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An Analysis on Motivational Beliefs of Preparatory Class Students about Learning English

(Üniversite Hazırlık Öğrencilerinin İngilizce Öğrenme Motivasyonları
Üzerine Bir Analiz Çalışması)

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Abstract

The purpose of this study is to analyze the motivational beliefs of preparatory class students to learn English. The research was carried out utilizing a mixed method where quantitative and qualitative data were used together. The sample chosen purposively consists of 211 students attending the School of Foreign Languages at Yıldız Technical University. As a quantitative data collection tool, the motivational beliefs dimension of “Motivated Strategies for Learning Questionnaire (MSLQ)” was used. Qualitative data were collected via two open-ended questions which were asked to have an insight about motivational beliefs of the students. Quantative data were analyzed via t-test and ANOVA statistics while qualitative data were analyzed through descriptive analysis. For quantitative results, the findings initially indicated that there was a significant difference in motivational beliefs between male and female students in favour of female students. Secondly, there was a significant difference in motivational beliefs associated with self-efficacy and test anxiety depending on English proficiency level of the students. Thirdly, the resource of motivation did not constitute a significant difference in motivational beliefs. Finally, qualitative findings revealed that an enjoyable learning atmosphere motivated the students to learn English.

Keywords: Learning English, motivational beliefs, learning environment, self-efficacy, anxiety.

Özet

Bu araştırmanın amacı, üniversite hazırlık öğrencilerinin İngilizce öğrenmeye yönelik motivasyonel inançlarının belirlenmesidir. Araştırma nitel ve nicel veri toplama süreçlerinin bir arada yürütüldüğü karma yöntemle gerçekleştirilmiştir. Araştırmanın örneklemini, Yıldız Teknik Üniversitesi Yabancı Diller Yüksekokulu’nda öğrenim gören ve amaçlı örnekleme yöntemiyle seçilen 211 öğrenci oluşturmaktadır. Araştırmada nicel veri toplama aracı olarak Öğrenme Motive Edici Stratejiler Ölçeği’nin motivasyonel inançlar boyutu, nitel veri toplama aracı olarak da ölçeğin sonuna eklenen iki açık uçlu soru kullanılmıştır. Nicel verilerin analizi t-testi ve ANOVA, nitel verilerin analizi betimsel analiz tekniğiyle gerçekleştirilmiştir. Araştırmanın bulguları, öğrencilerin motivasyonel inançlarında kız öğrenciler lehine anlamlı farklılık bulunduğunu; öğrencilerin öz-yeterlik algısı ve sınav kaygılarında öğrenim görülen kura göre anlamlı farklılık bulunduğunu; motivasyon kaynağının motivasyonel inançlar üzerinde anlamlı bir farklılık oluşturmadığını ortaya koymuştur. Son olarak, araştırmanın nitel verilerinden elde edilen bulgular, eğlenceli bir öğrenme ortamının İngilizce öğrenmeye yönelik motivasyonu arttırdığını göstermiştir.

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Introduction

The necessity of learning a foreign language has become a stubborn fact in the 21st century in which communities are in constant communication with one another and information is transmitted to the other side of the world at the speed of light. While thinking, producing and sharing the emergent product with stakeholders make it more meaningful, the actualization of sharing through a common language makes the product relatively more accessible. English has been the common language in recent decades and it has become a well-accepted global means of sharing in the world. That being the case, it has become impossible for an individual who does not know English to follow the developments in his/her profession, fields of interest or social community.

Language is amongst the most important devices of the information era. Sapir (2007) defines the language as peculiar to human beings and a way to express feelings, thoughts and wishes via symbols which are set free from instincts. Likewise, Soner (2007) states that language is a crucial means of communication and it prevails for this reason in each and every era. Mankind maintains their life as a member of a language community and many other components are influenced by the presence of language.

Knowing a foreign language is of vital importance as a result of being a part of information era. Learning a foreign language has come into prominence by force of globalization, and a foreign language is an essential device to follow economic, social, cultural, and technological advancements (Yurtseven, 2010). In a circumstance when international relationships have intensified and English has a crucial meaning, it is truly impossible for individuals to use their mother tongue as a sole means of communication and reach sources of information by this way. Culture, art, science, technology, and many other fields are free of frontiers, and, as a consequence of globalization, it has become compulsory to know the common language of communication, English. According to Oral (2010), English maintains its superiority not only in the global hierarchy of languages, but also in Turkey when language instruction policies in Turkey are taken into consideration. The reason is that the globosity of English provides further social, economic, and cultural advantages to individuals on condition that they know it. Henceforth, the demand for learning English is increasing day by day.

Turkey is among the countries where citizens are given utmost support to learn English and where English instruction is sustained starting from the second grade of primary school within the frame of current education system. The instruction, which starts at primary school, continues at the graduate level at universities. Although a huge amount of budget, time, and staff member is allocated to foreign language instruction as an education policy, it is quite difficult to say that the general English level in the country has reached the desired standard. Yurtseven (2010) states that individuals who are unsatisfied with the instruction in schools try to make progress with the help of alternative solutions such as private lessons, courses, foreign education, or computer programs.

The reason why the English level in Turkey is still under expectations has been a matter of debate for a long time. As a result of numerous research studies carried out to find hints about the origins of the problem, different opinions have been presented with different points of view. Major reasons why English cannot reach the desired level are seen to include the failure in expressing the goals explicitly and not using appropriate examination systems to test the English level. Other reasons are the preponderance of theoretical rather than

practical aspects of given information; physical circumstances; unawareness of the learner; lack of learner autonomy; lack of attention and motivation (Aydm & Zengin, 2008; Balçıkanlı, 2008; Demir, 2012; Işık, 2008; Paker, 2012).

Yildiz Technical University (YTU) is one of the leading universities in Turkey and an institution where English proficiency is a prerequisite for graduation and it is taught in an intense and comprehensive way. Within this scope, incoming freshmen are subjected to the English Proficiency Exam (EPE) and they are required to have a one-year English preparation education on condition that they cannot pass the exam. Students failing the preparatory year start their graduate education with the status of 'pending student' and they cannot take the other English courses. There are dramatic statistics about these problems and they will be discussed in a detailed way in the next section.

One of the dimensions which are thought to have an effect on learning a foreign language is motivational beliefs. The purpose of this study is to identify the motivational beliefs of students about learning English.

Literature Review

Initial studies about language motivation started in the 1960s with Gardner and Lambert. Gardner and Lambert based language motivation on social psychology and considered language as the first rank factor enhancing intercultural communication. Gardner's following studies elucidate language within the context of *integrative* and *instrumental motivation*. Researchers of language motivation were also influenced by the echo that cognitive psychology created and they had a tendency to explain language motivation within cognitive processes. Self-determination theory, attribution theory and goal setting theory are the primary language motivation theories shaped by the tenets of the cognitive approach. While motivation studies and the first theories under Gardner's leadership make macro level explanations about language motivation, studies in the 1990s are more specific and at micro level. Scientists took many different variables into consideration and tried to make more comprehensive explanations while analyzing language motivation through the end of those years. Course-specific, teacher-specific and group-specific motivational components underpinned the research studies in those years (Dörnyei, 2003).

Concept of Motivation

Motivation, with its simplest definition, means the power stimulating someone to do something and its roots are coming from the Latin word 'move'. Motivation is a movable and sustainable process including goals and physical or mental activities (Pintrich & Schunk, 2002; Williams & Burden, 1997). Gardner (2006) states that motivated students have certain common characteristics. They are usually focused on certain goals and they try to reach their goals without giving up. Therefore, they try to carry out the required tasks and they find pleasure in this process. Motivated individuals are stimulated to pursue their goals and they have certain expectations. They have the self-confidence to actualize these expectations and they have high levels of self-efficacy. Finally, each of their activities has special reasons and these reasons are called 'motives'.

Language motivation

Language motivation is a difficult notion to identify. The primary reason for this is that it has a multi-dimensional and complex structure (Gardner, 2006). However, motivation has an important role and it helps to identify how positive, active and participatory a role the learner assumes about learning the target language

(Oxford & Shearin, 1994). The complex structure of language is an important factor rendering language motivation a multi-dimensional construction, and this construction contains situation-specific components as well as generalizable ones (Csizer & Dörnyei, 2005).

As Gardner (2006) points out, ability and motivation are two important determinants affecting language achievement. Individual differences about ability and motivation affect the language achievement. However, ability and motivation are different concepts and motivation contains different dynamics in itself. These dynamics are about how the student perceives learning a language and what sort of a motivation s/he has. *Integrative motivation, instrumental motivation and attitude toward the learning environment* are the concepts to clarify these dynamics.

Integrative motivation is a kind of personal and emotional positive attitude toward the language and the community in which it is spoken. The learner tends to internalize the community, its culture and life style. In some cases, s/he becomes a member of that community by leaving his/her own origins (Dörnyei, 2003; Gardner, 2006). Instrumental motivation is a kind of motivation which the learner has when s/he perceives the language as an instrument and learns it as a useful device. Attitude toward the learning environment refers to the emotional reactions given to any kind of variables affecting the learning environment. These variables affect the classroom atmosphere, quality of the material and the presence or absence of the material in the classroom. Furthermore, curriculum and teacher are the important variables determining the attitude toward the learning environment. An interesting and capable teacher, a good curriculum, carefully prepared lesson plans and meaningful evaluation processes help the student develop a positive attitude toward the learning environment and increase his/her motivation (Gardner, 2006).

Learning and motivational beliefs

Motivational beliefs have their roots from the concept of self-regulation and it is fundamental to clarify this concept briefly. Pintrich (2000), defines self-regulation as a process where the learner undertakes an active and constructive mission through which s/he blends internal and external components and s/he constitutes his/her own goals and strategies. According to Zimmerman (2000), the self-regulation process consists of planned and circular thoughts, feelings, and behaviors. During this process, the individual uses the feedback taken from previous performances as a component to regulate new learning attempts. Besides, it is important that the individual makes his/her self-regulation as behavioral and environmental factors are subject to alteration.

Having the ability to regulate oneself can bring numerous advantages to the individual. According to Schunk and Ertmer (2000), a self-regulating learner can determine his/her own goals and concentrate on his/her own learning by actively taking part in the process of learning. Furthermore, s/he can construct the processes of organization, coding and repetition in order to remember the newly gained information. A self-regulating learner can create an effective learning atmosphere, make use of resources efficiently, monitor the learning process, manage time and get help from people where necessary. This type of learner also has a positive attitude about his/her own capabilities, value of learning, and factors affecting learning.

Altun and Erden (2006) state that the theorists studying self-regulation based learning have proposed certain models and these models can be categorized under two main dimensions. These dimensions are self-regulation strategies and motivational beliefs. As the current study is about motivational beliefs, it will be beneficial to mention this variable briefly.

Motivational beliefs are opinions, beliefs or value judgments the student has about an object, event or a subject area. These beliefs involve all the opinions related to a specific area and they are shaped by direct learning experiences. These specific beliefs constitute a framework for the individual's thoughts, feelings and actions regarding that area. Motivational beliefs can be positive or negative and it is incredibly difficult to change them once they are formed (Boekearts, 2002).

Pintrich, Smith, Garcia and McKeachie (1991) are theorists of self-regulatory learning strategies and according to their model, motivational beliefs consist of components such as intrinsic goal orientation, extrinsic goal orientation, task value, learning beliefs, self-efficacy and test anxiety. Intrinsic goal orientation is concerned about how the student perceives the learning tasks and why s/he engages in those tasks. It indicates the general goals and orientation of the student to the relevant course. On condition that the learner has intrinsic goal orientation, this leads him/her to participate in the process willingly rather than seeing it as means to the end (Pintrich et al., 1991).

Extrinsic goal orientation is a supplementary component for intrinsic goal orientation and it increases the participation of the learner to achieve a reward, grade or evaluation by others. The learner having a high level of extrinsic goal orientation perceives participating in an academic study as a means to achieve the result. The main concerns of the learner are grades, rewards or comparison with a peer instead of the task itself. Task value is about how a task seems beneficial, important or interesting to a student. Providing that the task has a high value for the student, this makes it possible for him/her to play a more active role in the learning environment. Learning beliefs are the beliefs that the student's efforts for learning will bring positive outcomes. A learner with strong learning beliefs believes that success can only be achieved by the learner's, rather than the teacher's, effort. If the learner believes that his/her studies make a difference on the learning product, s/he creates a more strategic and effective study plan. In other words, it is more possible for the student to make the strategic changes to achieve the goals providing s/he believes that s/he can control his/her academic performance. Self-efficacy is the belief that the individual feels competent or capable to complete a certain task. Feeling self-confident or capable to complete a task is related to high level of self-efficacy (Pintrich et al., 1991).

Test anxiety is a variable affecting student motivation emotionally. Liebert and Morris (as cited in Kassim, Hancock, Hanafi & Omar, 2004) approach test anxiety in two dimensions, which are concern and sensuality. Concern constitutes the cognitive dimension of test anxiety and negative thoughts may hinder active performance of the student. Sensuality is the physiological dimension of test anxiety; excessive amounts of sensuality may lead to the emergence of negative physiological symptoms. Hill and Wigfield (as cited in Kassim et al., 2004) state that high levels of test anxiety in both forms may affect performance negatively and may have a negative influence on academic achievement.

All in all, having high motivational beliefs facilitates the learner's ability to organize his/ her self-regulatory strategies and an individual having the capability of self-regulation takes the responsibility of learning and actualizes the process in a meaningful way.

As stated previously, YTU is an institution where foreign language instruction is given utmost importance and there have been studies on this subject for a long time. However, the results are not as satisfactory as desired. Statistics about EPE indicate dramatic results. For instance, 986 students passed the EPE exam dated June 11, 2006 while 785 students failed the same exam. Another important example is that

823 students passed the exam dated June 10, 2007 while 788 students failed it (YTU School of Foreign Languages Archive, 2012). As illustrated by examples, there is a poor student performance and this might be due to numerous reasons as well as motivational beliefs.

There are various research studies carried out about the relationship between foreign language learning and motivation both in Turkey and in the world (Asan, Nair, Iyyapnan, 2008; Bain, McCallum, Bell, Cochran & Sawyer, 2010; Bektaş, 2007; Carreira, 2011; Carreira, 2012; Chen, 2007; Gobel & Mori, 2007; Hsieh, 2008; Hsieh & Kang, 2010; Huang, 2008; Javid, Al-Asmari & Farooq, 2012; Matsumoto, 2009; Mills, Pajares & Herron, 2007; Nikolov, 1999; Noels, Pelletier, Clement & Vallerand, 2003; Pajares, 2003; Pintrich & De Groot, 1990; Qu, 2009; Şahinkarakaş, 2011; Wang, 2008). While foreign literature represents a substantial picture, it is difficult to say that encountered research studies about language motivation, especially in Turkish universities, are satisfactory and this causes the need to carry out a research on the topic.

Method

Research Design

This study was carried out in academic year 2012-2013, between October and December with the purpose of examining YTU preparatory students' motivational beliefs about language learning according to different variables. An explanatory mixed method design which is a form of data collection and analyzing by blending both quantitative and qualitative method at the same study was chosen (Creswell, 2012; Yıldırım & Şimşek, 2008). Mixed method design makes it possible to access sources of information which cannot be reached by solely recruiting one type of design and it also provides more detailed explanations of research questions (Guba & Lincoln, 1994). In this study, mixed method was applied in order to obtain quantitative information about motivational beliefs of students about language learning and ask their views about the topic. Briefly, both quantitative and qualitative data were collected with the same scale in this study; the collected data were analyzed separately and gathered findings were discussed in a detailed way.

The research questions are as follows:

1. What are the motivational beliefs of preparatory students about foreign language learning?
2. Is there a significant difference between motivational beliefs of students according to the following?
 - a. gender
 - b. level of English
 - c. source of motivation
3. What are the views of preparatory students about language motivation?

Participants and Setting

The study was conducted at YTU by employing the purposive sampling technique (Creswell, 2012). The participants consist of 211 preparatory students ($N=211$) 87 of which are female and 124 of which are male. During the selection of the participants, it was taken into consideration that all of them were preparatory students and they receive foreign language instruction under equal circumstances. The participants answered the questions in the questionnaire, consisting of both quantitative and qualitative sections, on a voluntary basis. As the motivation to learn English is an interesting and important topic for preparatory students, they volunteered for both qualitative and quantitative parts of the questionnaire.

Data Collection Tools

Quantitative data of the study were collected by employing the motivational beliefs dimension of the “Motivating Strategies for Learning Questionnaire (MSLQ)” scale, developed by Pintrich et al. (1991), adapted to Turkish by Altun and Erden (2006). MSLQ is an 81-item questionnaire, including three dimensions as “Motivational Beliefs”, “Cognitive and Meta-Cognitive Self-Regulation” and “Resource Management Strategies”. In this study, a seven-point Likert-type 31-item scale was prepared through using the sub-dimensions of intrinsic goal orientation, extrinsic goal orientation, task value, learning beliefs, self-efficacy and test anxiety (Appendix 1). Responses to the questionnaire are changing from strongly agree (7) to strongly disagree (1). A student can get at least 31 points and can get 217 points at most.

The motivational beliefs dimension consists of six sub-dimensions. The questionnaire has 31 items, four of which are about intrinsic goal orientation, four of which are about extrinsic goal orientation, six of which are about task value, four of which are about learning beliefs, eight of which are about self-efficacy and five of which are about test anxiety. As Altun and Erden (2006) states, Cronbach’s Alpha internal consistency coefficient is $\alpha=.80$ for intrinsic goal orientation, $\alpha=.83$ for extrinsic goal orientation, $\alpha=.91$ for task value, $\alpha=.80$ for learning beliefs, $\alpha=.89$ for self-efficacy and $\alpha=.82$ for test anxiety, which means that each sub-dimension constitutes a high level of reliability for the scale. According to George and Mallery (2003), it can be appropriate to use this scale in this study as these results are high.

As qualitative data of the study, another scale in which two open-ended questions were asked was used to determine motivational beliefs of the participants. Those questions were administered in order to elaborate on students’ views extensively. After the researcher prepared a question bank, two of them were selected by asking experts’ opinions.

Analysis of Data

The quantitative data were statistically analyzed via SPSS 17.0 software program. Firstly, descriptive statistics were used to determine the distribution of motivational beliefs. Secondly, *t*-Test was used to determine whether motivational beliefs differ or not according to gender. Finally, ANOVA was used to determine whether motivational beliefs differ or not according to the participants’ level of English and sources of motivation. For the statistical analysis of data, the significance level was specified as $p < 0.05$.

Content analysis was employed for the analysis of qualitative data. By applying content analysis, the researcher identified codes and themes according to the concepts derived from the data. By using content analysis the researcher aimed at determining appropriate themes relevant to the open-ended questions, organizing the collected data and discussing them within the framework of relevant literature. As Yıldırım and Şimşek (2008) states, the intention in content analysis is to find concepts or themes to interpret the collected data. Within this scope, similar data are categorized under the same concepts or themes and interpreted in a clear and organized way.

The study is limited to Yildiz Technical University School of Foreign Languages preparatory students who voluntarily accepted participating in the research.

Findings

Findings on Motivational Beliefs of Students about Language Learning

The descriptive statistics illustrating motivational beliefs of students are presented in Table 1 below:

Table 1. The Descriptive Statistics about Motivational Beliefs of Students towards Learning a Foreign Language

	<i>N</i>	<i>M</i>	<i>SD</i>
Intrinsic Goal Orientation	211	3.32	.58
Extrinsic Goal Orientation	211	2.94	.65
Task Value	211	4.76	.97
Learning Beliefs	211	3.10	.64
Self-efficacy	211	5.56	1.3
Test Anxiety	211	2.95	1.0

As seen in Table 1, intrinsic goal orientation has a mean score of 3.32; extrinsic goal orientation has 2.94; task value has 4.76; learning beliefs has 3.1; self-efficacy has 5.56 and test anxiety has 2.95. In addition, intrinsic goal orientation has a standard deviation score of .58; extrinsic goal orientation has .65; task value has .97; learning beliefs has .64; self-efficacy has 1.3 and test anxiety has 1.0.

Findings on Motivational Beliefs of Students about Language Learning According To Gender

Independent samples *t*-test results below in Table 2 indicate whether there is a significant difference within motivational beliefs of students according to gender:

Table 2. The *t*-Test Results about the Evaluation of Motivational Beliefs of Students by Gender

<i>Variables</i>	<i>Gender</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Intrinsic Goal Orientation	Female	87	3.40	.53	209	1.65	.099
	Male	124	3.27	.60			
Extrinsic Goal Orientation	Female	87	3.06	.650	209	2.30	.022
	Male	124	2.85	.654			
Task Value	Female	87	5.00	.74	209	3.05	.003
	Male	124	4.59	1.08			
Learning Beliefs	Female	87	3.17	.60	209	1.37	.172
	Male	124	3.04	.66			
Self-Efficacy	Female	87	5.85	1.17	209	2.69	.008
	Male	124	5.36	1.36			
Test Anxiety	Female	87	2.96	1.03	209	.18	.856
	Male	124	2.94	.97			

As presented in Table 2, the significance values of extrinsic goal orientation (.022), task value (.003) and self-efficacy (.008) are smaller than .05. Furthermore, extrinsic goal orientation $t(209) = 2.30$ $p < .05$, task value $t(209) = 3.05$ $p < .05$ and self-efficacy $t(209) = 2.69$ $p < .05$. Within this scope, there is a significant difference on motivational beliefs such as extrinsic goal orientation, task value and self-efficacy at level $p < 0,05$ for girls.

Findings on Motivational Beliefs of Students about Language Learning by Level of English

ANOVA results below in Table 3 illustrate whether there is a significant difference within motivational beliefs of students by level of English:

Table 3. The ANOVA Results about the Evaluation of Motivational Beliefs of Students by Level of English

Source of Variance		Sum of Squares	df	Mean Square	F	p
Intrinsic Goal Orientation	Between Groups	.21	2	.10	.31	.73
	Within Groups	71.15	208	.34		
	Total	71.36	210			
Extrinsic Goal Orientation	Between Groups	.86	2	.430	.98	.37
	Within Groups	90.47	208	.435		
	Total	91.33	210			
Task Value	Between Groups	4.82	2	2.41	2.55	.08
	Within Groups	195.96	208	.94		
	Total	200.78	210			
Learning Beliefs	Between Groups	.039	2	.01	.04	.95
	Within Groups	86.61	208	.41		
	Total	86.65	210			
Self-Efficacy	Between Groups	39.11	2	19.56	12.68	.00
	Within Groups	320.69	208	1.54		
	Total	359.81	210			
Test Anxiety	Between Groups	7.55	2	3.77	3.87	.02
	Within Groups	202.72	208	.97		
	Total	210.28	210			

As presented in Table 3, there is a statistically significant difference in self efficacy and test anxiety (Self-efficacy .00; test anxiety .02). In other words, motivational beliefs related to self-efficacy and test anxiety indicate a significant difference according to level of English. Bonferonni test was employed to find out for which group's benefit the difference is. Results of the test can be seen in Table 4 below:

Table 4. The Bonferonni Results about the Evaluation of Motivational Beliefs of Students by Level Of English

<i>Dependant Variable</i>	<i>level (I)</i>	<i>level (J)</i>	<i>Mean Difference (I-J)</i>	<i>Standard Error</i>	<i>p</i>
Self-Efficacy	Elementary	Pre-Intermediate	-4.44822*	1.65917	.02
		Intermediate	-10.67853*	2.34522	.00
	Pre-Intermediate	Elementary	4.44822*	1.65917	.02
		Intermediate	-6.23030	2.70664	.06
	Intermediate	Elementary	10.67853*	2.34522	.00
		Pre-Intermediate	6.23030	2.70664	.06
Test Anxiety	Elementary	Pre-Intermediate	-.01190	1.31917	1.0
		Intermediate	5.15174*	1.86463	.01
	Pre-Intermediate	Elementary	.01190	1.31917	1.0
		Intermediate	5.16364	2.15199	.05
	Intermediate	Elementary	-5.15174*	1.86463	.01
		Pre-Intermediate	-5.16364	2.15199	.05

As can be seen in Table 4, groups having pre-intermediate and intermediate levels of English have higher self-efficacy [$F(2-208)=12.68, p>0.05$] scores than elementary groups. Moreover, there are certain differences between test anxiety [$F(2-208)=3.87, p>0.05$] scores of the groups. Groups with the elementary level of English have higher test anxiety scores than the pre-intermediate level and the pre-intermediate level has higher test anxiety scores than the intermediate level. Within this framework, it can be concluded that test anxiety decreases as self-efficacy increases.

Findings on Motivational Beliefs of Students about Language Learning by Source of Motivation

The students were required to choose the most appropriate source of motivation among the alternatives of family, friends, career, foreign study plans, etc. in the questionnaire. During the analysis of data, it was identified that family and friends alternatives did not indicate a normal distribution, hence they were moved to the ‘others’ category. ANOVA test results about motivational beliefs of students according to the source of motivation can be found in Table 5 below:

Table 5. The ANOVA Results about the Evaluation of Motivational Beliefs of Students by Source Of Motivation

Source of Variance		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>
Intrinsic Goal Orientation	Between Groups	1.84	2	.92	2.75	.06
	Within Groups	69.37	207	.33		
	Total	71.21	209			
Extrinsic Goal Orientation	Between Groups	.82	2	.41	.95	.38
	Within Groups	89.65	207	.43		
	Total	90.48	209			
Task Value	Between Groups	3.41	2	1.70	1.79	.16
	Within Groups	197.1	207	.95		
	Total	200.51	209			
Learning Beliefs	Between Groups	1.04	2	.52	1.26	.28
	Within Groups	85.55	207	.41		
	Total	86.59	209			
Self-Efficacy	Between Groups	3.12	2	1.56	.906	.40
	Within Groups	356.5	207	1.72		
	Total	359.6	209			
Test Anxiety	Between Groups	1.6	2	.80	.79	.45
	Within Groups	208.4	207	1		
	Total	210	209			

As can be seen in Table 5, there is not a statistically significant difference among motivational beliefs of students by source of motivation at $p < 0.05$ level. In other words, the source of motivation does not constitute a significant difference among motivational beliefs of students.

Findings on Students' Views of Motivational Beliefs about Language Learning

Students were asked two open-ended questions to collect qualitative data of the study. The first question was “What kind of an instruction increases your motivation? Explain why.” This question was answered by 85 % ($n=180$) of the participants. The emerging theme among their answers is the desire to have entertaining courses. 23 % of the students answering this question report that a humorous teaching atmosphere encourages them to participate in the lessons. Some of the expressions reflecting this theme can be seen below:

I feel motivated when teachers share their knowledge and experience in a witty, entertaining and fluent way. In this way, I don't get bored and I can succeed in a task I enjoy.

A lesson in which there is an entertaining, student-centered atmosphere and a lesson enriched with numerous examples increase my motivation.

I feel more motivated when teachers also have fun during the instruction. This is because I think that it is a difficult course. When the lesson is funny, I feel that the time flies.

As presented above, one of the most important things the students emphasize is having fun during the lessons. As they believe that learning a new language is boring and challenging, they state that they can become more motivated when there is fun in the classroom. Additionally, some students are afraid of learning English and they express that they can enjoy the lesson more when some interesting points are brought into the forefront. Some related examples can be seen below:

An instruction which make the lesson more interesting motivates me. English has been something I have been forced to learn since high school. I studied just to pass the exam, which was disheartening. Now I realize how important it is and I need to be encouraged by my teachers so I can like it. Teachers should create an amusing learning process.

We are motivated when the teacher gives the course without making us bored. In this way, I can concentrate better to listen to the teacher even in subjects I'm too anxious to learn.

I feel much more motivated when interesting aspects of a topic are highlighted. I think that it is more beneficial when the student is integrated into the course by the teacher.

I prefer an enjoyable teaching atmosphere because a block class can be too much when learning a new language. Teachers can help students to understand an issue better by adding some fun to the instruction.

Apart from the theme of having fun, there were a few more opinions which are thought to increase motivation. One of them is the sincerity of teachers. 7 % of the students mention the importance of the sincerity of teachers and added that a smiling, sincere teacher is more motivating during the classes. 8 % of the students state that visuality is an important source of motivation. Students reporting this opinion state that, a lesson based on visual materials is more memorable and encouraging. Additionally, 7 % of the students indicate that having a detailed instruction during the lessons is more motivating. A detailed instruction, a grammar-based English teaching, and teaching primarily on the basis of the rules and secondarily of the content are among the motivating sources for students. Finally, the use of Turkish language is an important source of motivation as reported by 8 % of the students, while 7 % of the students favored the sole use of English language.

The second qualitative question of the study was "Are teaching tools of teachers enough to motivate you during lessons? Explain why." 84 % ($n=179$) of the students out of 211 answered this question. Majority of the students think that teaching tools used during the lessons are satisfactory. The percentage distribution of the students indicates that 69 % of the students answered this question as yes and 31 % answered as no. The most important reason for the majority of the students to answer the question negatively is that they want to have more visual materials during the lessons. Some quotations can be found below:

No, because listening to the course and following the book are not enough to learn English. These help the brain to use only around 10-30 % of its capacity. However, visual material increases this rate. I'd prefer to have more visual materials as a student who has little knowledge of English before proceeding to higher levels.

No, it isn't. It would be more motivating to be shown a concrete example about the topic.

As can be seen above, a dull course and transfer of mere knowledge during the courses are not motivating for students. In addition to this, some of the students have some view about instructors' use of visual materials. These views are as follows:

No. I think it is necessary for teachers to use more visual materials and perform teaching by referring to social media.

No. There should be more visual materials. They will facilitate learning as they will appeal to the eye.

As presented above in the examples, students believe that the use of visual materials in the classroom facilitates learning and makes learning easier and more permanent. Furthermore, some students emphasized that sources of the school are not used efficiently during English courses. The comments related to the matter can be seen below:

No. Making drills and dialogues all the time without building basic knowledge about the topics causes trouble for the students.

No, because we do not use the tools frequently. However, it is motivating enough to listen to the tracks twice. Sometimes it is more effective to visualize things. So, we can improve our English with the help of visual intelligence.

We generally do not use any material other than CDs. It is important for me to improve my English by means of videos or various different materials.

As implied by the aforementioned expressions, some students think that technological devices or opportunities are not used as efficiently as they should be. All in all, some students think that learning only by listening is not satisfactory, while others think that instructors do not use the sources effectively although there are plenty of different materials.

Discussion

This study was carried out in order to examine language motivation of preparatory students attending YTU School of Foreign Languages. One of the findings of the study is that there is a significant difference between girls and boys in favor of girls on a number of sub-dimensions of motivational beliefs, which are: extrinsic goal orientation, task value and self-efficacy. In this respect, the study supports the common view that girls have higher motivation to learn a foreign language. When the literature is reviewed, it is seen that there are similar studies claiming that the language learning motivation differs by gender and girls have higher motivation to learn a foreign language. As a result of the study aiming at identifying the variable determining intrinsic motivation, Carreira (2011) concluded that girls have higher motivation about learning a language, higher interest in other countries and higher instrumental motivation study. Upon the study carried out by Javid et al. (2012) in order to determine whether there is a significant difference in language motivation of the university students by gender and major variables, it was inferred that gender is a significant indicator to identify extrinsic motivation, and girls have a higher extrinsic motivation study. In another study carried out by Mills, Pajares and Heron (2007) with an aim to find out the effect of motivation on French learning motivation, it was concluded that girls have higher self-efficacy about self-regulation, interest, valuing and having fun than boys in French learning process.

As stated by Gardner (2006), ability and motivation are two key components which have critical importance in language learning. Individual differences about ability and motivation affect the language

learning achievement. As a conclusion, the finding that there is a significant difference in language motivation beliefs in favor of girls is coherent with numerous other findings in the literature. This finding can give important clues about academic achievement differences, as well.

Another important finding is that there is a significant difference in self-efficacy and test anxiety scores of students when their level of English is taken into consideration. Self-efficacy scores of pre-intermediate and intermediate students are higher than elementary students. Furthermore, elementary students have higher test anxiety scores than pre-intermediate students and pre-intermediate students have higher test anxiety scores than intermediate students. There is a similar study in the literature. Matsumoto (2009) concluded that English proficiency level is one of the important factors affecting motivation in the study which was carried out in order to reveal how English learning motivation is influenced by teacher care and help which are perceived by the student. According to this finding, it can be assumed that the level of the motivation increases as when the level of English increases.

Motivation is the driving force for an individual to carry out a certain task. A passive and unambitious student can turn into an active, creative learner by virtue of motivation. The student can concentrate on his/her own learning, feel a strong aspiration to learn and succeed, take initiatives to practice the language and make use of all the opportunities to improve it. Therefore, it is crucial for a student to be motivated (Wen-Jie, 2009). Within this scope, the increase in self-efficacy level and the decrease in test anxiety as English proficiency improves can help the learner become more willing to learn and make his own attempts during the learning process.

Another important finding is that a funny learning atmosphere is the most motivating source for the students. There are similar research studies in the literature. Carreira (2011) concluded that an entertaining learning atmosphere is an important parameter for students. It can be assumed that the more entertaining the classroom environment is, the higher motivation the students in the classroom will have. Nikolov (1999) carried out a study with the purpose of finding out why Hungarian students between ages of 6 and 14 want to learn a foreign language and identifying what sort of classroom activities they like or dislike. At the end of the study, it was concluded that the variables offering the most intrinsically motivating activities to the student are tasks and materials and classroom practice.

For behavior to develop ideally, it is compulsory for the individual to be motivated enough. In this respect, it is an important requirement that the individual has the motivation to try doing something or keep on doing it. Furthermore, it is essential that the teacher takes motivation into consideration during the organization process of the learning environment (Karataş, 2011). It is a prerequisite that the expectation of the students to enjoy an entertaining learning atmosphere which is enriched with content, materials and presentations is created. That prerequisite, which is also among the findings of the study, is crucial for motivating students to learn a foreign language.

Conclusion and Suggestions

Learning a foreign language, especially English, has become inevitably compulsory in any field. In order to keep up with the financial, social, cultural and technological advancements globally, one must know a foreign language, especially English. Motivation is one of the determiners of language achievement as many others. Motivational beliefs of an individual may bring success or failure during the language learning process.

This study is critical in the sense that the relationship between foreign language learning and motivation is examined in the dimension of university students. The lack of success among preparatory students taking exams to proceed to an upper grade and the scarcity of studies aiming at examining the motivational dimension about this subject makes this study crucial, especially in terms of the findings acquired.

For future studies it can be suggested that:

1. Further studies are carried out with a larger sample group.
2. Further studies examine the relationship between motivational beliefs and intrinsic or extrinsic motivation.
3. More qualitative data are collected through observation or interview techniques.

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