

Original Paper

Attitudes and Motivation of Turkish Undergraduate EFL Students towards Learning English Language

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Abstract

The purpose of this study is to investigate the attitudes and motivation of first-year Turkish undergraduates toward English language learning as a foreign language. The study was carried out with 90 students majoring in business studies at Cag University, Mersin in Turkey by administering a survey designed on a five-point Likert scale with 43 items including demographic questions about the learners' background information such as gender, age, and how long they have been learning English. The items on the survey were chosen from Dörnyei and Csizér (2006) in a variety of Hungarian researches and from a recently designed questionnaire by Ryan (2005). The domains used for the purpose of the study were: integrativeness, attitudes to L2 community, cultural interest, attitudes to learning English, criterion measures, ideal L2 self, ought-to L2 self, family influence, instrumentality (promotion and prevention), and fear of assimilation.

The data collected were analysed through descriptive statistics in SPSS statistical program. The results revealed that Turkish first-year university students learn English as a foreign language mostly for instrumental reasons, and it also showed that integrative motivation is dominant motivational orientation for the participants in some degree.

Keywords

attitude, motivation, integrativeness, L2 community, instrumentality

1. Introduction

The English language is undoubtedly regarded as the international language of the world which plays a crucial role in worldwide affairs for business, scientific research, and popular culture. Thus, in many countries such as Turkey, the language has been intensively taught at all stages of the education system. Many Turkish learners begin learning English in primary school or even in pre-primary school. However, it has been long observed that some learners experience difficulty in developing their level of proficiency and make slow progress, while others can master it in a very component way. To seek the reason for this, over the past decades, a great deal of research has been conducted, and second-language

acquisition (SLA) researchers have agreed that even though learners as language processor follow a common development process, each of them has some differences in the degree of success they achieve. Since the 1970s, SLA researchers have attempted to find out “What makes some language learners more successful than others in the same opportunities?” The researchers had a consensus that there are several significant factors that determine success in language learning.

Spolsky (1989) described the notions and concepts more concretely in a particular model called ‘general model of second language learning’ as shown in Figure 1.1. The model summarizes his theoretical perspectives on the whole of the relationships among contextual factors, individual learner differences, learning opportunities, and learning outcomes. According to this model, social context is a direct influence on attitudes of various kinds, and these attitudes lead to development of motivation. The variations of motivation are age, personality, capabilities, and previous knowledge which make language learning more or less successful.

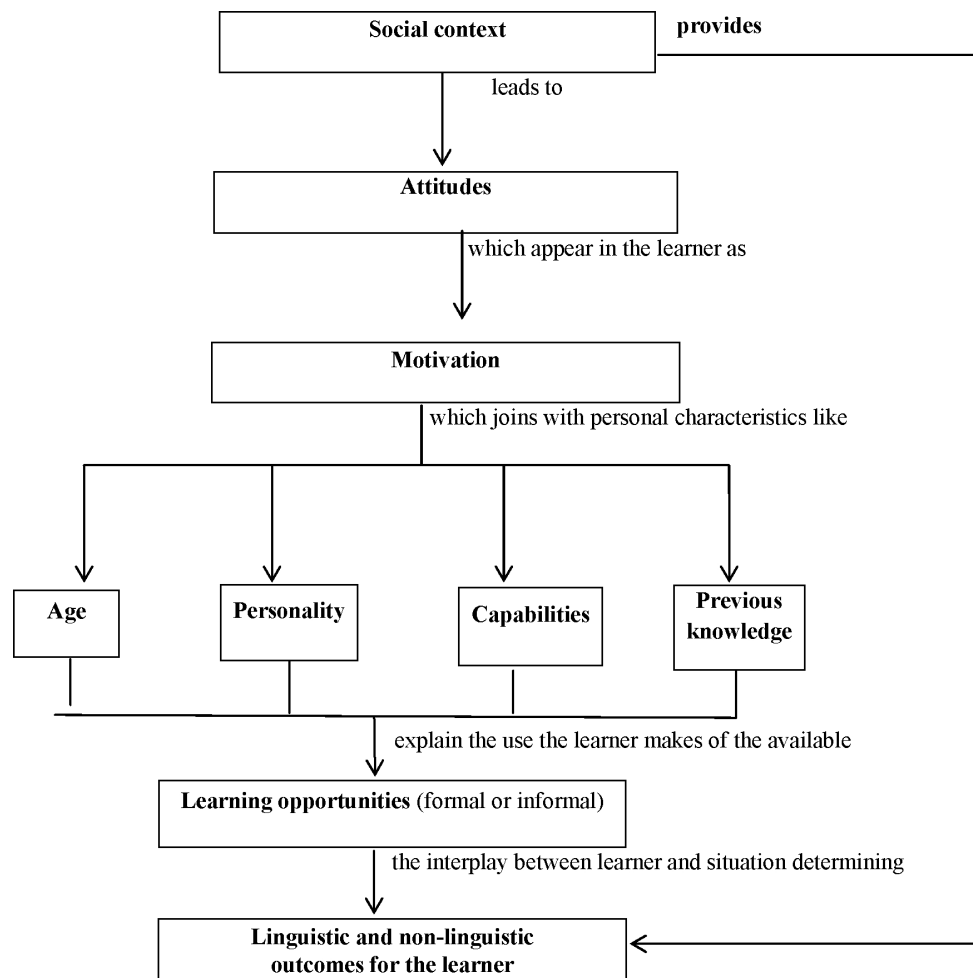


Figure 1. Spolsky's general model of second language learning

O'Doherty (1975) stated, language is dependent on the social context and culture is an integral part of the language, which means any change in the culture affects the language or vice versa and people are parts of the culture who use the language as a tool to explain their traditions or perspectives on a subject. Thus, SLA researchers should also consider interdisciplinary factors, particularly sociolinguistics such as cognitive linguistics or psycholinguistics.

According to some scholars the differences in L2 success mainly relied on two domains: cognitive and affective. Cognitive factors refer to intelligence, language aptitude, and language learning strategies, while affective factors are language attitudes, motivation, and language anxiety. Recently, these factors, particularly affective factors of attitude and motivation, have been a focus of several researches (Carreira, 2005; Cheng & Dörnyei, 2007; Dörnyei & Csizér, 2002; Ehrman, Leavera & Oxford, 2003; Gardner & Lambert, 1972; Gardner, 2005; Guilloteaux & Dörnyei, 2008; Matsumoto & Obana, 2001; Skehan, 1989, 1991; Yang, 2008; Yu & Watkins, 2008).

McGroarty (1996) suggested that regarding language learning, the students as social beings may be affected by the attitudes of their parents, friends and the like (p.4). Attitudes and motivation have an influence on learners or teacher and it is not so easy to define this influence. Researchers who would like to understand the effect of this influence on language teaching should consider their varied characteristics and their contributions to the language learning.

Finally, as previously mentioned, this study aims to look into Turkish first-year undergraduates' attitudes towards English language learning as an EFL learner and their motivation types. Thus, the questions to be addressed in this study are as follows:

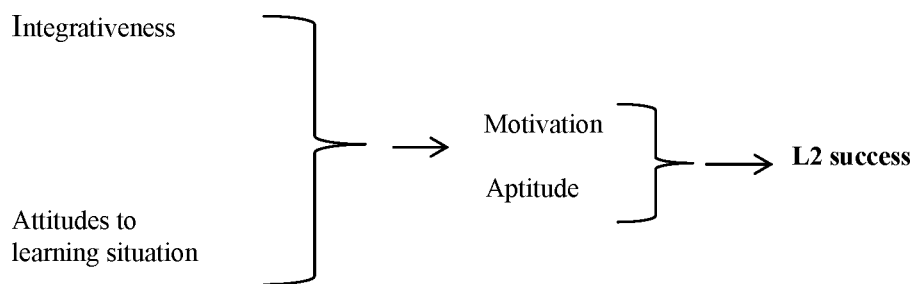
- What are the first-year Turkish university students' attitudes towards English language learning?
- What are the students' motivations for learning English?

2. Literature Review

Learning a foreign language is not like learning any other subjects as it involves learning a second culture to some extent. Culture and language are inseparably connected with each other. Brown (1989) explained that people are part of some constructs such as 'a family, a community, a country, a set of traditions, or a way of looking at the universe' (as cited in Dörnyei, 2001, p. 14). In brief, each person represents a specific culture and he uses the language as a tool to explain that culture, to perform in the culture, and to describe the world. To communicate with people in the target language requires information about its culture. For this reason, a considerable amount of research has been conducted since the 1960s by SLA researchers to inquire about the element of culture within language learning or teaching. Thus, sociolinguistics has gained significance in second/foreign language teaching or learning studies.

Canadian social psychologists Lambert and Gardner (1959) made the first empirical study in the field to examine the role of motivation in second language learning. This study was carried out in an English-French bilingualism context—Canada for the purpose of defining variables. As a result of this

study, they introduced Socio-educational Model of Second Language Acquisition in classroom settings which has later been revised many times (Gardner, 1985; Gardner & MacIntyre, 1993; Gardner & Trembley, 1995; Gardner, 2000). According to this approach, social psychology and individual psychology need to be integrated to describe the factor of motivation in the success of learning the target language. In their studies, they developed Attitude and Motivation Test Battery (AMTB) to explore affective factors in the learning of French as a second language in the situated context. AMTB has been used in several studies in different parts of the world to examine attitudes and motivation to learn L2 (e.g. Inbar, Donitsa-Schmidt & Shohamy, 2001; Mondada & Doehler, 2004; Ushioda, 2001). The construct of their motivational model categorised in two orientations: integrative (having a positive attitude toward foreign culture and a desire to participate as a member of it) and instrumental (learning the language in order to use it for a specific purpose such as career development or entry to further educational studies). Gardner and Lambert (1972) claimed that integratively motivated learners are more successful in learning a language than instrumentally motivated learners. Cook (1996:168) described Gardner's 'Socio-educational Model of L2 Learning' in a simplified figure as seen below:



Based on this figure, motivation is a formation of integrativeness which includes reflections of culture in the L2 and attitudes to the learning situation, to the teacher, or to the course itself. Aptitude is another important competency for success in the language which is also affected by attitudes and integrativeness. Therefore, each of them is reliant on one another for L2 success.

2.1 Shift in Research Perspectives

Even Gardner's socio-educational model used in several studies has been revised and redefined because of the notion of 'integrative motive'. For instance, Dörnyei (1990) argued that foreign language learners can hardly be integrated to L2 community as they do have little or limited opportunity to interact with the community of the language. Instrumental orientation plays a more significant role in EFL contexts than the integrative one. These types of learners are mostly motivated to learn the target language for the reasons of travel, friendship, education, or the like.

He (1990) conducted a study to define the features of integrativeness and instrumentality in foreign language learning—in Hungarian context, by administering a questionnaire to young adult learners of English. After this study, he introduced four types of motivational factors: 1) an instrumental motivation sub-system; 2) an integrative motivational sub-system; 3) need for achievement; and 4)

attribution about past failures. He also classified three dimensions in integrative motivational sub-system as general interest in foreign language (FL), a desire to broaden one's view, and a desire to avoid provincialism. He (1994) structured the motivational framework of L2 motivation into three levels: the Language Level, the Learner Level, and the Learning-Situation Level (see Table 1). The Language Level is focused on orientations and motives in terms of the perspectives of L2 such as community, pragmatic benefits, and culture. Two general motivational sub-systems are shown into this level: integrative and instrumental sub-system. Integrative sub-system concerns the student's L2-related conditions as cultural or social elements. Adversely, the instrumental motivational subsystem compasses the learner's future career. Learner Level is comprised of some individual characteristics (e.g., need for achievement, self-confidence which involves language anxiety, L2 competence, attributions, and self-efficacy). Learner situation level is constituted of intrinsic and extrinsic motives and motivational elements. In addition, many researchers have indicated that there is a strong link between the teacher and the learners' motivation, achievement, negative feelings, and effort (Chambers, 1998; Clément et al., 1994; Gardner et al., 2004; Williams & Burden, 1999; Guilloteaux & Dörnyei, 2009). The results of these researches highlight the claim that "the teacher's level of enthusiasm and commitment is one of the most important factors that affect the learners' motivation" (Dörnyei, 1998, p. 130), acculturation being a part of it.

Table 1. Components of foreign language learning motivation (Dörnyei, 1994a, p. 280)

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

<i>Group-specific Motivational Components</i>	* Feedback
	Goal-orientedness
	Norm & reward system
	Group cohesion
	Classroom goal structure

Dörnyei (1994) stated that each of these levels, language, learner and learning situation, appear to have an impression independent of the others. He expressed that “...each of the three levels of motivation exert their influence independently of the others and have enough power to nullify the effects of the motives associated with the other two levels” (1996, p. 78). But in terms of this framework, he also indicated that “many of its components have been verified by very little or no empirical research in the L2 field” (1994a, p. 283). Later, Williams and Burden (1997) advanced a new framework focusing on the two points: external or internal nature. They believed that all factors to L2 motivation may derive from external or internal factors. Their framework is based on Deci and Ryan’s (1985) motivation framework; they put forward another consideration of motivation as intrinsic and extrinsic types. They described intrinsic motivation as a desire that comes from within the learner to perform a task and learners do this for its inherent satisfaction, while extrinsic motivation refers to the external factors to the learner. Intrinsically motivated learners enjoy an activity or course only for the satisfaction of learning and are determined to achieve inwardly. By doing so, learning becomes more meaningful. On the other hand, extrinsically motivated learners learn or perform a task for having a tangible outcome rather than development or enjoying the learning. The main distinction between these two types is the reason for learning the language.

Accordingly, Dörnyei (2009) reframed Gardner’s integrative motivation definition in terms of EFL context with three dimensions within a new model called L2 Motivational Self System: the ideal L2 self, the ought-to self, and the learning experience. The ideal L2 self is related to the perception of the person for the future which is especially influenced by Gardner’s (1985) ‘integrative orientation’. For example, the individual learns English with the hope of communicating with the people in English-speaking countries. The ought-to self involves responsibilities and obligations enforced by external authorities. MacIntyre et al. (1997) illustrated this type with ‘the imperatives of maintaining the linguistic dimension of ethnic identity, as when a heritage language is under threat’ (p. 49). And the last construct, L2 learning experience relates to motivation linked to previous experience and interaction with the current learning situation.

To sum up, Dörnyei (1990) pointed out that instrumental motives are significant to motivation in EFL contexts. Thus, more research should be conducted to look into attributes of EFL contexts in language teaching and how they affect attitudes of learners regarding motivational factors. For instance, Karahan (2007) carried out a study to explore the relationship between language attitudes towards English language and its use in Turkey. The study revealed some considerable findings such as the students

have slightly positive attitudes to the language learning. Even if they are aware of the importance of the language around the world, they are not so eager to learn the language. They have a desire to learn about the culture of the language but they do not like Turkish people who are speaking English to another Turkish person.

Consequently, as clearly seen, attitudes and motivations are complex issues involving several dimensions. The researchers have attempted to clear up these terms within some frameworks based on theoretical issues considering variables of individual and situational factors. They have also conducted some researches to figure out whether gender differences lead to any change in attitudes towards learning the language, motivation to learn, and the extent of relationship between motivation and success. All of these inquiries refer to further studies that need to be conducted on attitudinal and motivational factors on the EFL learning process.

3. Methodology

3.1 Context and Participants

This study was carried out at a private Turkish university named as Cag University, Mersin in Turkey. The medium of instruction at the university is English, and German, Spanish, and French are also taught as second foreign languages. At the beginning of the academic year, students are given an English Proficiency Examination and the students getting 70 and higher grades on this exam start their education in their departments. The students whose English is not sufficient enough to pass this exam are divided into three levels (Pre-intermediate, Elementary and Beginning) according to the result of the placement test and start English Preparatory Education in groups of 15 to 20 students. The participants of this study were 90 Turkish university students (38 female and 52 male) in five different departments who took part in English course every week for four hours. The Table.2 lists the sample at each department:

Table 2. Departments of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	International relations	29	32.2	32.2	32.2
	International logistics	7	7.8	7.8	40.0
	International finance	11	12.2	12.2	52.2
	Management	18	20.0	20.0	72.2
	International Trade	25	27.8	27.8	100.0
	Total	90	100.0	100.0	

The participants ranged from 19 to 24 years of age, with an average age of 21 (40%). The participants were learning English as a foreign language which is a compulsory subject with four-credit more than departmental subjects for two years. Besides English, they were learning Spanish, German, and French as an elective course. Nearly thirty-four percent (34%) of them had been learning English for at least three semesters including the English Preparatory Program. It is assumed that they are in pre-intermediate level when they complete the English Preparatory Program after a year. Thus their expected level of English was intermediate but their strengths and limitations may vary as well.

3.2 Data Collection Instrument

The data collection instrument used for this study was a questionnaire adopted from Dörnyei and Csizér (2006) in a variety of Hungarian researches and from a recently designed questionnaire by Ryan (2005) (see Appendix A). The instrument was given to two experts for revision and stating their opinions on the questionnaire in terms of the specified context with some interviews. During these sessions, the potential problematic items were recognized and they were either edited or erased. After this process, the questionnaire consisted of 43 items: 6 of them about demographic information and background knowledge and 37 questions in Part I and II. Part I consists of the questions 7 to 23 (17 questions in total); the participants were asked to indicate the degree of their feelings or opinions about the questions on a five-point Likert scale. Part II consists of questions from 24 to 43 in which the participants were asked to define the extent of their agreement or disagreement on a five-point scale. The items of the questionnaire focus on the following domains:

<i>Domains</i>	<i>Questionnaire item no.</i>
Integrativeness	7, 12, 17
Attitudes to L2 Community	8, 10, 11
Cultural Interest	13, 14, 15, 16
Attitudes to learning English	18, 19, 20, 21, 22
Criterion Measures	24, 25, 26, 43
Ideal L2 self	27, 28, 29
Ought-to L2 self	23, 30, 31
Family influence	32
Instrumentality - promotion	9, 33, 34, 35, 36, 40
Instrumentality - prevention	37, 38, 39, 41
Fear of assimilation	42

3.3 Data Collection Procedure

The survey was translated into the participants' mother tongue–Turkish–and given them during the classroom hour by their English teachers. The teachers were asked to explain the purpose of the study

and give instructions for the survey to the students. It took the students 15 minutes to complete it.

3.4 Data Analysis

The data collected were analyzed by using the Statistical Package for the Social Science (SPSS) version 16.0 for the purpose of measuring internal consistency with Cronbach's alpha, and descriptive statistics were used for the items to find mean, frequency, and standard deviation in this study.

4. Results and Discussion

Internal consistency of the scale was measured using SPSS 16 and overall consistency is .921 for 37 items. Table 3 demonstrates the summary of the findings with mean, standard deviation, and variance for each cluster.

Table 3. Findings of the study

Clusters	Question No	Number	Mean	Std. Deviation	Variance
Integrativeness	7	90	3.69	1.035	1.071
	12	90	3.32	1.437	2.064
	17	90	3.62	1.214	1.474
Attitudes to L2 Community	8	90	3.47	.927	.858
	10	90	4.43	.862	.743
	11	90	4.20	.985	.971
Cultural Interest	13	90	3.66	1.182	1.397
	14	90	2.94	1.059	1.122
	15	90	3.94	1.145	1.311
	16	90	3.10	1.200	1.439
Attitudes to learning English	18	90	3.73	.969	.939
	19	90	3.19	1.217	1.481
	20	90	3.32	1.090	1.187
	21	90	3.89	1.060	1.124
	22	90	3.42	1.122	1.258
Criterion Measures	24	90	3.88	1.140	1.300
	25	90	3.43	.937	.878
	26	90	3.09	1.125	1.265
	43	90	3.68	1.235	1.524
Ideal L2 self	27	90	4.36	.952	.906

	28	90	4.01	1.011	1.022
	29	90	4.33	.936	.876
Ought-to L2 self	23	90	4.13	1.041	1.083
	30	90	3.97	1.126	1.269
	31	90	4.26	1.012	1.024
Family influence	32	90	3.20	1.400	1.960
Instrumentality-promotion	9	90	4.78	.556	.310
	33	90	4.64	.692	.479
	34	90	3.98	1.093	1.195
	35	90	4.53	.914	.836
	36	90	3.98	1.161	1.348
	40	90	4.07	1.003	1.007
Instrumentality – prevention	37	90	4.11	1.112	1.237
	38	90	4.09	1.240	1.537
	39	90	3.99	1.147	1.314
	41	90	3.18	1.346	1.811
Fear of assimilation	42	90	1.77	1.171	1.372

4.1 Integrativeness and Culture Interest

As previously explained, integrativeness refers to desire to learn the language to communicate with members of the community. Gardner (2001) describes that:

Integrativeness reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one's original group), but more commonly it might well involve integration within both communities (p. 5).

The item 12 'becoming similar to the people who speak English' obtained that nearly 50 percent of the students would like to be, while about 27 percent of them thought it is not a good idea at all. The findings for item 7 to see how much the students like English language show that 58 percent of the participants have a positive sympathy to the language whereas 10 percent hate it. Generally, responses to this category may suggest that most of the students have a positive feeling to be integrated into the target language and with its community due to the limited direct opportunity to interact with the L2 speakers of the language.

Table 4. Q14. How much do you like English magazines, newspapers, or books?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	7	7.8	7.9	7.9
	not really	24	26.7	27.0	34.8
	so so	32	35.6	36.0	70.8
	quite a lot	19	21.1	21.3	92.1
	very much	7	7.8	7.9	100.0
	Total	89	98.9	100.0	
Missing	System	1	1.1		
Total		90	100.0		

As clearly seen in Table 4, the students do not like publishing in English much.

4.2 Attitudes to L2 Community and to learning English

Gardner (1985) (as cited in McGroarty, 1996, p. 5) defined attitudes as ‘an underlying psychological predisposition to act or evaluate behavior in a certain way’. Attitude is related to an individual’s beliefs and values which may promote or discourage the person academically or informally. In short, attitudes contain the set of beliefs that the learner has towards the L2 community of the target language and also towards the language, and these attitudes may control the learner’s motivation to the learning itself.

Table 5. Q11. How much do you like to meet people from English-speaking countries?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	2	2.2	2.2	2.2
	not really	4	4.4	4.4	6.7
	so so	12	13.3	13.3	20.0
	quite a lot	28	31.1	31.1	51.1
	very much	44	48.9	48.9	100.0
	Total	90	100.0	100.0	

According to the results of item 11, it is clearly said that approximately 49 percent of the students have a high desire to meet people of the target language community; about 31 percent of the students would like to meet them. Additionally, almost all of the students (85%) expressed their intention to travel to English-speaking countries.

One of the important findings of the study in terms of the students’ attitudes to learning English is item 18, “How much do you like the atmosphere of your English classes?” Around 60 percent of the participants stated ‘they like it much’, while only 11 percent of them explained ‘they do not like’ and

30 percent have a moderate feeling about their English classroom. Another interesting finding from this category is that for the question about their feelings and personal beliefs about the English language, “How much do you find learning English is really interesting?” 44 percent of them pointed out ‘much’; but 30 percent of the participants specified ‘not really’.

4.3 Criterion Measures and Ideal L2 Self

Criterion measures refer to assessments of the learners’ intended efforts toward learning English which is related to Ideal L2 Self (Dörnyei, 2009, p. 31) and Ideal L2 Self attributes that a person would like to possess. In order to better understanding of these constructs, considering the questionnaire items that are related to them may help us to analyze the attitudes and motivations of the students.

Table 6. Q11. I would like to study English even if I were not required

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	8.9	9.0	9.0
	disagree	17	18.9	19.1	28.1
	neither agree nor disagree	34	37.8	38.2	66.3
	agree	19	21.1	21.3	87.6
	strongly agree	11	12.2	12.4	100.0
	Total	89	98.9	100.0	
Missing System		1	1.1		
Total		90	100.0		

Almost 38 percent of the students indicated that they had no idea whether they would study English if it was not required, while about 21% of the respondents agreed with the statement. Another significant point was developed from the statement of item 27, “I imagine myself as someone who is able to speak English”, and most of the students have strongly agreed that they imagine themselves as a proficient user of the language in the future. This shows that the students are optimistic and self-confident about their ability to speak the language. More surprisingly, almost 74 percent of the respondents stated that they could imagine themselves speaking English as if they were a native speaker of English.

4.4 Ought-to L2 Self

This is relevant to the attributes that one believes one ought to possess to meet expectations and to avoid possible unexpected results. This dimension corresponds to the less internalised type of instrumental motive.

For example, the questionnaire item 31, “My parents believe that I must study English to be an educated person” presents that almost all of them agreed that they have been learning the language with the force of their families, which shows that they are not intrinsically motivated. This fact is also proved with item 30; about 72% of the respondents stated that they have been learning English because

the people surrounding them do so. Based on these findings, it may be concluded that there is a substantial increase in the students' ought-to L2 selves.

4.5 Instrumentality (Promotion-Prevention)

In today's globalized world, learning English as a lingua franca is a must for people to be professionally successful, and instrumental motives involve some personal goals such as career development, earning more money, or finding a good job (instrumental promotion), while there are some regulations of duties or obligations such as passing English to graduate (instrumental prevention). In order to define whether the students are learning English for promotion or prevention, we analyze Items 9, 33, 34, 35, 37, and 38, respectively.

Nearly all of the participants (96%) acknowledged that knowing English would help their future career and they strongly agreed that learning English would help them in getting a job or making money. Almost 89% of them were studying the language to work globally in the future. More than half of them also stated that they intend to study abroad when they complete the first degree. On the other hand, of the participants approximately 75% believed that they had to learn English to pass the course.

5. Conclusion

This study was aimed at exploring the attitudes and motivations of Turkish first-year university students towards English language learning. The findings of the study revealed that the students were mostly instrumentally motivated for professional needs. Even though there is a high tendency to be aware of the importance of the language and everyone is required to learn it, a considerable number of the participants are learning it due to the obligations. They also indicated that they would like to visit English-speaking countries to meet the people and learn about their culture. The most striking finding of the study concerned the ideal L2 self, which was that they believed they eventually could speak English like a native speaker. This may show that they have an internally forced motivation.

Apart from analyzing Turkish EFL learners' attitudes and motivation with the hope of dealing with some problems that may affect the students and learning, teachers must improve the contents, teaching methods, and classroom activities to facilitate effective language learning. Thus, Dörnyei and Csizér (1998) have pointed out that there has been much research on identifying and developing L2 motives and validating theories of motivation and they listed some macro-strategies for the language teacher for increasing learner motivation as follows:

- 1) Set a personal example with your own behaviour
- 2) Develop a good relationship with the learners
- 3) Increase the learners' linguistic self-confidence
- 4) Make the language classes interesting
- 5) Promote learner autonomy
- 6) Personalize the learning process
- 7) Increase the learners' goal-orientedness

- 8) Familiarize learners with the target culture
- 9) Create a pleasant relaxed atmosphere in the classroom
- 10) Present the tasks properly

This present study was carried out with a small number of Cag University freshman students on their attitudes and motivations towards learning English. Therefore, the findings are peculiar to this specific context. Further and continuous research on university students' attitudes and motivations is required, because the society is in the progress of change and people in the changing society.

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Appendix A

Attitudes and Motivation Scale for English Language Learning

Dear Participant,

I am a graduate student in the English Language Teaching Department at the University of Eastern Mediterranean, Famagusta. To complete my program requirements, I am carrying out a research study. The purpose of this research study is to examine the attitudes and motivation types of Turkish learners of English as a foreign language. So, I would like to invite you to participate in this study. This is not a test so there are no "right" or "wrong" answers, and you don't even have to give your name. We respect your privacy, and want to assure you that your responses are both anonymous and confidential. The survey should take approximately 15-20 minutes to complete, and your participation is vital to the success of this project. You are free to refuse to be surveyed. If you have any questions about the research, please contact me by email or by phone. Thank you very much for your help.

Sincerely,

Fatma Toköz Göktepe

ftokozgoktepe@gmail.com; fatmatokoz@yahoo.com

1. Gender: (Please circle) Female Male
2. Department:.....
3. Age:.....
4. If you could choose, which foreign languages would you choose to learn next year at school? Please indicate three languages in order of importance.
 - 1).....
 - 2).....
 - 3).....

5. What foreign languages are you learning besides English?

6. How long have you been learning English?

PART I. In the following section we would like you to answer some questions by simply giving marks from 1 to 5. Please circle only one number in each box that best matches your opinion and don't leave out any of them. Thanks.

5 = very much, 4 = quite a lot, 3 = so-so, 2 = not really, 1 = not at all.

7. How much do you like English?	5	4	3	2	1
8. How much do you like the people who live in English-speaking countries?	5	4	3	2	1
9. How much do you think knowing English would help your future career?	5	4	3	2	1
10. How much do you like to travel to English-speaking countries?	5	4	3	2	1
11. How much would you like to meet people from English-speaking countries?	5	4	3	2	1
12. How much would you like to become similar to the people who speak English?	5	4	3	2	1
13. How much do you like English films?	5	4	3	2	1
14. How much do you like English magazines, newspapers, or books?	5	4	3	2	1
15. How much do you like the music of English-speaking countries?	5	4	3	2	1
16. How much do you like the TV programmes made in English-speaking countries?	5	4	3	2	1
17. How important do you think learning English is in order to learn more about the culture and art of its speakers?	5	4	3	2	1
18. How much do you like the atmosphere of your English classes?	5	4	3	2	1
19. How much do you find learning English is really interesting?	5	4	3	2	1
20. Do you always look forward to English classes?	5	4	3	2	1
21. Do you really enjoy learning English?	5	4	3	2	1

22. Do you think time passes faster while studying English?	5	4	3	2	1
23. How much do you think knowing English would help you to become a more knowledgeable person?	5	4	3	2	1

PART II. Now there are going to be statements some people agree with and some people don't. We would like to know to what extent they describe your feelings or situation. After each statement you'll find five boxes. Please put a cross (X) in the box which best expresses to what extent you agree with the statement about your feelings or situation.

• There is no right or wrong answer—we are interested in your personal opinion

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
24. If an English course was offered in the future, I would like to take it.					
25. I am working hard at learning English.					
26. I would like to study English even if I were not required.					
27. I imagine myself as someone who is able to speak English.					
28. I can imagine myself speaking English as if I were a native speaker of English.					
29. Whenever I think of my future career, I imagine myself using English.					
30. Learning English is necessary because people surrounding me to do so.					
31. My parents believe that I must study English to be an educated person.					
32. My family put a lot of pressure on me to study English.					
33. Studying English can be important to me because I think it will some day be useful in getting a job and/or making money.					

34. Studying English is important to me because I am planning to study abroad.					
35. Studying English is important to me because with English I can work globally.					
36. I study English in order to keep updated and informed of recent news of the world.					
37. I have to learn English because without passing the English course I cannot graduate.					
38. I have to learn English because I don't want to fail the English course.					
39. I have to study English; otherwise, I think I cannot be successful in my future career.					
40. Studying English is important to me in order to achieve a special goal (<i>e.g. to get a degree or scholarship</i>).					
41. Studying English is important to me, because I would feel ashamed if I got bad grades in English.					
42. Learning foreign languages makes me fear that I will feel less Turkish because of it.					
43. Learning English is one of the most important aspects of my life.					