person. (İngilizce öğrenmek benim için önemli olabilir çünkü beni daha bilgili bir insan yapacak.)	1	2	3	4	5
18.	My parents really encourage me to study English. (Ebeveynlerim İngilizce öğrenmem için beni gerçekten teşvik ediyor.)	1	2	3	4	5
19.	Learning English is boring. (İngilizce öğrenmek sıkıcıdır.)	1	2	3	4	5
20.	Learning English will allow me to work against social disadvantage. (İngilizce öğrenmek, sosyal dezavantaja karşı çalışmamı sağlayacak.)	1	2	3	4	5
21.	My parents have stressed the importance English will have for me when I leave school. (Ebeveynlerim okuldan ayrıldıktan sonra İngilizcenin benim için önemini vurguladı.)	1	2	3	4	5
22.	I would rather spend my time on subjects OTHER than English. (Zamanımı İngilizce DIŞINDAKİ derslere harcamayı tercih ederim.)	1	2	3	4	5
23.	Learning English will allow me to make an impact on the society /my country. (İngilizce öğrenmek toplum / ülkem üzerinde bir etki bırakmamı sağlayacak.)	1	2	3	4	5
24.	Learning English can be important for me because I think it will someday be useful in getting a good job. (İngilizce öğrenmek benim için önemli olabilir çünkü bir gün iyi bir iş edinmemde yararlı olacağını düşünüyorum.)	1	2	3	4	5
25.	Learning English will allow me to help other people. (İngilizce öğrenmek, diğer insanlara yardım etmemi sağlayacak.)	1	2	3	4	5
26.	My parents feel that I should study subjects OTHER than English more. (Ebeveynlerim İngilizce DIŞINDAKİ derslere daha çok çalışmam gerektiğini düşünüyor.)	1	2	3	4	5

Appendix B. One-Minute Paper for INTERNATIONAL/TURKISH STUDENTS

Please answer the questions below in full sentences by giving enough details. Feel free to answer the questions either in English or in Turkish depending on your proficiency.)

(Aşağıdaki soruları tam cümlelerle ve yeteri kadar detay vererek cevaplayınız. Soruları yeterliliğinize bağlı olarak İngilizce veya Türkçe cevaplayabilirsiniz.)

1. What motivates you most in English courses as an INTERNATIONAL / TURKISH STUDENT? *(Uluslararası / Türk bir öğrenci olarak İngilizce derslerinde sizi en çok ne motive eder?)*

2. What demotivates you most in English courses as an INTERNATIONAL / TURKISH STUDENT? *(Uluslararası / Türk bir öğrenci olarak İngilizce derslerinde hevesinizi en çok ne kırar?)*

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