T.C.
UNIVERSITY OF GAZIANTEP
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

# THE DEPENDENCY BETWEEN MOTIVATION AND LEARNING STRATEGIES AND THEIR RELATIONSHIP WITH FOREIGN LANGUAGE LEARNING ACHIEVEMENT

**MASTER'S OF ART THESIS**

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# ABSTRACT

## THE DEPENDENCY BETWEEN MOTIVATION AND LEARNING STRATEGIES AND THEIR RELATIONSHIP WITH FOREIGN LANGUAGE LEARNING ACHIEVEMENT

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Being qualified in English, as a foreign language is one of the important qualities for most individuals in this age. Therefore, as it is a world language, investigating the possible factors that can be effective on academic success in learning English may serve information to be applied in language learning and teaching processes. In order to increase foreign language achievement, the relationship between academic achievement of the students, motivation and learning strategies will be analyzed in the study. Moreover, the frequency at using two related concepts (motivation, learning strategies), the connection between and also effect of motivational factors on the use of the learning strategies are the main aspects in the present study. The study was conducted with Higher School of Foreign Languages students and distant English learners -520 in total- at Gaziantep University in 2011-2012 academic year. The data were collected through Motivated Strategies for Language Learning Questionnaire (MSLQ). The reliability of the mentioned data instrument was determined as 0.90. The analysis of the data realized with the help of SPSS 15.0 revealed that students highy resorted to motivational and learning strategies. Furthermore, there was a significant, positive relationship between motivation and academic success, learning strategies and academic success, also motivation and the use of learning strategies. Additionally, it was found out that motivational factors affected the choice of learning strategies positively.

**Key Words :** Motivation, Learning Strategies, Achievement in ELT

## ÖZET

## MOTİVASYON VE ÖĞRENME STRATEJİLERİ ARASINDAKİ BAĞIMLILIK VE  YABANCI DİL ÖĞRENME BAŞARISI İLE İLİŞKİLERİ

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Günümüzde yabancı dil olarak İngilizce' de yeterli olmak çoğu bireyin sahip olması gereken önemli özelliklerin biridir. Dünya dili olma bağlamında, İngilizce öğreniminde, akademik başarı üzerinde etkili olabilecek olası faktörleri araştırmak, dil öğrenme – öğretim süreçlerinde yararlanılabilecek bilgiler sağlayabilir. Yabancı dil başarısını artırmaya yönelik olarak, öğrencilerin akademik başarıları ile motivasyon ve öğrenme stratejileri arasındaki ilişki çalışmada incelenecektir. Aynı zamanda, ilgili iki kavramın (motivasyon ve öğrenme stratejileri) kullanımlarındaki sıklık, aralarındaki ilişki ve motivasyon temelli faktörlerin öğrenme stratejileri kullanımı üzerine etkisi araştırmada ana unsurlar olarak yer almaktadır. Çalışma 2011-2012 eğitim-öğretim yılında Gaziantep Üniversitesinde Yabancı Diller Yüksek Okulu ve İngilizceyi uzaktan eğitimle alan toplamda 520 öğrencin katılımı ile gerçekleşti. Veri, Motivated Strategies for Learning Questionnaire (MSLQ) (Güdülenme ve Öğrenme Stratejileri Ölçeği) isimli anket kullanılarak toplandı. Sözü geçen ölçme aracının güvenirliği .90 olarak belirlendi. SPSS 15.0 yardımıyla gerçekleştirilen bulguların analizi, öğrencilerin motivasyon temelli stratejilere ve öğrenme stratejilerine sıklıkla başvurduğunu ayrıca motivasyon ve akademik başarı arasında, öğrenme stratejileri ve akademik başarı arasında, motivasyon ve öğrenme stratejileri kullanımı arasında anlamlı, pozitif bir ilişki olduğunu ortaya koydu. Yanı sıra, araştırmada motivasyon temelli faktörlerin öğrenme stratejileri seçimini olumlu bir şekilde etkilediği bulunmuştur.

**Anahtar Kelimeler:** Motivasyon, Öğrenme Stratejileri, İngiliz Dili Eğitiminde Başarı

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**CHAPTER ONE**

**INTRODUCTION**

**1.1. PRESENTATION**

In the present study, Higher School of Foreign Languages at Gaziantep University will be investigated in terms of the possesion of motivation and the learning strategies adopted. The relationship between these two concerns; motivational elements and the learning strategies will be searched through. And, lastly effect of the both issues on language learning achievement will be questioned. This chapter consists of the background to the study, the statement of the problem, the purpose of the study, research questions, significance of the study, limitations and abbreviations.

**1.2. BACKGROUND OF THE STUDY**

Since English is the continiously growing language all over the world and thus due to the need for foreign language speakers in many areas, even in daily life with the effect of globalization, foreign language education has gained more importance recently and goes on to carry relatively much concern in the field. Thus, achievement in learning English is equally vital and requires continuous research. Especially, the factors affecting the outcome are best to question in order to determine  which rote to follow in the learning process and whether the qualities or strategies possessed are effective in improvement or not.

What is of great effect in this target improvement, not a common term in classroom research is "receptivity". Allwright & Bailey (1991, p.23) describe it as " a state of mind, whether permanent or temporary, that is open to the experience of becoming a speaker of another language , somebody else's language." The term for a person can be active or passive and if it is on, learning is believed to easily take place. Moreover, the source term receptivity actually to the new language, no matter with what purpose that language is to be learned, relates many equally precious terms.

Considering the factors mentioned, among others the "motivation" factor comes possibly at the first row. When the required conditions meet, the most receptive students are thought to be most motivated ones. Thus, it is an issue that is described by many researchers. Harmer (1983) defines this highly important term as "some kind of internal drive which pushes someone to do things in order to achieve something" And, Wlodkowski (1978) describes motivation as "process that can arouse and instigate behaviour, give direction and purpose to learning, continue to allow behavior to persist and lead to choosing or preferring a particular behaviour." On the other side, Deci and Ryan ( 2000) point out basicly that "to be motivated means *to be moved* to do something". Besides, Dörnyei( 2001) asserts that "motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it"(cited in Suslu, 2006). Taking a different aspect into account, Brown (1980, p.113) describes motivation as "an inner drive or stimulus which can, like self-esteem, be global, situational or task oriented. Learning a foreign language clearly requires some of all three levels of motivation." Perhaps, for this reason students show differences between their tasks or say performances and the real desire to learn a language.

The intensity of the motivation is important. However, there are also the parts of it and these are at the same level of necessity in determining the learning output. Integrative motivation is simply related to the wish to be included or integrated in the the speakers of the target language and instrumental motivation on the other hand, just results from the desire to have academic success or a job. (Allwright & Bailey, 1991, p. 182). Decades ago Spolsky (1969, cited in Brown,1980) found that "integrative motivation generally accompanied higher scores on proficiency tests in a foreign language." In the current study and the others, integrative motivation were perceived as possibly an important requirement in language learning and when the

years furthered the idea was accepted as more certainly essential by the researchers (Brown, 1980). Despite some changes, both are effective in the adventageous language learning at the end.

Furthermore, motivational factors are commonly tought to be of great significance and prominent in putting forward the possible success and most researchers are of the idea that motivation plays a valuable role in language learning achievement. As Brown (1980, p.112) puts forward " motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure out that success in a task is due simply to the fact that someone is motivated." That is, motivation is assumed to be big component in learning process and has been accepted by many teachers and researchers as "one of the key factors that influence the rate and success of second/foreign language (L2) learning" ( Robertson, 2008; Dörnyei, 1998, p.117). Therefore, it is highly probable to come across many speeches on success of the students linking it to the motivation of the group and vice versa.

Liuolienė and Metiūnienė ( 2006 ) point out that the reason for its indispensible quality for learning environment stems from the assumption that in today's rapidly moving world, as the learners all have inborn curiosity to find out everything in the world, they are captured in learning a new language and as a result the whole process of language learning becomes of great pleasure to most of the them. However, motivation is a unitary term and there are not only different amounts of it but also different kinds. Namely, they have variety in level of orientation but also in the orientation of that motivation (Ryan and Deci, 2000). "Extrinsic" and "intrinsic" motivation are the two basic types and the latter is more supposed to be as effective in language learning by many researchers. It has become to be a valuable concept for educators. As Ryan and Deci (2000) suggests, intrinsic motivation gives way to effective learning and creativity therefore it is good to investigate the components related to it . Yet, extrinsic motivation is also absolutely effective in ultimate success at language. For this reason, in the viewpoint of language learning this research takes intrinsic motivation and also extrinsic motivation into its main concern.

To roughly introduce, the intrinsic motivation has been agreed by many researchers simply as motivation to engage in an activity for its own sake (Lepper, 1981; Pintrich & Schunk, 2002; Ryan, 1992; Lai, Chan &Wong, 2006). Accordingly

and more deeply, Ryan and Deci (2000) lie it out as "the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards". For extrinsic motivation, the source of the motivation is outside of the person. Harmer (1983, p.3) clarifies it as "students who decide to go and study language usually do so because they have some goal which they wish to reach". Certainly, this goal can be inner or outer oriented which have different effects on learners.

Second concern of the research is the "learning strategies". In recent times, some research focus their attention on what kind of behaviours learners attain while learning a language. Their strives in this route are simply called "learning atrategies" (Allwright, 1990). In fact, it is supposed to be tightly related with motivation and according to MacIntyre's (1994) model of strategy it has an great effect on the learners' choice of the kinds of learning strategies as well as attitudes, desire to learn the language. Beside these, previous success in language learning improves the use of language learning strategies (Mat Teh, Embi, Yusoff & Mahamod, 2009). Namely, if a strategy provides a student with an expected result, learners will continue to adopt similar ones.

The learning strategies in question are various and depend on different contents related with the human being himself. It is displayed by Brown (1980, p.89) that "the human organism approaches any new problem with an existing set of cognitive structures, and through insight, logical thinking and various forms of hypothesis testing, calls upon whatever prior experiences he has had and whatever cognitive structures he possesses to attempt a solution ." Thus, students develop new strategies or techniques on each new occasion or activity presented.

Both of the aspects mentioned; motivation and learning strategies are considered to have positive effect on achievement in mastering language by some researchers. Each creates beneficial results on the process of language learning by itself and when combined namely, when motivation reveals out the necessary learning strategies, it is like a call of a real achievement. As clear, motivational learning strategies which are good at providing satisfaction for the learners allow students to work on and reflect their work at the same time being confident about what they do. Lastly, they can have the good taste of success ( Thanasoulas, 2006).

## 1.3. STATEMENT OF THE PROBLEM

As Sockett (1988, cited in Alderman, 2004, p.3 ) defines well, "Education is, at least, the endeavor to get people to do things they could not previously do, to understand things they did not previously understand, and perhaps, to become the people they did not expect to become. "In the education of a foreign language, the fundamental purpose learners want to achieve is to be able to master in the components of the language and use that language as a means of efficient communication with the ones learning it in classroom environment and also as a way of mutual interaction with foreigners." Actually, there may be a number of occasions for desiring to handle a new language, on that account the term English for Special or Specific Purposes (ESP) arises which signs various cases in language learning (Harmer, 1983) .

The main objective of the second language user is described by Llurda (2005) as "to be speaking the second language like an L2 user, not like an L1 user, with the exception, say of those who want to be spies." That is, learning can of course not be as acquiring a language yet it is quite possible to master the foreign language and communicate in it afterwards.

Considering the English Language Education in Turkey, when graduating from high school taking so many hours of English Lesson, students should be able to use it as a way of communication among themselves. However, it is a well known fact that the teenagers mentioned even can not manage a simple conversation. And, to discuss some possible reasons of this situation may be the first step in changing the conditions up and down.

Additionally, everyone present in teaching environment should be aware of the atmosphere that some students seem to be more interested in learning language while some others seem to pass the time down. A group seems to listen to the teacher, in fact daydreaming about previous night's TV programme another may be writing poems while others chat silently on their friendship issues. And, it is an issue of wonder why it is so. A group of students work harder and do all the required tasks when another group do not even remember to open the books. Here, the idea behind may be the motivation itself, its relations and the possible consequenes of it on academic achievement (Mattern, 2005). Moreover, lack of interest, inadequate effort, unsuccess in the performance, errors in competence can be because of the wrong or wrongly used strategies resorted. In this content, Hewitt (2008, p.33) presents a

possible reason that " Some learners are motivated by performance (task) goals and others by mastery (learning) goals. Their views of intelligence are different and ultimately their motivation for learning is different."

Quite clear, no one side is totally responsible from the learning output. Namely, neither teachers nor the learners alone are able to achieve the process. Each has to perform what is needed and seek ceaselessly how it could be better. Therefore, as Hewitt ( 2008,  p.35) specifies "Internalization of knowledge should not be seen as the transfer of a package of learning from the tutor or parent to the learner. It is more like an active construction of knowledge and skills by the learner." In the triangle of teacher, learner and learning; with his undeniable contribution and good qualities adopted the instructor starts the receptivity in the learners and they respond to the information presented. And in order for the ultimate target of learning to take place, the cycle continues effectively.

Recently, learner based language learning, in which the learner is all the time active in the process and discovers the facts with their own efforts is perceived best by the researchers. Hereby, the learner element requires much more concern and research. Why do some learners succeed language learning while others fail? Which qualities determine the outcome? These are the major questions that lead the formation of the current study.

Language learning is greatly related to personality factors of the learners. Brown (1980, p.101) notes the relationship by emphasing the  "affective domain, that is the emotional side of human behaviour, and it may be juxtaposed to the cognitive side." It includes many personality factors, feelings, styles, strategies and so on. Motivational differences in this affective domain may be at the first raw to show valuable variation in classroom interaction. For instance, more motivated students try to get involved in the activities, seem more volunteer in speaking and get more correct answers, etc. (Allwright & Bailey, 1991).

Besides motivation, as Brown (1980) signifies, "it is not difficult, upon some reflection, to discern the importance of varied types of learning in the second language acquisition process. " Thus, there are a great number of strategies suitable these leaarning styles. When considered, resorting to the strategies that accord with the one's own learning type will be effective at gaining achievement.

Taking all these issues into account, having the motivation needed to be captured in the activities and certain learning strategies are most probably great underlying facts in language learning desire and  ultimate success. Motivated students do everything in a lesson as they really enjoy themselves in the process. Therefore, the matter of concern is to understand the relation between  motivation and learning strategies that are really important in determining the route in learning and to certainly decide whether  motivation and learning strategies influence the students' foreign language competence and performance as a remedy for observed unsuccess  in learning language environment .

## 1.4.  PURPOSE OF THE STUDY

The particular study aims to find out  the frequency of the use of motivation and learning strategies  and interrogates if there is a dependency between  motivation and the learning strategies or effect of motivational factors on the strategies chosen determined by the Higher School of Foreign Languages in Gaziantep University and to  decide whether these two concerns take role in language learning achievement by assessing the meaningful relationship between. For this objective, the opinions of students were interrogated conducting a questionnaire whose reliability and validity was  proved beforehand. With this research, it is hoped to provide some new understanding to the concept of motivation by outlining the relationship between learner strategies and motivational factors and if possible to give out a new route in language learning matter via the findings of the study. In sum, the current research can create positive effect on language teaching and learning field.

## 1.5.  RESEARCH QUESTIONS AND HYPOTHESES
### 1. 5. 1. Research Questions

This study is seeking to figure out the frequency at the application of motivation and learning strategies  besides the relationship between  motivated students' language strategies  and their academic achievement in foreign language learning. The research questions guiding the study are as follows:

**Research Question  # 1:**  Are the motivational scales frequently used  by the language     learners ?

**Research Question # 2 :** Are the learning strategies scales frequently used by the language learners ?

**Research Question # 3:** Is there a relationship between motivational factors and students' language achievement?

**Research Question # 4 :** Is there a relationship between learning strategies and students' language achievement?

**Research Question # 5 :** Is there a relationship and dependency between motivation and learning strategies of the students?

## 1. 5. 2. Hypotheses

**Hypothesis for Research Question # 1 :** Motivation scales are frequently used by the language learners.

**Hypothesis for Research Question # 2 :** Learning Strategies scales are frequently used by the language learners.

**Hypothesis for Research Question # 3 :** There is a significant relationship between motivatonal factors and students' language achievement.

**Hypothesis for Research Question # 4 :** There is a significant relationship between learning strategies and students' language achievement.

**Hypothesis for Research Question # 5 :** There is a relationship between motivation and learning strategies and choise of learning strategies depend to an extent on motivational factors.

## 1.6. SIGNIFICANCE OF THE STUDY

The study is considerably necessary taking the beneficial knowledge it will provide about the variables mentioned. According to the relationships of the variables, this research can contribute to language teaching profession by focusing on

the factors of motivation and learning strategies, which are supposed to affect language learning and teaching.

## 1. 7.  LIMITATIONS OF THE STUDY

The  possible limitation of the study is the participants included. In fact the sampling is not so limited ; however, it is certainly not possible to generalize the results to each person represented. Choosing the participants, cluster sampling method was used as the students belong to different levels as A, B, C and also the ones getting English education by the help of videos and online lessons so called "distant education". Therefore, randomly adequate number of students in each group were chosen. That is, the learners chosen are heterogenous.  It would be beneficial if the research was repeated on a larger scale of group for instance containing a number of universities.

## 1.8. ABBREVIATIONS
ELT  : English Language Teaching

EFL  : English as a Foreign Language

ESL  : English as a Second Language

L1     : First Language (Native Language)

L2     : Second Language(Target Language)

MSLQ : Motivated Strategies for Learning Questionnairre

ESP :  English for Specific (Special)  Purposes

SDT :  Self Determination Theory

KAL :  Knowledge About Language

ZPD : Zone of Proximal Development

## CHAPTER TWO

## REVIEW OF LITERATURE

### 2.1. INTRODUCTION

The concepts of motivation and learning strategies are really broad with a great deal of research and, in the present chapter, the literature on these issues will be reviewed and searched into focusing on their relationships with each other and also language learning achievement as well as introducing these terms from various aspects .

In that concern, there are some studies that try to prove the relationship between language learning strategy use and the possession of language learning motivation. That is, the researchers generally share the idea that the students' choice of strategy has a lot to do with language learning motivation. The frequency of adapting and appling various types of learning strategies for the students who have the motivation to learn the language are tought to be much more than those that have less motivation (Mat Teh, Embi, Yusoff & Mahamod, 2009).

### 2.2 DEFINITION OF MOTIVATION

Since it is a quite extensive content, there are multiple choises of definitions yet there may not be the same components in each one; as all bring one feature forth probobly including the others in. It means there is no agreed upon description of the term but different properties are present.

Schunk (2000, p.116) expesses the situation as "The field of motivation is beset with a lack of clear definition of motivational constructs and specification of their operation within larger theoretical frameworks. " The idea is supported by various descriptions of the current term.

Considering it roots, the motivation derives from the Latin word, movement (movere) ( Steers, Mowday & Shapiro, 2004 ). In educational content, considerable ideas and different issues come into presence and these vary in the elements they contain. Campbell & Pritchard (1976) suggest that "motivation has to do with a set of independent/ dependent variable relationships that explain the direction, amplitude and persistence of an individual's behavior, holding constant the effects of aptitude, skill, and understanding of the task, and the constraints operating in the environment ."(cited in Steers, Mowday & Shapiro, 2004, p.379). Also, Brown (2007, p.85) connotes that " motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit." Additionally, there are various other descriptions of this educational term.

As it is clear, the researchers emphasize that there are some leading reasons for motivation and they also establish such beneficatory factors of motivation as the talent gained at the outcome. The idea presented has support of Mat teh et. al (2009) suggesting "The learning strategies and motivation have a major role in language learning process in which they can influence the outcome of language learning." At the same time the reverse condition is true. This is called amotivation, described by Ryan &Deci (2000, p.61) as "a state of lacking an intention to act ". When amotivated, a person's behavior lacks intentionality and a sense of personal causation. Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Deci, 1975), or not believing it will yield a desired outcome (Seligman, 1975).

On the basis of some studies, motivation is considered to energize, fresh and direct behaviours of the students as an outcome, it has many great improvements. It is at the same time referred to as achievement motivation and it has lots to do with the well-done performance on tasks. (Wigfield, Eccles, Roeser & Schiefele, 2009). Denoted by Brown (1980) "motivation is an inner drive or stimulus which can like self-esteem, be global, situational or task-oriented." And, there are claimed to be six needs that build motivation; 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. Lastly, the learner feels to be accepted by the others and the success is obvious (Brown, 1980).

Moreover, language learning is a long and extensive process and motivation is not something that stays constant over time it is dynamic and tends to change over time. Therefore, it is a comprehensive issue (McDonough, 2007). There are many features of motivation that combines its unity. It is strongly estimated to be the property of the learner, yet it is at the same time transformable between teacher and learner. Namely, teachers can motivate students and they can as a result motivate the teachers.

Mentioning its teaching specify, McDonough (2007, p. 369) pinpoints it as "Motivation is what moves us to act, in this context to learn English, to learn to teach English, or to teach it". Sharing the researcher's views, it is possible to conclude that motivation continues its way in individual from the very beginning of the learning process and inevitably take role in the reverse position of teaching. That is, learners transmit their pleasure in learning a foreign language to the teachers. Nevertheless, the teacher struggles to carry over the information, the result is something greatly depending on an important term, receptivity, that is the real desire or willingness to get captived in the target language. To stimulate the openness, the language itself or people and culture of the new language can seem attractive to the learners. Namely, it would be right to say that receptive students are also those most motivated ones (Allwright & Bailey, 1991, p. 23, 158, 182).

In addition, social processes are effective in motivation and forms its constitute. It is necessary to investigate the term in relation with the these processes. Also there are many theories on academic motivation and they generally emphasize the element "self". Nevertheless, "self-processes are not only interested in individual but also collective achievements of the groups" (Schunk, 2000, p.118). With in fact similar point of view, Brown (1980, p.198) expresses that " the personal function of a language is in some way the most mysterious of all the functions, the most difficult to analyze." Absolutely, it is a broad term including many distinct personality features affecting the learning process of the person and changing the atmosphere of the group positively or negatively respectively.

Moreover, language and person are inextricably interrelated; one's personality is often the central feature of and embodied in conversation. In order to reveal the connection among self, motivation and cognition, Dweck (1999) points that " Different people create different 'meaning systems'. People create meaning systems in order to explain their own learning, their interactions with others, their understanding of the reasons for success and failure, and most importantly their understanding about themselves."(cited in Hewitt, 2008, p.56). Relatedly, Komarraju & Karau (2005) found out that personality and motivation are greatly related to each other in many aspects, especially conscientious students are proved to get more motivated by the achievements gained before and more neurotic students have high avoidance scores.

Accordingly, motivation which is probably good enough for the psychological pleasure in so-called difficult work of foreign language learning  for the majority  is a great support in determining the way to be followed in the language learning operation . With its emotional benefit, it covers the  reasons why they want to learn, shows how their wish of learning is strong, gives knowledge on what kind of tasks to perform and what  requires to do those tasks (McDonough, 2007).

## 2. 3. BASIC TYPES OF MOTIVATION

As mentioned, there are different theories on motivation and each concerns with distinct types, stages or elements of the term. However, two major kinds may be numerated when the umbrella term "motivation" is under concern; intrinsic motivation and extrinsic motivation. There is a fundamental and simple distinction between these types according to where the wish to direct the behaviours come from.

Before going through the terms, it would be beneficial to get familiar with them with an explanatory description of Sansone & Harackiewicz (2000) "as when individuals are intrinsically motivated, they do activities for their own sake and out of interest in the activity. When extrinsically motivated, individuals do activities for instrumental or other reasons, such as receiving a reward. "(cited in Wigfield et al. , 2009, p.5) Clearly, the target or reason in learning language is important in determining the type of motivation.

**2.3.1. Intrinsic Motivation**

By many researchers, intrinsic motivation has been investigated in education recently and has been defined in many different types. In the research, Harter (1981) discusses few of these descriptions as White (1959, 1960) "a kind of motive to master." and Harter (1981) "curiosity which leads an individual to seek out and master challenging tasks." The type of motivation concerned is therefore an individual concept feeding the future of the learning. Laying out the cruciality of the term, intrinsic motivation, Brown (2007, p.68) denotes that "The most powerful rewards are those that are intrinsically motivated within the learner. Because the behaviour stems from needs, wants or desires within oneself, the behaviour itself is self rewarding; therefore no externally administered reward is necessary." According to this view and many similar others, if there is internal enthusiasm, no other outside factor would be so effective.

In accordance with these points, Ryan and Deci (2000, p.55) defines the term as "to do something because it is inherently interesting or enjoyable". That is, when a task is to be performed, willingness come from the individual himself not any other directing force is important. Therefore, it is thought to create more permanent power to continue the work and lets the person be more successful . The term in mention, is relatedly defined by Alderman (2004, p.247) as "students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge." Also, Brown (2007) describes the intrinsically motivating activities as "the ones for which there is no apparent reward except the activity itself " . Namely, the only reason for intrinsically motivated students to perform the activity is to realize their hobbies or wishes rather than gain any other outcome. Actually, the students have rewards at the end but these are personal and mostly emotional as self-confidence and pleasure.

However, that pleasure taken from the language tasks is related to some variables. These are various in fact. However, there are the ones that can be taught as the major such as; physical conditions of the learning environment, method the teacher resorts, quality of the teacher, success or failure at the previous tasks. (Harmer, 1983) If such conditions above are negative or disadvantageous according to learners' views , what is required for the students to do is to come up with attention control that is described by Hewitt (2008, p.33) as "active control of attention to focus on more positive features than competing negative features of the

classroom situation".  Students can render the learning more effective when focused on the individual strengths in the process instead of weaknesses.

Witnessing some important features of motivation, it is obligatory to clarify the components of  motivational constructs that estimate achievement in the greatest degree (Schunk, 2000). Concerning its components, (Harter, 1981 cited in Lai, Chan &Wong, 2006) expesses three elements of intrinsic motivation that are challenge, curiosity and independent mastery. Clearly, intrinsically motivated people have much to do with difficult tasks and they are good at dealing with thought to be high-above their level works. They have wish to discover new concepts and lead the rote on their own. Moreover, Ryan and Deci ( 2000; cited in Alderman, 2004, p.257 ) reveals that "intrinsic motivation is based on the three psychological needs: competence, autonomy, and relatedness." These needs are essentially connected with the previous elements of challenge, curiosity and independent mastery and can be taught to be in harmony for the students to have a real desire in learning language.

Accordingly, when someone is motivated intrisically, it is the expected way to tend to do the job for fun rather than for pressure. Simply, it contains the thought of willingness that brings forth the real beauty of the task.( Ryan and Deci, 2000) Equally, Bainbridge (2012) defines it as "motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades." Here, "the attainment value" for the learner provides  that inner motive and it is described by Alderman (2004, p.247) as "the importance of doing well on a task or demonstrating competence such as mastering a skill, showing that we are liked, or showing that we are smart. Intrinsic or interest value is the enjoyment or the satisfaction one gets from the task." Some external rewards can sometimes be perceived as pressure for the students and then effect the learning desire negatively.

On this issue, Gardner interprets motivation as the learner orientation and make similar contributions on integrative orientation  as intrinsic motivation which Liuolienė  and Metiūnienė (2006, p.94) refers to as a "learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community." Namely, it is mostly related to the desire to feel more integrated in the work done.

 Besides many components mentioned , intrinsic motivation also includes a crucial element "free choice" that was researched many times also by (Deci, 1971) experimentally asking the participants for instance to do a task under different

conditions. Later on, in the study attendants were said it was the end of the work and not to go on with the work if they do not want and were left in the study room which is full of other distractors. Here, there is some time for the participants to choose freely whether to do the work without any external reasons or not to return anymore. Being busy with the study concerned can be measure to the intrinsical motivation (Ryan & Deci, 2000).

Bainbridge (2012) emphasizes that it is not to be perceived that intrinsic motivation has nothing to do with rewards. "It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project." Furthermore,  Schunk (1983) found that "rewards contingent on the quality of the task outcome had positive effects on the level of task performance, self-efficacy judgments, and skill development of children"(cited in Alderman, 2004, p.251) That is, some kinds of rewards can possibly enhance the already present intrinsic motivation and keeps attention or concentration of the learners constant  leading to more successful works later on.

Looking into the perceptions or references of the researchers, students with high intrinsic motivation are more adventageous in language learning achievement. Thus, teachers may highly desire students who are intrinsically motivated for academic work, but many tasks required in school are not intrinsically motivating to students (Brophy, 1983; Ryan & Deci, 2000; cited in Alderman, 2004 ). The problem of unsuccess in language learning is somehow  related to the types and quality of the tasks at probably the same rate with  the learners themselves. In order to catch the motivation of the learners, it is essential to include suitable activities and integrate some special rewards.

### 2.3.2.  Extrinsic Motivation

Second important type according to the source of the motivation is that resulting from outside reasons other than inner wish. The idea is denoted by Ryan & Deci (2000, p.54) "Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect

external control or true self-regulation." Also, Bainbridge (2012) states the concept as " motivation that comes from outside an individual. The motivating factors are external, or outside rewards such as money or grades." Likewise, Brown (2007, p.85) explains the concept of extrinsically motivated behaviours as " the anticipation of a reward from outside or beyond the self" . These rewards vary in accordance with the place and present condition from money, grades, position to appreciation.

External reasons that form the extrinsic motivation are various and change in extremity. Examplified by Alderman (2004, p.247) "praise, grades, special privileges, and certificates or material rewards" are among the most common induces. Attainment value in intrinsic motivation leaves its state to "Utility Value" that is predicated by Alderman (2004, p.247) as "the usefulness of the task, especially as it relates to future goals. Utility value is more extrinsic in nature ." Namely, students are selective in carrying out the tasks that are more suitable to their needs and aims.

Simply, extrinsic motivation is something that descibes an activity that is performed for different outcomes (Ryan & Deci, 2000). However, as Bainbridge (2012) reports, "extrinsic motivation does not mean that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest." Moreover, extrisic motivation can be changed or used as more autonomous by the learners and thus lead to better results collected and exemplified by Ryan &Deci( 2000) as "greater engagement (Connell & Wellborn, 1990), better performance (Miserandino, 1996), less dropping out (Vallerand & Bissonnette, 1992), higher quality learning (Grolnick & Ryan, 1987) and greater psychological well-being (Sheldon & Kasser, 1995), among other outcomes." If there is any other benefit for the learner in language learning except from just personal desire, the situation can strengthen the academic achievement.

There is not a full consensus on whether each type of motivation is effective on success of the language learners. Yet, it would be right to say that they are too distinct subjects and intrinsic motivation is asserted to be a bit more related to the achievement by most learners. Yet, they can not be taught as seperate concepts and work for the students integratively and in some issues complete one another and gives away better results.

For language learning, it can be said that learners deciding to acquire a second language usually have a target they want to make come true. In terms of these goals, extrisic motivation has two types; instrumental and integrative motivation (Harmer, 1983).

### 2.3.2.1. Instumental Motivation

Since extrinsic motivation already contains a distinct reason in language learning except from inner desire, both of these motivation types respond to different purposes. First, as its name suggests instrumental motivation provides learners with an instrument in realizing their objectives. In the current issue, language is an instrument in following the dreams. Harmer (1983) describes that with instrumental motivation, "the student believes that mastery of the target language will be instrumental in getting him a better job or position. The language is an instrument to be used by such a student."( p. 4). That is, learning a language is one of the prerequisites of finding a good job.

Futhermore, Brown (1980) defines an instrumental motive as "motivation to acquire a language as means for attaining instrumental goals; furthering a career, reading teachnical material, translation and so forth." (p.114). Likewise, in his later work, Brown (2007) forms out the term as " desire to learn a language in order to attain certain career, educational or financial goals."  Similarly, Dornyei( 1994, p. 274) describes instrumentality as "related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary." For this type of motivation, it can be concluded that instrument is determining in the extremity in the struggle of learning. The more important the instument for the learner is, the more successful is the outcome.

### 2.3.2.2. Integrative Motivation

Secondly, there is a less encountered extrinsic motivation type, integrative motivation. According to Brown (1980) "integrative motivation is employed when a learner wishes to integrate himself within the culture of the second language group, to identify himself with and become a part of that society. Put another way, Harmer (1983, p.3)  explains that with integrative motivation  "a student is attracted by the culture of the target language community and in the strong form of integrative motivation wishes to integrate himself into that culture." Also,   According to

Dornyei (1994, p.274) "integrativenes is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued mem-bers of that community." Relatedly, Brown (2007) defines this orientation model as a " desire to learn a language stemming from a positive affect toward a community of its speakers." Interaction with the native speakers of the language and sympathy to the culture of that communitiy are key terms in this context.

Ryan & Deci (2000, p.62) claims that "the most autonomous form of extrinsic motivation is integrated regulation. Integration occurs when identified regulations have been fully assimilated to the self." Some works on the issue displays that participation to the school subjects is bound up in whether the motivation type possessed instrumental or integrative. It was found for instance that integrative interest leads to more active and volunteer students than those with instrumental goal such as, requiring to get high mark in the exam or academic career. That is to say, receptivity to the people of the language learned is much more effective for classroom atmosphere. (Allwright & Bailey, 1991). Also, by Nunan (1992, p.11) it was pointed out that "second language learners who identify with the target culture will master the language more quickly than those who do not." However, on the same issue, in the previous researches it was expressed or claimed that integrative motivation was more effective on second language learning achievement than instrumental orientation, yet the later studies proved that both of the orientations were related to success (Brown, 2007).

## 2.4. THEORIES ON MOTIVATION

Considering the past, (Altman, et al.,1985) postulates that "nineteenth century scholars associated motivation with will, volition, or instinct, depending on how deterministic their worldview was. Volition as motivation concurs with many of today's views, but offers no insight into the process of motivation." (cited in Kelly, 2009). Namely, there are various yet no one agreed upon theory on motivation.

Recently, it is certain that many researchers agree on that motivation has a great role on achievement. And, it also requires not much effort to conclude that there are many theories developed on the subject. Liuolienė and Metiūnienė ( 2006, p.93 ) supports the point as "the trend towards motivational theories related to

classroom learning has generated more interest in the topic among language teachers and researchers of L2.". Therefore, there are a number of views, researches and theories developed on the term.

### 2.4.1 SELF DETERMINATION THEORY

There are many theories or ideas developed on motivation yet, this theory is one of the very basic constructs outleading on the issue. As its name suggests, it is mainly related with the "self " individual itself and the "determination" that is decisons or regulations of the person. In a similar way of thinking, Wigfield et al. (2009, p.5) postulates that "self-determined behavior is behavior that originates from the self and that results from the individual utilizing his or her volition. When individuals' behavior is self-determined, they are psychologically healthier and tend to be intrinsically motivated." In this theory, control of the beliefs and self-direction of the process are two important components.

Deducting from the points above, it is obligatory to be able to give out that intrinsic motivation is part of the Self Determination Theory. Namely, they are directly related with each other and this close connection is supported by the views of Deci & Ryan ( 1985, 1991) asserting that "Self-determination theory when applied to the realm of education, is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes. ( cited in Deci, Vallerand, Pelletier & Ryan, 1991) In later studies, the theory was based by Ryan&Deci (2000, p.65) as " Intrinsically motivated behaviors, which are performed out of interest and satisfy the innate psychological needs for competence and autonomy are the prototype of self-determined behavior." Extrinsically motivated behaviours are also included in the theory and has use in learning to some extent.

Accordingly, self determination theory is thought to be the new understanding or detailed version of intrinsic and extrinsic constructs by especially Deci and Ryan. When properly applied, self determination modifies extrinsic motivation and can even changes it into intrinsic motivation. Witnessing the steps, it is possible to conclude that self determination is the first prerequisite of intrinsic motivation ( Dornyei, 1994). According to the self-determination view, "the relationship is a continuum from most extrinsic to least extrinsic, not opposing forms of motivation. The continuum represents the extent to which students are controlled

by the reward or determine their own actions." (Deci & Ryan, 1991; Rigby, Deci, Patrick, & Ryan, 1992; Ryan & Deci, 2000; cited in Alderman, 2004, p.248). In the process, two essential concepts form the base of the theory; internalization and integration. Ryan & Deci (2000, p.60) present the each as "internalization is the process of taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self." These two terms resemble to each other and are combined in language learning issue.

In Self Determination Theory, four levels are applied referring to extrinsic motivation into intrinsic motivation process. One of them is external regulation in which external origin such as teacher starts the activity. Second step is introjected regulation which leads students do what teacher wants according to the rules. In identified regulation prcess, students perform the activities because they pay importance to what it will result in. Then, at the end, integrated regulation comes front that is similar to intrinsic motivation which is at the same time thought to be the core part of the theory itself ( Liuolienė and Metiūnienė, 2006 ) .

In other words, in the first stage of external regulation learners are leaded by the prizes and punishments. Next, in introjected regulation, students want to avoid from the punishments, anxiety and perform only to follow the rules not really accepting. In the third phase, identified regulation, students accept a regulation with a personal desire. Finally. integrated regulation allows the learners to integrate the various beliefs and get the self determination needed. (Alderman, 2004) According to the SDT (Self Determination Theory) approach noted by Ryan &Deci (2000, p.64) "a regulation that has been internalized may be only introjected, and that type of regulation could well leave people feeling satisfaction of their needs for competence and relatedness." Nevertheless, these do not guarantee self determination aimed in this theory.
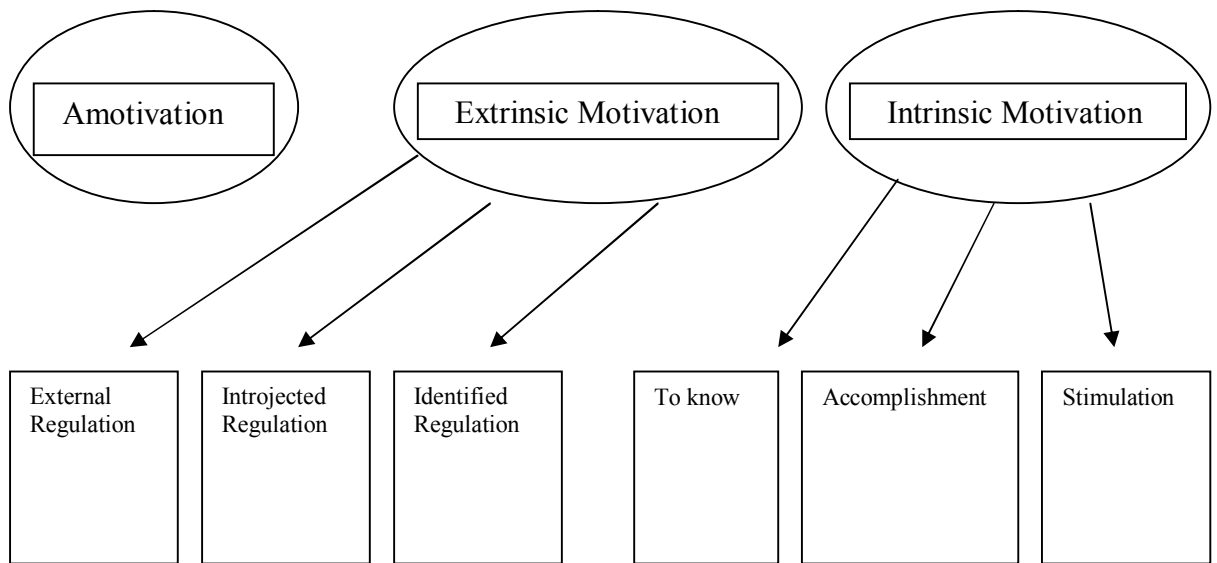
**Figure 2.1. Hierarchical structure of academic motivation based on Self Determination Theory.**    (Clark & Schroth, 2010)

As presented in the figure, according to self determination theory, there are three higher-order factors and six sub or second order factors affecting to possess motivation in educational content. Described by Clark & Schroth (2010) the higher ones are "intrinsic motivation when behaviours are done out of pleasure or for the sake of enjoyment; extrinsic motivation, when behaviours are done to achieve a goal or reward beyond the activity itself; and amotivation, when individuals do not perceive any reward for their behaviour." And the sub contents defined before reveal the real objectives directed at the behaviours.

In paralel to these views, research has proved that the processes of self determination and motivation also inserting these to the learning process give way to highly successful results and at the same time personal improvement ( Deci, Vallerand, Pelletier & Ryan, 1991).

**2.4.2 EXPECTANCY- VALUE THEORY**

It is compending that value is to be presented at the very beginning. In this context, Wigfield et al. (2009, p.4) defines values as "how important, interesting, or useful a given task or activity is to the individual".  When connected to expectancies,

that is the desired outcome or beliefs about the future, they are predicted to affect performance, task choice and consistence on the task. Expectancy is also described by Vehovec, Roncevic &Bajsanski (2008) as "student's ability beliefs and perceptions of task difficulty". These both components can be thought in relation to psychological and social sides. As a result, they are expected to combine success, persistence and choice most directly to individuals' tasks and values that are in connection with expectancy (Wigfield et al. , 2009). Namely, this theory suggests that the strength of motivation in a particular situation is determined both by our expectation to succeed and the value the success has for the individual (Alderman, 2004).

Taking Keller's comprehensive and relevant system into concern, Crookes and Schmidt put forward four factors to describe classroom motivation in language learning: interest, relevance, expectancy, and satisfaction (Dornyei, 1994). Supported in a good number of research these compounts can be explained as interest in the topic, relevance to the individuals' lives, expectancy of success and feeling of being in control and satisfaction gained at the outcome ( Liuolienė and Metiūnienė, 2006 ). According to this theory, concerning the relation between expectancy and achievement, It was found by Bruinsma (2004) that expectancy and task value are positively effective on the use of processing strategies and the learners' ultimate academic success. Namely, expectancy of the good result or what is wished leads to achievement of the goals and being successful through the learning process by motivating the students.

### 2.4.3. GOAL- DIRECTED THEORY

Since "goal" may be the most important constitute of the learning process, it is great need first to talk on feautures of the point that form the unity of the theory. Latham & Yukl ( 1976)

> "The goals must be specific, as opposed to "doing your best," short-term rather than long term, challenging rather than easy, with feedback on performance, and without punishment for failure. Goals" not only fit the current cognitive and social orientations towards behavior better than "needs," they are also better research constructs, and the results of numerous studies have supported the Goal-Setting Theory"

Relatedly, Brown (2007, p.155) conveys on the two most commonly interchangebly used yet in fact two distinct concepts; goal and objactive that "goals are general statements concerning desirable and attainable program purposes and aims." However; "objectives are much more specific than goals, both in their conception and in their context." Both of the terms are essential in learning process after determining the needs analysis. According to the analysis prepared, goal has to be laid out first and then objectives towards this goal are to be formed and realized respectively.

In terms of achievement, Pintrich (2000, p.94) expresses that "goals or purposes like mastery or superiority are not just simple target goals or more general goals, but represent a general orientation to the task that includes a number of related beliefs about purposes, competence, success, ability, effort, errors, and standards." About the connection between goals and self regulation Alderman (2004, p.129) passes on that "Goals and goal setting play a central role in self-regulation, influencing learning and motivation by affecting motivation through five processes: directing attention and action, mobilizing effort, promoting persistence and effort over time, promoting the development of creative plans and strategies, and providing a reference point." Determining goal is then necessary just at the ver beginning of language learning.

Placing "goal" at core in this theory, Ames (1992, p.261) points that goal orientation gives way to "different ways of approaching, engaging in and responding to achievement situations. " Also, Liuolienė and Metiūnienė (2006, p.95) state that "goal-directed theories are represented in the condition of satisfaction in the outcome, the extent to which goals are met." In various studies, intrinsic motivation, that is closely related to inner willingness and curiosity, is included as a major concept in this theory. Accordingly, (Bandura, 1997 cited in Alderman, 2004, p.258) notes that "personal standards through goal setting can contribute to intrinsic interest through satisfaction from goal accomplishment." Namely, intrinsic motivation is the indispensible concept in making the goals come true.

In addition, integrativeness and instrumentality are inevitably other significant components of the present theory. These two issues are well described by Dornyei (1994) as" the former is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. The latter is related to the potential pragmatic gains of L2

proficiency, such as getting a better job or a higher salary." Both of the issues can be effective in leading a person to learn a new language yet there are certainly discrete ideas on which one is more contribitory.

In association with these views, one of the leading names of this theory, R. C. Gardner suggests that second language motivation is of three important elements; defined as "affect" referring to the attitudes toward the target language, "want" wish or desire to learn the language and lastly "effort" in the process that stems from motivational intensity (Liuolienė and Metiūnienė, 2006 ). And, about the relation between goal orientation which is claimed to be of two types as mastery and performance goals by many researchers and language achievement, it was accepted that mastery goal oriantation  focuses on mastering the task, developing and implementing skills and strategies providing with good comprehension.It leads to better use of processing and self-regulated learning strategies also more cognitive engagement. These learners implement such strategies as elaboration and monitoring strategies much more often. On the other hand, students that adopt performance goal orientation give importance much to their own abilities rather than the others' and value the approval of their success in social environment a lot. It is assessed by the researchers that these learners can adopt positive sides of mastery goals and this results with required motivation forming performance effectively (Vehovec, Roncevic & Bajsanski, 2008).

## 2. 5. TASK VALUE

Necessary first to define the term task, an important issue based on which come up with prominent language teaching methods, it would be right to inform that there are a good deal of descriptions by many researchers. Skehan (1998 cited in Brown, 2007, p.50) forms out that "task is an activity in which meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real world activities, task completion has some priority and the assessment of the task is in terms of outcome." That is, information gap and authenticity can be thought as crucial subjects in tasks.

 In our lives, there are lots of various language examples to read and listen to and the language can be categorized mainly as interest and usefulness. Namely, a person prefers to deal with those that seem interesting with the enjoyment, pleasure and intellectual stimulation embedded in the tasks also those that are useful in terms

of the learners' needs (Harmer, 1983). Therefore, it is obligatory to choose tasks suitable to the goals, needs and interest of the students.

Emphasized in another way, Alderman (2004, p.142) advises "to increase interest, embellish tasks to make them more attractive by including student control, curiosity, and personalization. At the same time, emphasize meaningful learning with tasks that provide authentic work." There are also cases when everything seems suitable yet again do not catch the attention of the learners as they do not enjoy the content possibly because of the crowded pages or few pictures or the vice versa. The subject may also be very distinct from the interest of the learners (Allwright &Bailey, 1991). Thus, it would be essential to arrange the tasks according to the students, the main part of the learning triangle as much as possible. Furthermore, teachers have to regulate tasks as relevant to students' lives and they in return should improve self regulated strategies. In this process, when the students realize that these strategies work for success, they continue to develop those strategies. At the same token, value of the tasks themselves will increase (Wigfield, 1994 cited in Alderman, 2004).

Certainly, task value is one of the most precious motivational factors. Essential motivation element, task value is very effective at being engaged with task and having interest in the task (Jacobs & Eccles, 2001; Renninger, 2000 cited in Alderman, 2004). Hewitt (2008, p.33) mentions about this view as "one of the most powerful strategies for motivation is to focus on the positive attributes in the task itself, regardless of contingent outcomes: intrinsic motivation as opposed to extrinsic motivation." That is, performing or carrying out the work as the task itself is enjoyable, interesting or there is no other reason to deal with it would result in greater success.

## 2.6. CONTROL OF LEARNING BELIEFS

Besides a number of factors, learning can be attributed to control of the beliefs and attitudes towards learning. Students may direct their thoughts positively or negatively. On this changable quality of learning Vermunt (1998 cited in Hewitt, 2008, p.16) notifies that "learning is not a passive, knowledge consuming and externally directed process, but an active, constructive and self-directed process in which the learner builds up internal knowledge representations that form a personal interpretation of his or her learning experiences." Control phase of learning beliefs is

related at some extent to self regulation. According to Alderman (2004, p.135), "Self-regulated learners have a belief that effort will lead to increased success (forethought); a strong sense of self-efficacy (forethought);tools for setting effective goals and monitoring progress (performance); and adaptive attributional beliefs, accepting responsibility for their learning (evaluation)." And, the process described is in fact just the achievement itself.

In this self regulation process, learners can resort to control beliefs that vary from attention and emotion to motivation. Attention control is about focusing on the positive features in the classroom ignoring the negative ones. Emotion control, as its name suggests, blocks the emotional conditions that hinder the wishes to contribute to the lesson. And, learners themselves certainly may increase their motivation by controlling it for instance by realizing the improvements gained at regular intervals (Hewitt, 2008).

## 2. 7. SUCCESS THROUGH MOTIVATION

A number of recent language teaching methods and techniques especially the ones supporting the humanistic approaches emphasize the value of "affective domain" (Brown, 1980). N. A(n.d) asserts that"Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study." Also, Wikiversity (2012) defines the affective domain as"the way people react emotionally and their ability to feel another living thing's pain or joy. Affective objectives typically target the awareness and growth in attitudes, emotion, and feelings" The affectivity under concern clearly calls for the motivation in language learning and many accepted methods provide "the humanistic context and affective support necessary to meet the egocentric, transactional and motivational necessities of second language acquisition."( Brown,1980). Definitely, the affections and emotions shape the rote of the learning.

Bloom and his colleques extended the definition of affective domain by explaining the five levels ordering from the simple to complex. First beginning with receiving that is being aware and conscious of the situations and willing to learn. It is followed with responding, committing to an extent on a phonemenon. Then it is valuing, giving worth on a thing. The next phase concerns organization of the values

into a belief and finally acting according to the value system completes the process (Brown, 1980). Simply, understanding and applying this taxonomy in lanaguage learning would be of great use and proves again how specific personality factors and second language learning are related. And, motivational factors are probably at the first row of the personality factors mentioned.

A big concern, success or achievement is in fact one of the personal needs. Maslow (1970 cited in Brown, 1980) points on "the hierachical human needs from the fundamental physical necessities (air, water, food) to higher needs of security, identity and self-esteem, the fulfillment of which leads to self-actualization." Other theorists added new concepts to the basic needs as achievement, autonomy, affiliation, order, change, endurance, agression and other needs. These needs include the general categories and are essentially relevant to second language learning (Brown, 1980).

Motivational factors especially intrinsic motivation are perceived to affect language achievement positively. Harmer (1983, p.4) points about the effect of each motivation type on success that " While it is reasonable to suppose that many adult learners have some degree of extrinsic motivation, and while it is also true that a student's attitude may be affected by members of his community, it would seem to be the case that intrinsic motivation plays by far the larger part in most students' success or failure as language learners." Correspondingly, Ryan and Deci (2000, p.54) argues that " intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate." Also, Dev (1998 cited in Alderman, 2004) concluded that if students attribute their success to factors they can control, such as effort and effective use of strategies, they are likely to be intrinsically motivated. Clark & Scroth (2010) mentions about researches revealing that " those who were intrinsically motivated tended to be conscientious and open to new experiences; those who were extrinsically motivated were conscientious, extoverted and neurotic; and those who lacked motivation were disagreeable and lacked conscientious." Namely, both types of motivation can be perceived to be effective on motivation.

It is clear here that success depends on trying with true strategies and then getting interest motivation either it is intrinsic nor extrinsic. The reverse is also true ,that is success or failure also affect the motivation afterwards. Success can absolutely be motivating and failure may be demotivating. Therefore, it is essential

to include neither high challange activities or low challange ones but the right level of challange as not to lose interest of the learners (Harmer, 1983, p. 6).

## 2.8. LANGUAGE LEARNING

In order to comprehend the concept of language learning, it is important first to master the concept of language and necessity of the learning skills. To begin with language, it is defined and researched a great number of times. Brown (1980) for instance indicates that "language is a system of arbitrary ,vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact." and terms learning as " acquiring or getting of knowledge of a subject or a skill by study, experience or instruction."or "a relatively permanent change in a behavioral tendency."(p.7). Also, Harmer (1983) depicts learning as conscious process which results only in knowing about the language "Basicly, language is a means and need in fact to communicate and thus to survive and if it is not acquired at the birth natively, then in order to learn it is necessary to be busy with that language either living in that language's community or study the components related.

Language proficiency brings many features and abilities aside. Speaking on the phone, reading a book, writing letters, listening to the radio, watching films, chatting on the net etc. To speak more generally, language provides people with four major skills; reading, speaking, listening, writing. And, in order to gain communicative efficiency learners should be qualified in all of these skills (Harmer, 1983). As could be estimated, learning types change from person to person. However, language learning involves all steps of Gagne's types of learning that are signal learning, stimulus-response learning, chaining, verbal association, multiple discrimination, concept learning, principle learning and problem solving (Gagne, 1965 cited in Brown, 1980).

Such an extansive term, language requires lots of research and there are some concepts improved for the field of language learning and teaching. Knowledge About Learning( KAL) illustrated by Burns & Richards (2009) as "a very broad category covering any kind of knowledge about language including not only grammar and orthography,but also knowledge of language modes(speaking,listening,reading, writing) ,how language is used and language learning" is one of those mentioned notions and explains the term as to assist language learning process. Moreover,

Vygotskian approach and zone of proximal development (ZPD) presents learning as a kind of social process apprenticeship in which apprentices, that is the students work together with teachers, educators and peers to build interaction. This classroom atmosphere is empowered with the suupprting artifacts as worksheets, handouts, videos etc. (Burns & Richards, 2009, p.205).

In addition to these approaches, Rausch (2000) emphasizes that "mastery of the fundamentals of learning is not only important in aiding language learners in consolidating vocabulary, acquiring basic structures, and accumulating the necessary linguistic and communication skills, but such mastery of learning skills puts the learner in active control of their own learning processes." It is worth considering on as each individual needs to recognize his own way of learning just to decide what to do next and to control the process according to self styles. Yet, there are also some important issues that easen the language learning process. First, context is to be embedded in the language. Conversations are to be related to real life and information gap with meaningful purposes should be provided. As clear, secondly, meaningful learning is necessary inquiring adding new information to already present schemas. Interaction is another crucial element that is to be included in communication to pass on the message and receive it (Brown, 2007).

Learning is connected to not only cognitive understanding but also many aspects. Even in early researches the point was expressed. Brooks (1964, p.18) describes that "language is a highly complicated activity, and it is wholly learned. It involves both neutral and muscular tissue, and it has psychological, interpersonal and cultural aspects that are indispensable to its acqusition and use."Furthermore, Hewitt (2008, p.73) expresses this relation as "The bridging of the gap between more overtly psychological and sociological models of learning rests in the understanding that the self exists on the physical, mental and social levels, arguably also on a moral level. Thus, a model of self-regulation must recognize that learning is never entirely independent." As clear, learning is depended on another measures such as health, desire, need, readiness, motivation etc.

Accordingly, language learning is a concern that needs to be defined well. In the present research and in many others L2 is used for the languages learned except from the mother tongue. However, second and foreign language are in fact two different terms defined well by Oxford(2000, p.1) as " A second language is a language studied in a setting where that language is the main vehicle of everyday

communication and where abundant input exists in that language." Furthering her explanation, she expresses foreign language as "a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted." In the educational area of our country, English is a foreign language that is tried to be taught in primary schools. Yet, not a full qualification in language is expected in education, perceiving school achievement as enough to assess the process. Mayo & Lecumberri ( 2003, p.78) justifies the issue as " foreign language learners in school contexts cannot possibly achieve native or native-like proficiency in the foreign language and therefore as it is impossible to compare the ultimate achievement of younger and older learners, we can only study rate of achievement or ultimate school achievement." Probably due to this reason both learners and teachers focus on school success much more.

Described above, foreign language learning and teaching has gone into a new era with the concept of strategic investment that is the everything learners do and perform to improve learning process. Brown (2007) signifies the point as " successful mastery of the second language will be due to a large extent to a learner's own personal investment of time, effort and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language." That is, the improvement depends on the progress in all skills and it requires enough time and effort spent to reach the objective. Skills can be acquired by such techniques as observing, practising, monitoring, correcting and etc. The research on these investments go back in fact to studies on "good language learner" which is the main assistance to be qualified at language. To be a good learner, first students must be equipped with the knowledge of what successful learners do to acquire the language and are to develop special, individual routes to success. Because, natural interactions are not planned and happen spontaneously. Therefore students need to have the equivalent competence to set meaningful communication (Brown, 2007).

Mentioned above, good language learners need to have some skills to be qualified enough to set natural interactions. And, in second language teaching, there are to be eight shifts in the students' learning to bring up so successful language speakers. As shown in the Figure 2, the changes present a circular nature working independently and also together. Namely, one shift is dependent on other shift and successful implementation of each results in good implementation of the other

dependent issues. That is, these concepts are one by one parts of a whole (Jacobs & Farrell, 2001). Therefore, it is crucial to pay impotance to these terms and apply correctly suitable to modern accepted methods in both language learning and teaching.

Learner
Autonomy

Diversity                          Cooperative
                                    Learning

Learning                                           Curricular
                                                   Integration
Skills

Alternative                                        Focus on
Assessment                                         Meaning

Teachers as
co-learners
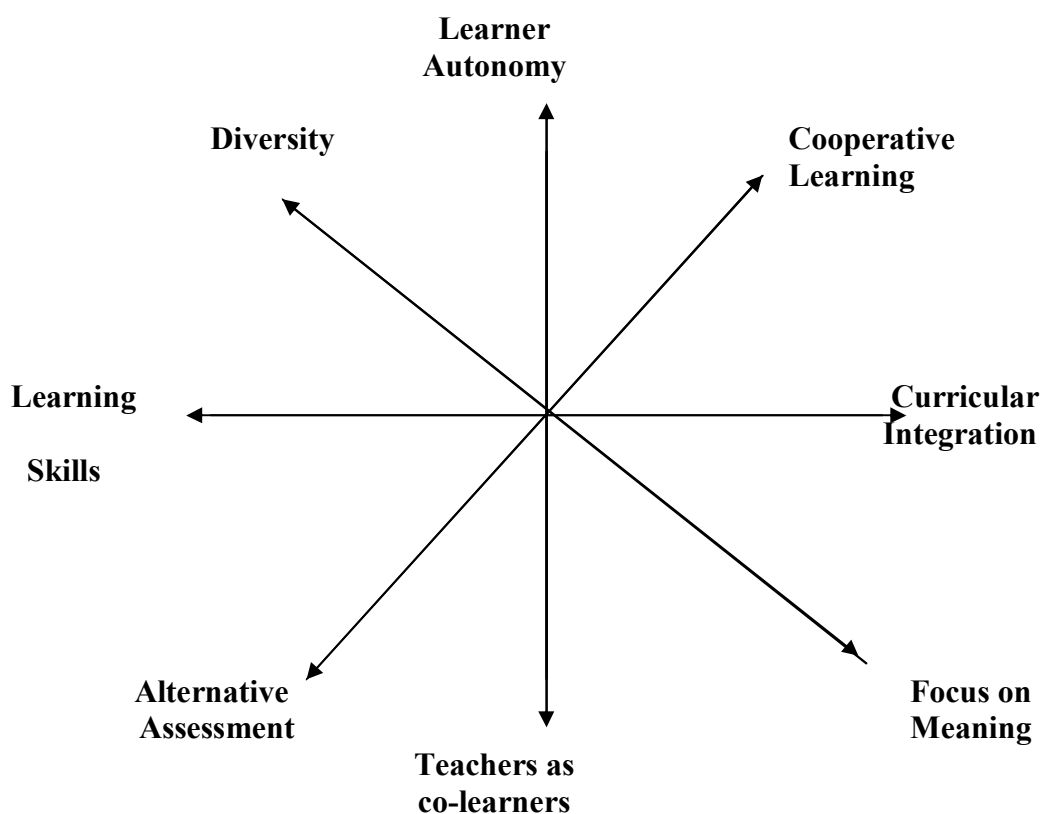
**Figure 2.2. Eight Changes in Second Language Teaching (Jacobs & Farrell, 2001)**

## 2. 9. LANGUAGE LEARNING THEORIES

Since there are many definitions on language learning, it is not surprising to come across with various theories. They are based on basicly on behaviorism and cognitivism. The first two; classical behaviorism and neobehaviourism represents behavioristic theories and the latter two; cognitive learning theory and humanistic psychology are of the cognitivist approach (Brown, 1980, p.66).

**2.9.1. CLASSICAL BEHAVIORISM**

First behaviorist theory, Classical Behaviorism is based on classical conditioning. With his famous and series of experiments with a dog, the Russian psychologist Ivan Pavlov was the leading researcher of this theory. It was found that learning process is formed between stimuli and and reflexive responses. Conditioned response was discoved to happen automatically to a first neutral stimulus. On Pavlov's findings, John B. Watson improved the term "behaviorism" reflecting the view that more complex human behaviors are all in fact series of responses. Overt behavior is at the core of this theory (Brown, 1980, p.67).

The main component in this theory is conditioning, defined as that animals can be trained to do everything if stimulus, response, reinforcement procedure is followed (Harmer, 1983). Behavioural psychologists emphasize the importance of reinforcements known as rewards at motivating behaviour in addition to learning. Considering many occasions, people perform what is necessary on a determined goal so as mostly to gain the rewards presented. These rewards ensures the continuality of the behaviour by reinforcing it.

According to behaviorist psychology, the greater concern is on the external stimuli learners meet in the environment, teacher-centered instruction, products produced by learners, students as seperate individuals, a part-to-whole approach, drills, rote learning, preparing for an exam etc. (Jacobs & Farrell, 2001).

**2.9.2. NEOBEHAVIORISM**

Following Watson and other psychologists, Skinner came up with neobehaviorism rejecting Pavlov's studies as specialized to aniamls but not human beings. Skinner developed operant conditioning explaining human learning and behaviour and de-emphasizing the importance of stimuli. From point of Skinner's view, responses and then reinforces(events or stimuli) strengthen behaviour. Namely, according to this theoy learning can be realized effectively through a special program of step by step reinforcement ( Brown,1980).

In accordance with this learning type, audio lingual method was developed which includes consistent and unending drilling of the learners with positive or negative reinforcements. At the end, language habit was formed (Harmer, 1983). Therefore, rewards called also as reinforecement are thought to be strongly effective in forming behaviour and if there is an anticipation of a positive reward, the learning

would be easier. Brown (2007) asserts on the importance of rewards that " Human beings are universally driven to act, or behave, by the anticipation of some sort of reward- tangible or intangible, short-term or long-term- that will ensue as aresult of the behaviour." For all these reasons, it is extremely reasonable to include reinforcements in the process of teaching.

### 2.9.3. COGNITIVE LEARNING THEORY

Cognitivism is the second main theory brought forward by the researchers and illustrated by Harmer (1983, p.30) as "methods in which students are asked to think rather than simply repeat." Strategies related to this this theory teach students study skills and how to activate prior knowledge (Alderman, 2004). According to this view, language is not a form of behaviour but a rule based system and language learning is realized to a large extent by learning this system (Harmer, 1983).

Relatedly, cognitivist theory perceives meaning as not an implicit response but as a conscious experience. Important psychologist of this theory, Ausubel claims that learning is realized in the human organism by attaching the new items to already learnt cognitive concepts. Ausubel emhasizes that learning he describes is just like meaningful learning opposed to rote learning. As known, meaningful learning is more permanent since there is a procedure of attaching new material to existing knowledge. Rote learning on the other hand, sets no or little connection between established entities therefore is relatively temporary. As language learning is also a meaningful process, there is not to be such activities as memorization, repetition, imitation etc. For communicative competence, it is a real need to get rid of such automatic activities (Brown, 1980). In the same concern, Jacobs & Farrell (2001) notifies that "while rote drills and memorization might be of benefit for short term learning, long-term learning and the extension of that learning require that students focus on the meaning of the language they are using." Thus, students are to increase context-based activities instead of repeated, momorizing centered tasks in order to give away expected results.

According to this highly accepted learning theory, rewards are not of no concern. They compose an essential part. However, the difference from behaviorist approach is that source of the motivation is the individual himself and the power of self reward is much more effective (Brown, 2007). From the view of cognitivist approach, greater attention is on the learners, learner-centered approach, learning

process, social nature of learning, diversity among learners, holistic and whole-to-part orientation, the importance of meaning etc. (Jacobs & Farrell, 2001).

### 2.9.4. HUMANISTIC PSYCHOLOGY

Although not known as a learning psychologist, Carl Rogers is the leading researcher of this theory that impacts current understanding of learning. The main principles of this concern is related to the development of individual's self concept and sense of reality. These are the personal factors that lead people to act. According to this theory, the aim of education is the easing of change and learning and learning how to learn is crucial. Learners need to trust or accept the people around namely teachers to achieve in the learning process. Such kinds of teachers will affect the oucome positively. Also, activities and materials are to serve meaningful contexts (Brown, 1980).

### 2.10. LANGUAGE LEARNING STRATEGIES

The key variable that is added to the concept of language learning described above is "strategy" . Citing her own work, Oxford (1990) point out that "the word strategy comes from the ancient Greek word strategia, which means steps or actions taken for the purpose of winning a war."This meaning has certainly flown away, but the only remaining factor in the meaning today is behaving according to the goals and controlling those treats (Oxford, 2003).

Another key variable affecting language learning is style and that not to be confused with strategy. Differently, style is the general approach to learning a language that students adopt while learning a language. For instance, learning by visual objects or audiotory way is kind of a style determined in learning a language (Cornett, 1993 cited in Oxford, 2003). As a concept, learning style is refered to "qualitative differences among individual students' habits, preferences or orientation towards learning and studying (Sternberg, 1997 cited in Hewitt, 2008, p.50). Also, Brown (2007, p.260) adds that "styles whether related to personality (such as extroversion, self-exteem, anxiety) or to cognition (such as left/right brain orientation,ambiguity,tolerance, field sensitivity) characterize the consistent and enduring traits, tendencies and preferences that may differentiate you from another person." Therefore, when compared,  style can be tought as an umbrella term to strategy in determining the rote to follow in learning. And, the process described

above comes true often consciously and the purpose is to improve in such skills as apprehending, internalizing, and using the L2 (Oxford, 1990 cited in Oxford,1994).

Strategies on the other hand, are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. Thus, learning strategies are defined in foreign language learning concept by Scarcella & Oxford (1992, p.63) as "specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning" (cited in Oxford, 2003). To put it simply, Hall (2001) defines it as " goal-directed actions that are used by learners to mediate their own learning."(p. 92) and Mayo& Lecumberri (2003, p.182) expresses learning strategies as "the behaviours or steps that we take to aid the acqusition of a language". Accordingly, Brown(1980) depicts the use of learning strategies theory as "the human organism approaches any new problem with an existing set of cognitive structures, and through insight, logical thinking and various forms of hypothesis testing, calls upon whatever prior experiences he has had and whatever cognitive structures to possess to attempt a solution." With the described procedure, learners determine the strategies to use in the future.

Recently, mastering the language is the real concern and how it is managed is explained in different perspectives as what kind of actions or techniques learners do to get through the target language. And, struggles for this objection are called learning strategies. In this context, the signalling fact is the classroom interaction. That is to say, personal efforts to learn and moves of the students are most probably great proofs of the strategies chosen (Allwright &Bailey, 1991). Additionally, O'Malley & Chamot (1990) conclude that "strategies are the tools for active, self-directed involvement needed for developing L2 communicative ability." These are developed mostly according to needs, aims and personality features of the students.

Accordingly, it would be right to express that language learning strategies have different features and all aim for communicative competence. And, realizing this competence requires using meaniningful language in real communication issues. Such natural interactions are all achieved by implementing learning strategies. Namely, learning strategies affect communicative competence positively improving at the same time learners' self direction and problem solving characteristics which is helpful for learners as it is impossible to find the instructors around everytime

guiding is needed. These strategies are flexible and often consciously can be taught and learnt. They are not all the time observable and influenced by many factors (Oxford, 1990).

In paralel to these views, Rigney, 1978; Oxford, 1990 share the point that language learning strategies are conscious steps used by language learners to make better the processes or steps of acquisition, storage, retention, recall and use of new information (Ghani, 2003). Moreover, in the second-language-learning sense, Cohen (1998, p.1) reflects the term strategies, as "the conscious moves made by second language speakers intended to be useful in either learning or using the second language." Also, Rausch (2000) bases the term "in part on cognitive learning theory, in which learning is seen as an active, mental, learner-constructed process." The descriptions of the term are various and focus on different issues.

Witnessing all these explanations, it is not hard to come to conclusion that strategy is something needed in the learning process. Saying that a strategy is good or bad is not possible. They all gain meaning according to the conditions they are used in. Nevertheless, there are some certain features that the strategies have to carry in order for them to be useful; the strategy is to be first related to the task, the student's preference of style and also other effective strategies (Oxford, 2003). And, to be effective language learners through the academic life, strategy awareness is one of the most crucial elements. The term is expressed by Jacobs & Farrell (2001) as the condition when " the students are helped to become aware of their current learning strategies, analyze them to determine which are most useful in various situations and then develop new strategies or refine present ones, so as to become better learners." The application of such awareness assists to be qualified in correct strategy implementation.

## 2.11.TYPES OF LANGUAGE STRATEGIES

There are many kinds of strategies in learning a language and these are classified into some basic types as cognitive, metacognitive and social strategies. Furthermore, some of the strategies and groups of strategies are tied tightly with learning skills. Chamot&Kupper (1989 cited in Ghani, 2003) examplify the association as;

"L2 writing, like L1 writing, benefits from the learning strategies of planning, self-monitoring, deduction, and substitution. On the other hand L2 speaking demands strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension is facilitated by strategies of elaboration, inferencing, selective attention, and self-monitoring, while reading comprehension uses strategies like reading aloud, guessing, deduction, and summarizing." (p.32)

As an addition to the features explained, learning strategies are of types that can not be ignored in language learning "focussing on selected aspects of new information, analysing and monitoring information during acquisition, organizing or elaborating on new information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will be successful as a way to allay anxiety." (O'Mallay and Chamot, 1990 cited in Ghani, 2003, p.31). Cognitive , metacognitive and social strategies are the most basic ones that will be covered respectively.

### 2.11.1. COGNITIVE STRATEGIES

The first group under concern is built on cognition that is the operation of understanding or finding out something. This cognition style is deliniated by Brown (1980, p.89) as "the way we learn things in general and the particular attack we make on a problem seem to hinge on a rather amorphous link between personality and cognition. This link is referred to as cognitive style." Actually, the coordination among self, motivation and cognition is not complex. People form views and thoughts, that is beliefs about their own world and render these experiences meaningful. It is suggested that each people has his own meaning system. These different meaning systems are present as to explain learners' own learning, communication or interaction with people, perceptions about success or failure and mainly self-understanding (Dweck, 1999 cited in Hewitt, 2008).

Accordingly, Ghani (1990, p.44)  postulates that "cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning and they involve conscious ways of tackling learning." Furthermore, Wu (2008) connects that "cognitive strategies are skills or steps that involve direct analysis, transformation or synthesis of the target language, such as formal practice with sounds or structures, functional practice in natural interactions, reasoning, translating, analyzing, note-taking etc.". Also, these types of strategies are explained

by Oxford (2003, p.12) as "to enable the learners to manipulate the language material in direct ways, e.g. through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas, practicing in naturalistic settings, and practicing structures and sounds formally." Clearly, these strategies are related to cognition realised in mind.

Cognitive stretegies are various and enhance the four major skills of listening, speaking, writing and reading. Some important cognitive strategies are summarization; making a summary by forming sentences, paragraphs or etc. mental imagery; building a visual content, question answering; answering questions on a content, question generation; asking questions on main issues , prior knowledge activation; recalling previously learnt subjects (Alderman, 2004). There are also other very important strategies that help cognitively construct meaning such as making interferences, identifying the main ideas, integrating information across text, connecting textual information with previous knowledge (Vehovec, Roncevic & Bajsanski, 2008).  For the complete understanding of this crucial strategy group, it would be necessary to figure out the four important parts and their inclusions.

1.Repeating

2.Formally practising with
sounds and writing system

**A. Practising**

3.Recognizing and using
formulas and patterns

4. Recombining

5.Practising naturalistically

**Cognitive
Strategies**

**B.Receiving and
sending messages**

1. Getting the idea quickly

**2.** Using resources for
receiving and sending
messages

**C. Analysing and
reasoning**

1.Reasoning deductively

2.Analysing expressions

3.Analysing contastively

4. Translating

5. Transferring

**D. Creating structure
for input and output**

1.Taking notes

2. Summarizing

3. Highlighting

**Figure 2.3. Diagram of the Cognitive Strategies. (Oxford, 1990)**

Sets of the cognitive strategies illustrated in the Figure 2.3 are all related to the four language skills and are all real benefits to the learners. First group of practising may not be seen as creative and maningful yet concerns the useful skills of speaking, listening, writing and reading altogether. Receiving and sending messages phase involves listening and reading skills while getting the idea quickly and adds speaking and writing at the using resources to receiving and sending messages. Analyzing and reasoning allows learners to apply logical thinking and grammar rules and vocabulary of the target language. Next, creating structure for input and output provide the students with the ability to sort, organize the target language information and to demonstrate their understanding. Lastly, the stage of applying compensation strategies to the four language skills help learners to defeat the limitations come acrossed in all the skills (Oxford, 1990).

### 2.11.2. METACOGNITIVE STRATEGIES

Necessary first to describe the term "metacognition", it would be right to say that metacognition certainly requires the previous process, cognition. It is denoted by Hewitt (2008, p.28) as "one's knowledge concerning one's own cognitive processes and products or anything related to them. It refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects on which they bear, usually in the service of some concrete goal or objective." Relatedly, first describing the term "metacognitive", Oxford (1990) defines the metacognitive strategies as " metacognitive means beyond, beside or with the cognitive. Therefore, metacognitive strategies are actions which go beyod purely cognitive devices, and which provide a way for learners to coordinate their own learning." Wu (2008) describes this group of strategies as " steps that learners take to manage or regulate their learning, such as planning, arranging for learning tasks, setting goals or objectives, monitoring the learning process for errors and evaluating progress". Clearly, these types of strategies are valuable in terms of their assistance in learning from the errors, assessing the progress and deciding correctly which technique to use in the next learning processes.

Metacognitive strategies are based on three aspects by Alderman (2004, p.164) as "knowledge and strategies of the person (knowledge and beliefs about memory and how it works), tasks (evaluation of task difficulty), and strategies

(decisions about which strategy will work the best for different types of tasks). Implementing these factors successfully or being aware of these three items certainly requires controlling own learning process, namely self regulating learning. The users of metacognition strategies are described at this context in the same work of Alderman (2004, p.148) as "self-regulated learners know a large number of learning strategies such as reading comprehension and memory strategies. They also understand how learning strategies work, know when to use them, and can evaluate their effectiveness." (Borkowski & Muthukrishna, 1992). Definitely, all these processes are the typical features of these group of strategies.

In some way related to cognitive strategies, Pintrich (2002, p.219) assures that "metacognitive knowledge involves knowledge about cognition in general, as well as awareness of and knowledge about one's own cognition." Furthermore, Ghani (2003, p.32) expresses some components as "planning and thinking about learning, such as planning one's learning, monitoring one's own speech or writing, and evaluating how successful a particular strategy is." Besides, Oxford (1990) asserts that " metacognitive (beyond the cognitive) strategies help learners to regulate their own cognition and to focus, plan or regulate their own cognition and to focus, plan and evaluate their progress as they move toward communicative competence." That is to say, these strategies are the core of studying system as it lies out the programme of the language learning for the individual .

More datailed examples are provided by Oxford (2003, p.12) as "identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy." As clear, meatacognitive strategies regulates and affect positively the learning process from the very beginning of determining the objective according to the needs and preferences to the ultimate level of evaluating what is in hand. These strategy group includes three essential sets breaking into many components as in the Figure 2.4 drawn below.

First set of strategies on centering your learning assist the learners to keep their attention on the tasks. Secondly, arranging and planning your learning strategies are good to organize and plan the studying and then get the most out of learning. And, lastly, evaluating your learning phase allows learners to be aware of the errors and learn from them and also assess the overall progress (Oxford, 1990).
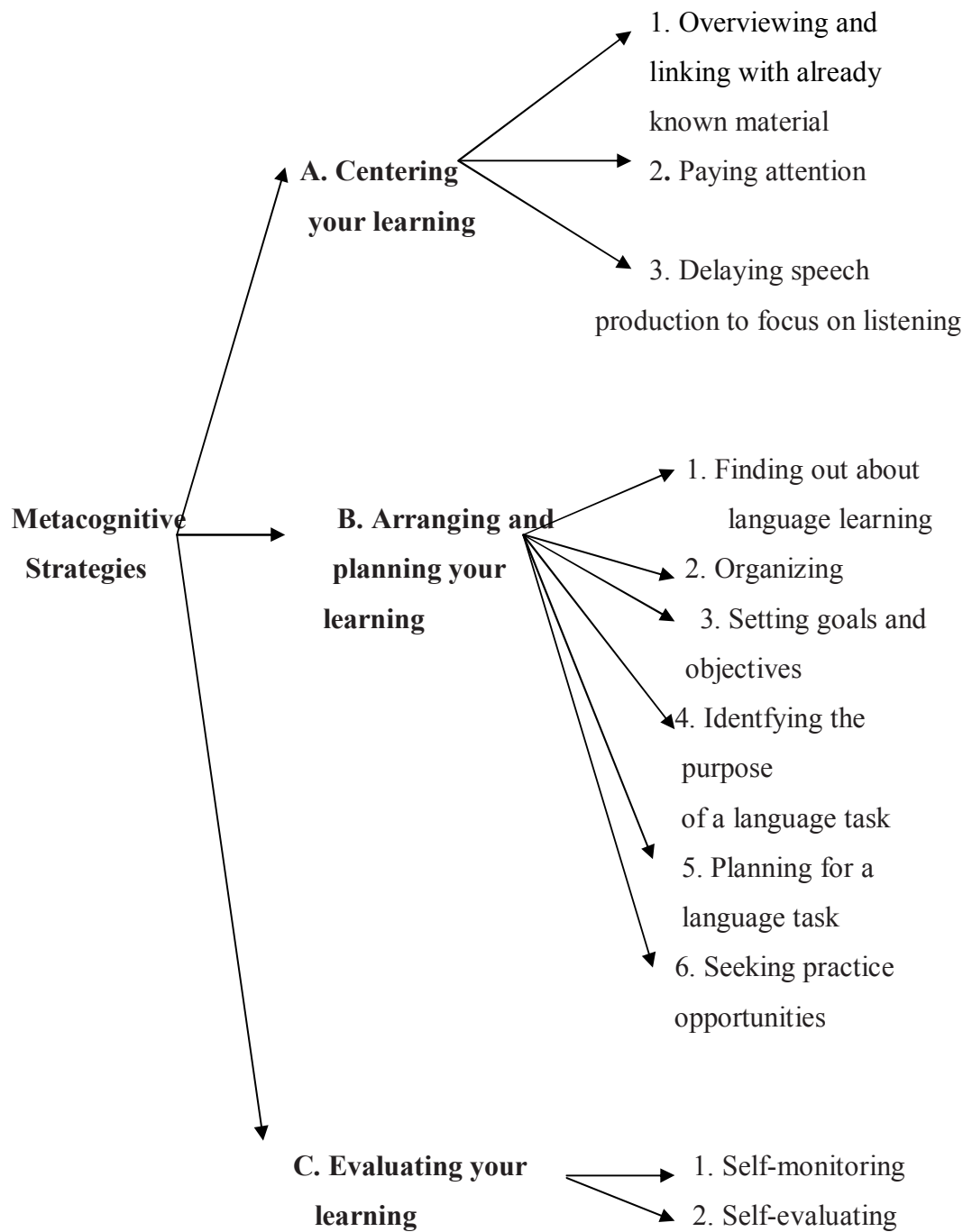
**Figure 2.4. Diagram of the Metacognitive Strategies. (Oxford, 1990)**

**2.11.3. SOCIAL STRATEGIES**

As its name suggests, it is connected with the strategies that are used with social relations. Social life requires that people interact with the environment itself and the other people. With the benefit of social life, mental environment is formed on or beside the physical environment. It necessiates the settling of the personal identity then to realize self understanding and self regulation (Demetriou, 2000 cited in Hewitt, 2008). In educational context, classroom is set on social context as there is a teacher and generally many students differing greatly among in terms of age, gender, ethnicity, skills, goals, interest, need etc. And, also target groups can be of various sizes changing in cooperative learning skiils. Social interaction at school environment has great importance and constructing these social bonds depends on some isuues. Factors as attachment to social and emotional ties at schoool, commitment to the school goal, involvement in school activities and students' belief and faith that education is important all establish social bonds (Alderman 2004).

In this vein, social costruction leads to the other important group of learning strategies, social strategies. Ghani ( 2003, p.32) represents it simply as "learning by interacting with others, such as working with fellow students or asking the teacher's help." To examplify, Oxford (2003, p.14) suggests "asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms." And, Wu (2008) verifies that "social strategies are actions that involve other people, such as asking questions, cooperating with others and becoming aware of others' thoughts and feelings." These are the only few of the list of various definitions.

In terms of its effect on communicative competence and thus, learning achievement, social strategies were described to be in great association with language achievement in such studies as African EFL study by Dreyer& Oxford,1996; Oxford and Ehrman, 1995 cited in Oxford, 2003). Also, Oxford (1990, p.8) emphasizes the importance of these types of strategies noting that " social strategies provide increased interaction and more emphathetic understanding, two qualities necessary to reach communicative competence." And, it is easy to get benefit of this issue and apply this group of strategies in classes as they require permanent communication among a number of students.

Oxford (1990) sets out the relation between language and social strategies as " Language is a form of social behaviour; it is communication, and communication occurs between and amang people. Learning a language thus involves other people, and appropriate social strategies are very important in this process." Social strategies are composed of three sets each of which is imperative for the learner and drawn out as in the Figure 2.5 below.

```
                                                          1. Asking for
                                                             clarification
                                      A. Asking
                                       questions
                                                          2.  Asking for
                                                              correction

                                                          1. Cooperating
                                                             with others
Social  strategies                    B. Cooperating
                                       with others
                                                          2. Cooperating
                                                             with proficient
                                                             users
                                      C. Emphathizing       1. Developing
                                       with others            cultural
                                                              understanding
                                                           2. Becoming
                                                           aware of others'
                                                           feelings.
```
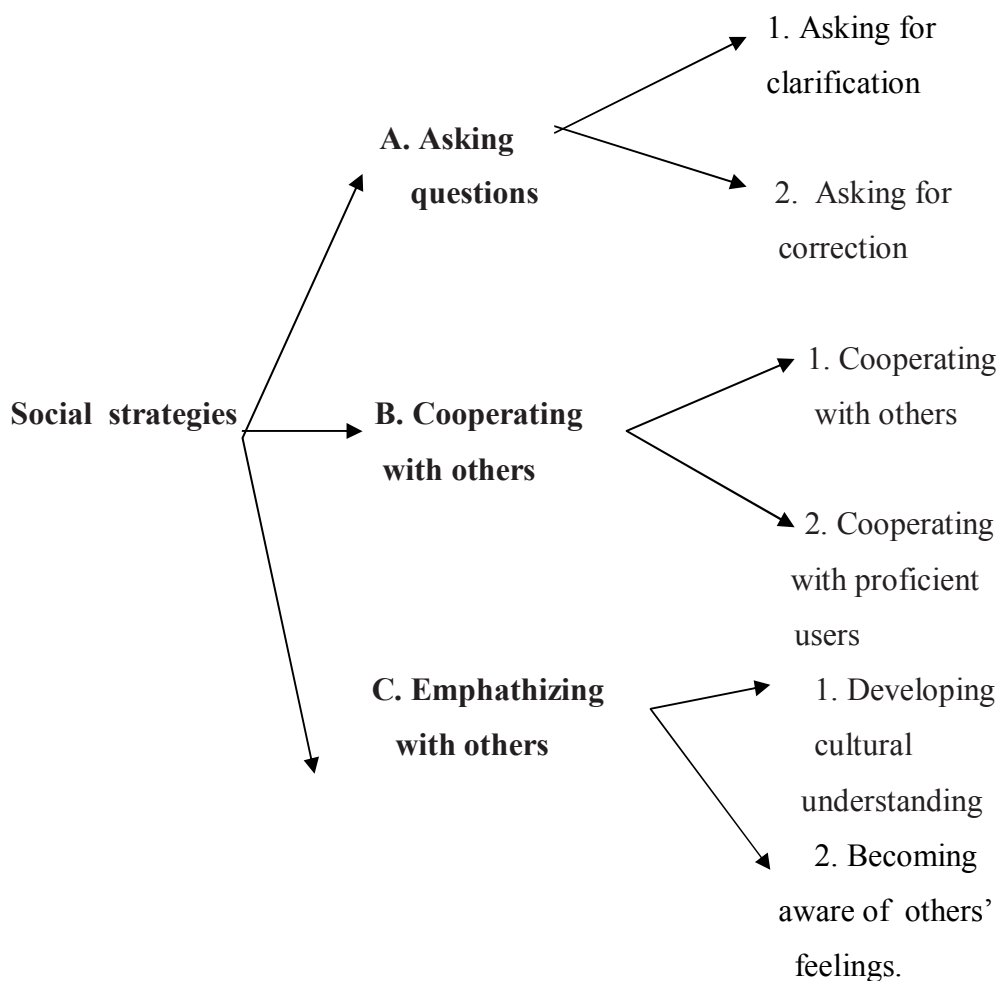
**Figure 2.5. Diagram of the Social Strategies. (Oxford, 1990)**

Most commonly encountered group of social strategies is asking questions helping learners to come close the the message, understand at the end and encourage the person across to serve lots more in the target language. Moreover, asking questions are useful in getting feedback from the learners whether they have learnt enough or not. Questions may be for clarification, verification and correction. Next, cooperating with especially the ones better at language proficiency is crucial. It raises

the the group spirit and decreases the competition. Last set of social strategies are also determining in learning as emphaty is about understanding the other person's perspective and necessary in a successful interaction. What social strategies do is to provide the learners with the ability to emphatsize (Oxford, 1990).

## 2.12. LEARNING STRATEGIES EXAMPLES

In the present research, some of the learning strategies will be investigated in terms of the intensity of their use by the participants, their relation with success and dependency of these strategies on motivation. The strategies mentioned are rehearsal, organization, critical thinking, Time- study environmental management and peer learning varying in strategy types.

### 2.12.1 Rehearsal

In daily life, a person always needs to remember something; at shopping centre, at bus stop, at hospital etc. Also, learners have to remember lots of information learned before with lots of effort. Yet, there are some strategies easing this remembering process. One of the learning strategies which is used especially to remember the information by repeating in mind is called rehearsal. It is described as by Rodriguez (2012) "to practise the material being learned" and presented by Davis, Sirotowitz & Parker (1996, p.1) setting similarization with its commonly used form in theatres as "Just as an actor rehearses his lines for a play until he knows it well enough to perform, student rehearses information for a test until he knows it well enough to perform." In different works, the definitions vary in relation to their context or area like art and education as in the exemplified descriptions above but practising is the basic component of the strategy.

Krause (2009, p.2) defines the term as "repeating the information that you want to learn over and over." Considered at that perspective, rehearsal is a learning strategy that suits to the theory of behaviorism that appeals the repetition of the information but in some way opposite to the cognitivist perception that accepts such kind of automaticity as unnecessary. However, there is not a one agreed upon neither one is the true theory. Therefore, it would be useful to get benefit from each strategy according to the aim. Krause (2009, p.2) also claims that rehearsal increases the possibility of the information to be recalled as "brain is built to remember things that you encounter over and over again and forget things you only encounter once." That

is, the more engaged the student is with the information, the better is the chance of remembering.

In addition, learner types is influential in applying the rehearsal in the appropriate way. For instance audiotory learner can repeat the information aloud or use a tape recorder, visual learners may read information, draw pictures or visualizing and kineasthetic learners can take notes, draw outlines or mindmaps and using objects. If a combination learner, strategies described can be adopted together ( Davis, Sirotowitz & Parker, 1996). Thus, rehearsal can be adapted for all learner types and can be a determining factor at language success.

Accordingly, rehearsal also called repetition is tied tightly with the four skills. It can be used to listen to natives directly and from a record rehearsing besides if wished. Or, the strategy could include reading a text more than once to get it through. Also, that is true for taking notes on reading activities and reviewing it several times. Futhermore, rehearsal constitutes repeating the same things in spoken or written way. With its different uses, rehearsal is one of the most important and commonly used cognitive strategies and includes creative meaningful understanding (Oxford, 1990). Considering its uses, it would be beneficial to include rehearsal activities in the lessons.

### 2.12.2. Organization

Second learning strategy to be researched is organization, as its name recalls about organizing the information learnt. Krause (2009, p.3) depicts it as "organization is when you arrange information into groups" and Rodriguez (2012) defines the term as "arrange material into an organized framework" and give such activities as "grouping, outlining and diagramming" as good techniques to get use for this strategy. For instance, language learners can use this strategy effectively when learning new vocabulary. They can categorize stationery objects, food, drinks, clothes etc. Titles can give us recalling cues to remember the words.

One of the most essential metacognitive strategies, organization is about arranging and planning learning. Oxford (1990) describes the strategy as "understanding and using conditions related to optimal learning of the new language ; organizing one's schedule, physical environment (e.g., space, temperature, sound, lighting) and language learning notebook." In fact, organization includes these and many other techniques that appeal to different approaches and learning styles.

**2.12.3 Critical Thinking**

An important strategy, critical thinking allows the learners to see deep inside the points than simply accepting the simple seen. Paul (1995 cited in Jacobs & Farrell, 2001) points that "Among the strategies that learners need to acquire and use are those that involve going beyond the information given and utilizing and building their higher-order thinking skills, also known as critical and creative thiking skiils." Also, Paul & Elder (2007, p.4) delineates the critical thinking as "the art of analyzing and evaluating thinking with view to improving it." Additionally, Crawford, Saul, Mathews & Makinster (2005, p.4) described critical thinking detailedly as "thinking about our own thoughts and the reasons behind our points of view. It means that we reflect on our own ways of making decisions or solving problems. Thinking like this means that our thoughts are consciously directed to some goal." Hereby, critical thinking directs the thoughts on the reality keeping away from the biases.

Additionally, Garrison, Anderson & Archer (2004, p.2) mentions critical thinking as "critical thinking is both a process and an outcome. As an outcome, it is best understood from an individual perspective—that is, the acquisition of deep and meaningful understanding as well as content-specific critical inquiry abilities, skills, and dispositions." Resorting to critical thinking as a strategy will then lead to the possession of critical thiking ability and the learner will get benefit from his knowledge much more questioning the information and result in achievement.

**2.12.4. Time management**

Time management is one of the learning strategies which seems to be considerably easy but failed by many to got use of effectively. Massive contol of the time would be more successful than thought although perceived to be unchangeable among learners. The issue is shared by Covey (1989 cited in Alderman, 2004, p.157) that "the term *time management* is somewhat misleading. There are only 24 hours in a day and we cannot change that. We can only manage ourselves in how we use the time." Clearly, the length of the time is not so important when compared to how usefully it is spent. Therefore, planning the control of the time is to be at the first rows of the learning process.

Motivation is not perceived to impress time management. Namely, the forceful use of the time does not depend on the high motivation possessed. In a research with a college students, Zimmerman, Greenberg, & Weinstein (1994 cited

in Alderman, 2004 )  afforts to find answer to whether  a high level of motivation ensure that students will get use of their time well. The respond foud to this research question is  no. Learners did not show examples of good management of time even if they were motivated. It is possible to say that compared with other learning strategies, time management is more independent from the level of motivation.

### 2.12.5. Environment Management

In educational concern, environment is the school conditions or the ambiance of the studying places. Gaskins & Elliot (1991 cited in Alderman, 2004, p.159) shapes it as  "study areas, noise levels, appropriate materials, and people". Certainly, study environment is not limited to these factors. Each surrounding has discrete elements. It is essential not to let these elements interfere with the study but to focus on the learning itself. Not caring the bad lights of the classroom, uncomfort of the desks or noise at the study room as instances are good steps at concentrating on the work and acquiring success in the end. However, it is an absolute fact that these are really distacting factors and physical or mental comfort are exteremely cardinal to study effectively. Thus, managing the environment to focus on the study is to be one of the priorities and it will be great assistant in learning. Study places are to be organized in a way not to suffer from the bad conditions around and learnes need to control the environmental factors in order to be prosperous.

### 2.12.6. Peer learning

As mentioned in social strategies, learning is more effective if it is in social environment and more permanent if social context is provided. The idea is presented by a half century ago by Billows (1961, p.18) that " Language is a social affair; it is the most important binding in society. Language can hardly exist in solitude; human society depends for its existence, as we know it, on language." In the recent years, the point is explained parallelly by Burns &Richards (2009, p.4) as "Learning takes place in a context and evolves through the interaction and participation of the participants in that context. Teacher learning is not viewed as translating knowledge and theories into practice but rather as constructing new knowledge and theory through participating in a specific social contexts."  And, according to humanistic approach, social interaction is a natural process that can be observed when the curriculum is implemented. Therefore, in such school conditions, pedagogy is feeded

by the cooperative and colloborative relations between the students resorting to the real life tasks (Sawyer, 2004).

A social strategy itself, peer learning is suitable for highly accepted learning type, cooperative learning. Epstein (1988 cited in Alderman, 2004, p.219) asserts cooperative learning as "a grouping structure that can be an important factor in building a classroom that supports a sense of membership". Cooperative learning is thought to be by many as the same as collaborative learning. However as expressed by Brown (2007, p.53) the distinction is clear. " In cooperative learning models, a group learning activity is dependent on the socially structured exchange of information between learners. In collaborative learning, the learner engages with more capable others; (teachers, advanced peers, etc.) who provide assistance and guidance."(Oxford, 1997, p.444). Therefore, peer lerning is both related to cooperative and collaborative learning. The groups determined in classes secures interaction with friends and this provides students to be more bound up in the classroom and thus learners gets the feeling of being member of that environment a lot. Moreover, cooperative or collaborative learning is related to many techniques that improve student-student communication and assist teachers to present ideas leading to successful group activities rather than just asking learners to work together (Jacobs & Farrell, 2001).

In accordance with the information above, students' social interactions are important in determining their characters, personal qualities and values. Besides, peer learning is sometimes essential if there is a difficulty in learning something. This challange can be solved with the supports of the friends. With no question, solution centres can also be teachers. Therefore, it would be right to say when there is a hinderance to success, there can be need to peers as well as teachers. Namely, besides social effect of serving as protective in concuring to student adjustment, in academic content,  peer learning is a big assistance. Nevertheless, the influence of the peers on learning is not always in a positive way. Friends may sometimes encourage each other to perceive school activities or subjects negatively. At that condition, students feel themselves as not a real members of the school and they may get away from it gradually feeding negative views.

However, in general encountered use, cooperation with others is highly important set of social strategies and involves working with peers who are sometimes more proficient in using the target language. Thus, this strategy may provide the

students with a temporary and permanent partner to share the information. With the spirit of the peer working, competitiveness and rivalry is eliminated and desire for the learning more is increased. Therefore, more effective outcomes are achieved (Oxford, 1990).

## 2. 13. SUCCESS THROUGH LEARNING STRATEGIES

Achievement in learning is valuable in that it leads to further success providing the learners with a high level of motivation and helping realize the methods necessary in learning. Decades ago, Billows (1961, p.13) presents the view supporting that feelings of smaller success lead to greater success as the learners get more motivated and confident. "As the pupil feels that he has been able to answer a question correctly that someone received and acted on his message, that he has asked a question which has been recognized and replied to, he likes this sensation and pushes ahead after more." Therefore, achievement is very important in the learning process and that could be highly provided with the suitable learning strategies.

Use of language strategies is assumed to have positive effects on achievement. And, there have been some studies on this correlation. For instance, the use of learning strategies were perceived to be certainly related to student achievement by (Pressley & Associates, 1990). In terms of foreign language learning, studies done in the previous years about good language learners showed that learners used some kinds of strategies as guessing meaning from context. (Naiman, Fröhlich, Stern, & Todesco, 1975; Rubin, 1975 cited in Oxford, 2003) Also, learning strategies were claimed to be greatly associated with language acqusition by (Politzer & McGroarty, 1983) considering the fact that forms and functions necessary for the language comprehension were improved by such learning strategies. Absolutely, there are many other views supporting the contribution of strategies on language learning.

In speaking studies on second language or foreign language learning, it has been found that strategies provided proficiency (Dadour & Robbins, 1996; O'Malley, Chamot, Stewner-Manzanares, Küpper, & Russo, 1985) and also reading skills was asserted to be successful on behalf of learning strategies. (Park-Oh, 1994), although the same results for listening were not found to be so (O'Malley et al., 1985). Cohen & Weaver (1998) and other researchers continued to search for the effects of learning strategies for foreign languages and came out with positive results (Oxford, 2003).

As it is for motivation, learning strategies affect the ultimate success greatly. Therefore, it is need to choose the right learning strategies and resort to them effectively. Learning strategies determine the behaviors of the learners and arranges the future studies. In accordance with this view, ( Zimmerman & Martinez - Pons,1990 cited in Hewitt, 2008) present learning strategies as providing students with the ability to regulate their behaviour, covert functioning and also physical environment. Moreover, the students' belief or faith on academic efficacy is claimed to affect the exteremity of motivation and also the future success as there is a deep perception of academic ability. At the same token, if there is low confidence in the learning strategies adopted and the language ability, there will be decrease in the self-efficacy level. That is to say, beliefs about your ability, motivation and learning strategies are all crucial for language success.

By many researchers, learning strategies are taught to be determining factor in learning effectivity. For instance, Pressley & Levin ( 1987 cited in Alderman, 2004, p.220) describes the negative results of not resorting to learning strategies as "It can be assumed that low-achieving students fit the category inefficient learners. An inefficient learner is described as any student who fails to apply learning strategies where they would be beneficial." That is, good application of the learning strategies is key to success.

Moreover, learning strategies do not work on their own and cooperate with different elements. Motivation is one of the biggest concepts that affect the choice of learning strategies. That is, among other factors such as sociocultural, personal or educational factors, there is also connection or dependency between motivation and learning strategies. Brown (1980) presents this view as " a number of instructional, individual and sociocultural factors were considered which could enhance or deter motivation. Among learner factors, for example were included intelligence, aptitude, perseverance, learning strategies, interference and self-evaluation." And, as expressed by Mayo & Lecumberri (2003, p.184) through many studies, it has been found that there is a tight connection between the use of learning strategies and positive motivation as (Oxford & Nyikos, 1989). As clear, use of learning strategies is effective on motivation and also most probably vice versa is true and will be searched in the current study. Motivation is determining factor in the choice and application of learning strategies.

# CHAPTER THREE

# METHODOLOGY

## 3. 1. INTRODUCTION

The primary aim of this study was to explore out the presence of motivation and learning strategies possessed or adopted by learners. Furthermore, the correlation between two concepts and also the relation of each issue with language learning achievement were objected to be investigated. At the same time, dependency between motivation and learning strategies namely, the rate to which the implementation of the strategies affected by the possession of motivational issues.

This chapter provides information about the general road followed while collecting data for the study; research design. It comprises the selection of participants and the instruments to benefit from in the data collection procedure and data analyses.

## 3. 2. RESEARCH DESIGN

The study simply investigates the frequency at the use of motivational elements and certain learning strategies adopted by preparatory students at Gaziantep University Higher School of Foreign Languages and distant English learners at the same university. Moreover, the current research unveils the relationship between motivation and academic success, learning strategies and academic success and also the dependency of motivation on learning strategies. As to reach the results with this purpose, descriptive analysis was applied. With this type of analysis, it would be possible to discover general tendencies or inferences by the help of the scores and statistics in the data.

Quantitive data that are information expressed numerically were collected in the research through a questionnaire (Appendix A.). Therefore, the information gathered from the data by SPSS was presented by means of tables of frequencies and percentages in the data analysis. In addition, correlational research design provided by Pearson- Correlation Style was conducted in order to discover the relationship between motivation and academic success also learning strategies and academic success. Furthermore, with the aim of exploring the relationship and also effective level of motivational strategies on learning strategies, Linear Regression analysis was applied. The research questions were formed beforehand and the questionnaires were handled to a group of target students. According to these research questions, the results of the questionnaire were analyzed.

## 3. 3.  PARTICIPANTS : POPULATION AND THE SAMPLING

The data was collected towards the end of the 2011- 2012 academic year for the students to look through their attitudes, styles, strategies or behaviours in learning English more easily considering the other times of the year.  Target population were the students at Higher School of Foreign Languages and students having online and video- based English lessons, distant education, at Gaziantep University. For the first group mentioned; suitable rate of students from all levels were all included as to comprise all achievement groups in the department. There are three levels determined by placement tests at the entrance ordering from more successful to the less; A, B and C. Level A consists of 93 students, B is of 418  and C consists of 1389 students. In the study, first, Cluster Sampling is used that is described in Wikipedia (2013 ) as "the total population is divided into the groups (or clusters) and a simple random sample of the groups is selected. Then the required information is collected from a simple random sample of the elements within each selected group." Therefore, after determining the groups sample chosen by "simple random sampling",a tecnique expressed by Frerich (2008) as the process in which "subjects in the population are sampled by a random process, using either a random number generator or a random number table, so that each person remaining in the population has the same probability of being selected for the sample." 50 students from level A, 115 from B, 213 from C and 142 students getting video based and online English education, that is 520 respondents in total were included. The numbers were

determined beforehand according to the population in each target groups and the ones lacking reliability and validity were eliminated. 210 of the participants were female while 310 were male students ( 26 female- 24 male in Level A, 52 female- 63 male in Level B, 60 female- 153 male in Level C and 72 female- 70 male from getting distant English education ). Namely a large number of students from different groups were tried to carry out the questionnaire to be able to generalize the results.

The ages of the participants differ from 17 to 26 and they are not considered to have much difference in social, economic circumstances, yet; they are probably from different and not controllable language backgrounds. However, their knowledge of English is almost the same taking their presence in the same group into consideration. The respondents' departments are various such as faculty of education, faculty of medicine, engineering faculties as mechanical engineering, food engineering, textile engineering, electrical and electronic engineering etc.

## 3. 4. DATA COLLECTION INSTRUMENTS

There may be cases, when the pupils or teachers may feel anxious about stating their sincere ideas or feelings. Delivering questionnaries may be healthier to come to conclusion about the research issue. For this reason, a valid and a reliable questionnaire, that was proved by studies before and also in the present research, was conducted. That is, as a research instrument a 5 Likert type MSLQ (Motivated Strategies for Learning Questionnaire) consisting of 42 items was applied.

The questionnaire was arranged to a five-point Likert-type scale ranging from 5 (always) to 1 (never). The reliability of the questionaire was calculated using SPSS (Statistical Package for Social Sciences) revealing out the Cronbach's Alfa coefficient of the MSLQ as .90 . Namely, the reliability of the questions were assured before continuing with the data analysis procedure. The data collection instrument conducted is to be introduced well in this chapter in order to ascertain the research.

### 3.4.1. Motivated Strategies for Learning Questionnaire (MSLQ)

MSLQ is a 81-item instrument divided into two sections as; motivation section and learning questionnairre section designed to measure the students' motivational orientations and the use of learning strategies ( Pintrich, Smith, Garcia, & McKeachie, 1991). The instrument developed in 1991, included in original 6

motivational subscales and 9 learning strategies scales. It has been proved to be reliable and valid by many researchers, translated into many languages and adapted for a number of objectives. ( Duncan & McKeachie, 2005)  In the development of this questionnaire it was assumed that motivation and learning strategies are not static , but rather that "motivation is dynamic and contextually bound and that learning strategies can be learned and brought under the control of the student ( Duncan & McKeachie, 2005 cited in Anthony & Artino, 2005).

Additionally, Anthony & Artino (2005, p.11) evaluate qualitative sides of the MSLQ as "a very sound instrument". The simple fact that it has been used by hundreds of researchers in numerous countries around the world is a testament to its reliability and validity. Additionally, the MSLQ appears to be a very useful, flexible tool that can be adapted for many purposes by researchers, instructors, and students alike.

The questionnairre was also adapted according to the purposes determined. The large content of the instrument was lessened to the necessary number of items excluding certain group of questions and including some others without making any changes in parallel to the objectives of the research. It contains two parts; motivational scales consisting of 18 items and learning strategies scales formed of 24 questions. The first part deals with such qualities as intrinsic motivation, extrinsic motivation, task value and control of learning beliefs while the latter includes such strategies as rehearsal, organization, critical thinking, time-study environmental management and peer learning. The components mentioned constitute the bellbone of the questionnaire and the study itself. As mentioned, MSLQ   has been used by many researchers. Yet, for this study the original version of the questionnairre was adapted and been applied for the first time in this way for the purpose of basically revealing the relationship among the three variables of motivation, learning strategies and academic achievement.

The studies done with the Motivated Strategies for Learning Questionnaire (MSLQ) or that have used some parts of the instrument in Turkey or other countries are various. For instance, Tabanlıoğlu (2003) analyzed the relationship between learning styles and language learning strategies using MSLQ as a data instrument. Also, translation studies of the questionnairre was carried out.  Büyüköztürk, Akgün, Özkahveci & Demirel (2004) worked on translating the questionnairre into Turkish. And then, Altun & Erden (2006) made a reliability and validity analysis of  the

Turkish version of MSLQ. Furthermore, Kılıç & Tanrıseven (2005) used the tool to reveal out the predictive power of self-regulated learning strategies and motivational beliefs on pre-service mathematics teachers' solutions of non-standard word problems. In the same vein, Üredi &Üredi (2005) investigated the predictive power of self-regulation strategies and motivational beliefs on mathematics achievement of primary school 8th grade students. Additionally, Sağırlı, Çiltaş, Azapağası & Zehir ( 2010 ) to investigate the effect of university education on the skills to learn self regulation. As clear from these examples, MSLQ is kind of questionnaire, reliability and validity of which was controlled in many researches and was used on self-regulation studies. At the same time, in order to develop new measuring scales or questionnaires, some parts of it were included. As examples, Yılmaz & Çavaş (2007) studied on the adaptation of Students' Motivation Toward Science Learning (SMTSL) including some scales in MSLQ. Also, Dede & Yaman (2008) developed a questionnairre that could measure students' motivation toward science learning. With the aim of developing a self- efficacy measuring for English, Yanar & Bümen (2012) resorted to self-efficacy scale of the MSLQ in the form of the new scale improved. Then, this questionnairre was implemented in many science related studies as Köksal & Taşdelen (2009) making an analysis of scores of prospective Biology teachers on the factors of MSLQ. In addition, Karadeniz (2010) searched the Geography learning strategies of the Education Faculty students benefiting from MSLQ especially learning strategies scales of it. Erice & Ertaş (2011) explored the effect of e-portfolio use on developing the writing skills of English language learners.

There are also various works of MSLQ in discrete fields explored in other countries. In the development year of the questionnairre Pintrich et al. (1991) prepared a manual for the use of motivated strategies for learning questionnairre describing its scales and discussing on the items. Pintrich (1999) investigated the role of motivation in promoting and sustaining self-regulated learning with the assistance of MSLQ. Moreover, Mills & Blankstein (2000) worked on the perfectionism, intrinsic vs extrinsic motivation, and motivated strategies for learning via MSLQ. All these subjects of self-regulation, intrinsic motivation and learning strategies are the scales of the questionnaire under mention. Therefore, MSLQ has been a great use to reveal out the results on these subjects. Also, Lynch (2006) studied motivational factors, learning strategies and resource management as

predictors of course grades. In another research done with MSLQ, Huang (2008 ) pinpointed the lack of and necessity for using standardized questionnaires for the study of learner motivation in the foreign language (L2) learning context. As clear, MSLQ has been data instrument of a good number of contents that are mainly related to motivation and learning strategies that are the two major scales of it.

## 3. 5. DATA COLLECTION AND ANALYSIS

Under the heading will be introduced the development and assurance of the questionnairre, data collection for the study and data analyses procedure.

### 3.5.1. Piloting Procedure

One of the first stages in the research process, piloting, is necessary in order to prove the validity, reliability and practicality of the instrument before setting off with the real study and to have chance to make the required adjustments and changes in accordance with the problems come across. Therefore, the pilot study was prepared as to get information about the organization of the questionnaire and to be experienced for the real study stage in terms of how much time is needed and what kind of misuderstandings the respondents have and etc. After the related permissions for the pre-research were handled, the piloting was realised at Gaziantep University Higher School of Foreign Languages University that was established in order to teach English to the preparatory classes of such faculties as engineering, medicine and tourism. It was conducted in 2011- 2012 academic year with a smaller sample of 56 students including 32 males and 24 females. The population of the study were about 1900 students and the sampling of the research was chosen by "simple random sampling" . The participants were assured that their answers will not be used for other reasons and will be kept confidential. And, it was explained that, at the same time they were not obliged to write their names. After some expressions, the instrument was carried out and collected. Necessary analyses done by SPSS 15.0, developed to reveal the statistical information for social sciences proved that the questionnaire was reliable with the Cronbach's Alfa number of .90.

### 3.5.2. Data Collection Procedure

As mentioned, at the very beginning of the research process, data collection tool was adapted according to the purpose of the study. In order to find out whether

the source was reliable or not, pre-test was applied. With a high reliability score attained, before conducting the questionnaire, required permissions from the related administrations at Gaziantep University Higher School of Languages. Not carrying out the questionnaires on students' exam days and when they were tired were paid attention in order not to interfere with their motivation. The respondents were informed about the aim of the study, assured that the information would not be used for different reasons and would be kept confidential. Also, they were asked to reply the questions sincerely for the reliability and the true results of the study. The questionnairres were handled to the students and administered by the researcher on different days with the explanations done. Each hand out had numbers to match the answers with the names and to find their achievement scores later on through the names. Since the students had been free on writing their names or not, such kind of a technique was necessary to concur with the objective of the study. When collected, the questionnaires that did not include any answer or much of whose items were left blank were eliminated.

### 3.5.3. Data Analysis

Collected questionnaires were listed in a way that would be assistance in entering the data to SPSS 15. 0, the programme that provides the statistical, quantitative reveal of the researches. All the necessary computations were done and first the reliability of the questionnairre used in the study was calculated first giving out the expected Cronbach's Alfa value (.90). Then the frequencies and percentages of each answer for any item was determined and some statistical information was found by determining mode, median and mean of again each question. Therefore, general choices of the participants were discoved. Then Pearson Correlation that works to calculate the relationship between two variables was applied in order to find the significant relationship between motivational scales and academic success, learning strategies and academic success as well as motivation and learning strategies. Next, the researcher resorted Linear Regression to find out the impacts of motivational elements on learning strategies. Thus, another objective of the study that to what extent the use of learning strategies depends on motivational elements was efforted to be realised.

## CHAPTER FOUR

## DATA ANALYSIS, RESULTS AND DISCUSSIONS

### 4.1. INTRODUCTION

This chapter provides the analysis of the questionnaire items and presents the findings in relation to the research questions as well as the exploration on what the results found refer to. The descriptive analyses of the results were reached through a questionnaire ( Motivated Strategies for Learning Questionnaire ) to which 520 students participated at Gaziantep University. At first, frequencies of the dimensions in both parts of motivation and learning strategies were calculated and expressed through the percentages and some values as mean, median, standard deviation and etc. Next, Pearson Correlation was applied to discover whether there is a meaningful relationship between motivation and academic success as well as the learning strategies and academic achievement. Then, Linear Regression was implemented to find out the effect of motivational scales on the learning strategies.

### 4.2. FINDINGS OF MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRRE (MSLQ)

In order to come to conclusion about the findings of the research and to come up with responses to the research questions, the scoring and the calculation of that scoring and also analysis on different parts of the questionnaire will be explained and searched through with one after another under this heading.

### 4.2.1. Scoring and Calculation of MSLQ

MSLQ has been applied in sone versions in terms of the number of the items included as well as Likert-type differences. In the present study, the questionnaire consisting of 42 items with 5 Likert Scale ( Likert, 1932) ranging from "never" to "always" was adapted. Point five referred to "always", four points were assigned with "usually", three points meant "sometimes", two points weighed as "rarely" and lastly one point meant to be "never". Increase of the points mentioned is parellel to the rise in the inclusion of more possession of motivational elements and also certain learning strategies. Namely, after summing up the scores, it is to be inferred that the bigger the score is the higher the individual seems to possess motivational strategies and display learning strategies.

With the aim of determining the level and use of motivational and learning strategies, the scores were computed and the results were evaluated compared to minumum score of 42 attained by multiplying point "one" with forty two items and maximum score of 210 got by the multiplication of " five" with the number of questions.

### 4.2.2. Statistical Analysis of MSLQ

Regarding the purpose of the study, for the data analysis the Statistical Package for the Social Sciences (SPSS Version 15) was used. Frequencies of each answer for any item was determined and some statistical information was found by determining mode, median and mean of again each question. As a result, general choices of the participants were discovered. Considering these results, each dimension in first part of the questionnaire (motivation) and the second part (learning strategies) were investigated.

In the second stage of the statistical analysis at SPSS, the correlation that was explored by the reseach questions between motivation and academic success also learning strategies and academic success was to be laid out. Therefore, first computing the results of motivation part in the questionnaire and the learning strategies dimension with thier sub-headings, success of each student was determined taking into account the final results of the students and also these variables were computed. Finally, correlation of each dimension with success was detected using Pearson-Correlation type. Additionally, motivational and learning strategies were

inquired in terms of the dependency between namely, the impact of motivational elements on learning strategies.

### 4.2.3. MSLQ Dimensional Findings

Mentioned before, MSLQ was adapted in this study in association with the target of the research at the first hand. The components are displayed in the following table.

Table 4. 1. Motivated Strategies for Learning Questionnaire Dimensions

| PART I. MOTIVATIONAL SCALES | | PART II. LEARNING STRATEGIES SCALES | |
|---|---|---|---|
| SCALES | NUMBER OF ITEMS | SCALES | NUMBER OF ITEMS |
| 1. Intrinsic Motivation | 4 | 1. Rehearsal | 4 |
| 2. Extrinsic Motivation | 4 | 2. Organization | 4 |
| 3. Task Value | 6 | 3. Critical Thinking | 5 |
| 4. Control of Learning Beliefs | 4 | 4.Time/Study Environmental Management | 8 |
| | | 5. Peer Learning | 3 |
| Total Number of Items | 18 | Total Number of Items | 24 |

The dimensions constituting the MSLQ, will be inspected respectively in terms of the frequencies of their possession by the learners on each part.

**4.2.3.1. Motıvatıonal Dımensıon 1- Intrinsic Motivation**

This part in general includes sentences about the inner willingness to learn EFL and gives clues about the difference of the items from the extrinsic motivation items making emphasis on learning a language because of a real wish and or just to discover not for any other reasons. That is, the major concepts explored by these items are curiosity and desire towards English language. This dimension has the following four items that aim to reveal to what extent the students display the characteristics of this type of motivation.

| Q1 | In a class like this, I prefer course material that really challenges me so I can learn new things. |
| Q2 | In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn. |
| Q3 | The most satisfying thing for me in this course is trying to understand the content as throughly as possible. |
| Q4 | When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade. |

Table 4. 2. Descriptive Statistics for Dimension- 1 of MSLQ

| **Intrinsic Motivation** | Mean | Median | Minumum | Maximum | Std. Dev. |
|---|---|---|---|---|---|
| Q1,Q2,Q3,Q4 | 3. 80 | 4 | 4 | 20 | 1.01 |

Revealed in the test results, the average mean score 3.80 tends to be much more close to 4 that refers to "usually" as a choice in each item. Thus, it is clear that students seem to have more intinsic motivation than average level. Namely, it is possible to point that in general students pay more attention to learning new things that actually appeal to their curiosity even if the content is difficult and hard to get good marks. Also, respondents do not show much difference as it is seen by the

number 1.01 of standard deviation. The learners are more or less of the same opinion for this behaviour. For years, intrinsic motivation has been claimed by most researchers as the requirement for success. Ellis (1997) focuses that the higher the intrinsic motivation is, the greater the school achievement of children. And, in this study, the current scale, intrinsic motivation is mostly present for the learners and it gives the perception that participants are successful .

### 4.2.3.2. Motıvatıonal Dımensıon 2- Extrinsic Motivation

This dimension consists of four items that have the purpose of determining whether other reasons such as getting a good grade, rising the average grade or for showing off to the family, friends etc. except from the individual's own willingness to language learning are the main leading factors that result in language learning. Analyzing the group of items presented below will assist in comparing if internal reasons or external ones are more effective in determining the reasons to learn English.

| Q5 | Getting a good grade in this class is the most satisfying thing for me right now. |
|----|-----------------------------------------------------------------------------------|
| Q6 | The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade. |
| Q7 | If I can, I want to get better grades in this class than most of the other students |
| Q8 | I want to do well in this class because it is important to show my ability to my family, friends, employer, or others. |

Table 4. 3. Descriptive Statistics for Dimension- 2 of MSLQ

| Extrinsic Motivation | Mean | Median | Minumum | Maximum | Std. Dev. |
|----------------------|------|--------|---------|---------|-----------|
| Q5,Q6,Q7,Q8 | 3. 85 | 4.25 | 4 | 20 | 1.18 |

The average mean statistics of 3.85 and median of 4.25, very close to 5 "always" for these items bring forth the assumption that students are expected to possess a bit more extrinsic type of motivation even though they are at the same time good for intrinsic motivation. Moreover, it is possible to assert that getting a good grade, increasing the marks or wishing success for others is of great importance for the students in language learning and they prove almost homogenity in the group in terms of this dimension taking into account the the deviation level of 1.18.

In fact, it is not bad for the students to have extrinsic motivation. It is also a motivator to be successful, athough intrinsic motivation is claimed to be more effective in learning. Bainbridge (2012) supports that "extrinsic motivation does not mean that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest." That is clear that no matter whether each subject takes interest of the person or not, if he has a target that would not be difficult to continue with studying.

### 4.2.3.3. Motıvatıonal Dımensıon 3- Task Value

This group of sentences in the questionnairre expresses basicly the value that the students give to the content of subject or the tasks covered in English lesson. Paying importance to what is being learnt is very crucial in improving motivation therefore, the dimension in concern will show how frequently motivational scales are used by the students to some extent. As seen in the items written below, they search to reveal in which level respondents consider of the issues they learn as important.

| Q9 | I think I will be able to use what I learn in this course in other courses. |
| Q10 | It is important for me to learn the course material in this class. |
| Q11 | I am very interested in the content area of this course. |
| Q12 | I think the course material in this class is useful for me to learn. |

| Q13 | I like the subject matter of this course. |
|-----|-------------------------------------------|
| Q14 | Understanding the subject matter of this course is very important to me. |

Table 4. 4. Descriptive Statistics for Dimension- 3 of MSLQ

| **Task Value** | Mean | Median | Minumum | Maximum | Std. Dev. |
|----------------|------|--------|---------|---------|-----------|
| Q9,Q10,Q11, Q12,Q13,Q14 | 3. 80 | 3.66 | 6 | 30 | 1 |

Looking into the results of 3.80- mean and 3.66-median, it is probable to suggest that task value is more than the average level and seem to be at almost "usual" to adopt these ideas. That is, learners in general seem to care the subjects in English and consider that it is important for them to learn the contents for the future. Additionally, the participants are homogenous in that their opinions for task value do not change much looking at the avarage standard deviation of 1. The results are beneficial for the academic success of the learners and the idea is shared by many researchers. For instance, Jacobs & Eccles (2001); Renninger (2000) cited in Alderman (2004) agrees with the thought that task value is one of the most important motivational issues and it is extremely effective at being involved in the task willingly and having interest in it. Certainly, it results in the achievement of the learners and in that context, the students have an acceptable views or behaviors.

### 4.2.3.4. Motıvatıonal Dımensıon 4- Control Of Learnıng Beliefs

This section aims to investigate whether the participants are aware of their own learning abilities, confidence and deficiencies and to what degree they can direct their beliefs on language learning and behave in this way. This scale is highly representative of motivation as belief to learn language is one of the first and required phases of the process and hinders learning if there is deficiency of self-belief and the person can not control it.

The related questions about control of learning beliefs are as in the following.

| Q15 | If I study in appropriate ways, then I will be able to learn the material in this course. |
|---|---|
| Q16 | It is my own fault if I don't learn the material in this course. |
| Q17 | If I try hard enough, then I will understand the course material. |
| Q18 | If I don't understand the course material, it is because I didn't try hard enough. |

Table 4. 5. Descriptive Statistics for Dimension- 4 of MSLQ

| Control of Learning Beliefs | Mean | Median | Minumum | Maximum | Std. Dev. |
|---|---|---|---|---|---|
| Q15,Q16,Q17, Q18 | 3. 93 | 4.25 | 4 | 20 | 0.94 |

As indicated in Table 4.5, students attend to value the tasks they cover in English lesson, have self confidence about their ability to do well if they try hard and criticizes themselves when they are unsuccessful. Also, the median of 4.25 reveals that students either agrees with "sometimes" for these items or chooses "usually" and "always". Furthermore, 0.94 indicates the situation that the learners do not have much variety in terms of their scores. Cotterall (1999) conducted a study with students participating English for academic purposes course at Victoria University using a questionnaire and found that most of the students perceive that they can learn English successfully and find effective ways themselves. They can control their own learning. Therefore, it can be concluded that there are some studies that have the same output as the present scale, control of learning beliefs, of the study.

### 4.2.3.5. Learnıng Strategıes Dımensıon 1- Rehearsal

The first dimension of learning strategies is "rehearsal" that afforts to discover students' views on their review of the learning materials. It interrogates how often the respondents go through the vocabulary, notes and passages. And the representative questions of this part in the questionnaire are given below.

| Q19 | When I study for this class, I practice saying the material to myself over and over. |
|-----|-------------------------------------------------------------------------------------|
| Q20 | When studying for this class, I read my class notes and the course readings over and over again. |
| Q21 | I memorize key words to remind me of important concepts in this class. |
| Q22 | I make lists of important terms for this course and memorize the lists. |

Table 4. 6. Descriptive Statistics for Dimension- 5 of MSLQ

| Rehearsal | Mean | Median | Minumum | Maximum | Std. Dev. |
|-----------|------|--------|---------|---------|-----------|
| Q19,Q20,Q21 Q22 | 3. 57 | 3.75 | 4 | 20 | 1.22 |

The results seem to conclude the average frequency of reviewing the materials. Namely, it is not possible to witness the very high or very low levels of rehearsal but more than the middle point that are likely to appear at high levels by the results 3.57 and 3.75. Relatedly, they reflect a homogenic characteristics that is displayed by the Standard deviation of 1.22.

As expressed in the review of literature chapter, rehersal is useful in that it provides the students with better understanding of the all skills of speaking, listening, reading and writing since then practising and reviewing facilitates learning. Thus, the

output for this learning strategies are useful taking its effect on the academic achievement into account.

### 4.2.3.6. Learnıng Strategıes Dımensıon 2- Organization

Organization is a kind of learning strategy that deals with forming or adjusting the materials according to learning needs. Therefore, this dimension in MSLQ raises concern on whether students organize their studying methods while learning English.

| Q23 | When I study the readings for this course, I outline the material to help me organize my thoughts. |
|---|---|
| Q24 | When I study for this course, I go through the readings and my class notes and try to find the most important ideas. |
| Q25 | I make simple charts, diagrams, or tables to help me organize course material. |
| Q26 | When I study for this course, I go over my class notes and make an outline of important concepts. |

Table 4. 7. Descriptive Statistics for Dimension- 6 of MSLQ

| Organization | Mean | Median | Minumum | Maximum | Std. Dev. |
|---|---|---|---|---|---|
| Q23,Q24,Q25 Q26 | 3. 42 | 3.50 | 4 | 20 | 1.10 |

Outlined in the output 3.42-mean and 3.50-median, students' frequency in organizing ideas, notes, tables and graphics on their learning materials is not so much but more than its average level. This metacognitive strategy is not general or constant use of all the learners but also it is not true to infer that they do not organize their study techniques in any way. General tendency is towards organizing the learning materials especially according to the individual. And, this similarity is also represented by the 1.10 standard deviation. Implementing organization in the learning process give way to self-directed learning and keeps the learners away from

the classical teaching technique of teacher centered approach. And, teaching learners self-directed learning is impossible as it then would be not self- directed in reality. Instead students have to lead their own learning. (Benson, 2001) That is, the learners need to arrange their own learning according to their learning style and preferences.

### 4.2.3.7. Learnıng Strategıes Dımensıon 3-  Critical Thinking

This part of learning strategies consists of five items that try to explain students' way of thinking, namely, interrogating all the time what is presented in the learning environment by the teacher and language materials espeacially to make them acceptable in their minds. These sentences reflect the frequency of critically questioning all the contents, materials or activities covered in the lesson.

| Q27 | I often find myself questioning things I hear or read in this course to decide if I find them convincing. |
|-----|--------|
| Q28 | When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence. |
| Q29 | I treat the course material as a starting point and try to develop my own ideas about it |
| Q30 | I try to play around with ideas of my own related to what I am learning in the course. |
| Q31 | Whenever I read or hear an assertion *or* conclusion in this class, I thing about possible alternatives. |

Table 4. 8. Descriptive Statistics for Dimension- 7 of MSLQ

| Critical Thinking | Mean | Median | Minumum | Maximum | Std. Dev. |
|-------------------|------|--------|---------|---------|-----------|
| Q27,Q28,Q29 Q30,Q31 | 4. 22 | 3.4 | 5 | 25 | 1.06 |

Witnessing the results of avarage 4.22- mean and 3.4-median, it is certain to make the comment that answerers do resort to strategy of critical thinking in very high levels. Students nearly always criticize the language content and tasks and try to suit them to their logic. The   possible highest number is 25 and it is caught by some students as it is seen in the maximum number. Lastly, including the standard deviation of 1.25, it is clear that respondents are more or less of the same thought.

Critical thinking comes out to be useful both for the process of learning and the success it presents as an output. As Garrison, Anderson & Archer (2004) express "critical thinking is both a process and an outcome. As an outcome, that is, the acquisition of deep and meaningful understanding as well as content-specific critical inquiry abilities, skills, and dispositions." Learning after such critical organization leads to more permanent one than a temporary understanding.

### 4.2.3.8. Learnıng Strategıes Dımensıon 4-Time- Study Environment

The forth dimension for language learning strategies in MSLQ includes 8 questions concerning the studying system of the students in terms of time and place that are not presented as divided apart from each other but mixed instead. Therefore, these two concepts will be assessed together.  It searches whether students have a routine study environment and they apply a regular programme in language learning. Clearly, there are some reversed items that are defined in negative way in this part requiring the scoring in the reverse way at the same time. For instance, point 2 is to be perceived as 4 since it is positive and refers to "usually". The aim of including such reversed items is to control if the students read the items well and understand what they refer to, compare these two with the other responses and at the same time to assure the reliability and validity of the answers.

| Q32 | I usually study in a place where I can concentrate on my course work. |
|-----|----------------------------------------------------------------------|
| Q33 | I make good use of my study time for this course. |
| Q34 | I find it hard to stick to a study schedule. (REVERSED) |
| Q35 | I have a regular place set aside for studying. |
| Q36 | I make sure I keep up with the weekly readings and assignments for this course. |

| Q37 | I attend class regularly. |
|-----|---------------------------|
| Q38 | I often find that I don't spend very much time of this course because of other activities. (REVERSED) |
| Q39 | I rarely find time to review my notes or readings before an exam. (REVERSED) |

Table 4. 9. Descriptive Statistics for Dimension- 8 of MSLQ

| Time-Study Environment | Mean | Median | Minumum | Maximum | Std. Dev. |
|------------------------|------|--------|---------|---------|-----------|
| Q32,Q33,Q34 Q35,Q36,Q37 Q38,Q39 | 3. 53 | 3.62 | 8 | 40 | 1.12 |

Statistically, the respondents' habits for a static study environment and regular lesson programme is not at extreme levels and as high as in the most other strategies discussed so far but more close to average levels and most of the participants share the same point of view and do not differ much as clear in the standard deviation calculated as 1.12. Study environment is important as it presents one of the first stages of learning, readiness. Motivation is mostly a requirement for learning as discussed above and being motivated in the learning place carries so much concern since the classroom that is safe, free of harassment and inviting increases the achievement level of the learners (McCarty & Siccone, 2001). Thus, it would be a good step to provide the students with a suitable classroom atmosphere and an effectiveprogramme for study.

**4.2.3.9. Learnıng Strategıes Dımensıon 5- Peer Learning**

The last dimension for the learning strategies and also MSLQ is peer learning enquiring to what extent students include this strategy in their language learning programme. It concerns the students' ideas on how often they need peers in the learning environment and how they perceive their friends helpful in language learning. This part includes 3 sentences presented in the following;

| Q40 | When studying for this course, I often try to explain the material to a classmate or a friend. |
|-----|-----------------------------------------------------------------------------------------------|
| Q41 | I try to work with other students from this class to complete the course assignments. |
| Q42 | When studying for this course, I often set aside time to discuss the course material with a group of students from the class. |

Table 4. 10. Descriptive Statistics for Dimension- 9 of MSLQ

| Peer Learning | Mean | Median | Minumum | Maximum | Std. Dev. |
|---------------|------|--------|---------|---------|-----------|
| Q40,Q41,Q42 | 2.64 | 2.66 | 3 | 15 | 1.22 |

The least scores for the whole questionnaire is the dimension under mention. 2.64- mean and 2.66- median expresses the output to be more at the lowest level. Namely, students in general do not get benefit from thier classmates or friends while they are learning a  language and relatedly, they rarely prefer studying in groups but instead work alone. In addition, the respondents would rather not share their ideas and discuss the materials. It would also be right to infer that learners do not think that they need friends to learn a language with yet consider that they can accomplish themselves. As in the other dimensions, learners do not vary but serve a homogenic style for peer learning strategy with 1.22 of standard deviation.

Wesche (1979) studied on the learning behaviours of successful adult students at training programme and came up with the fact that more successful learners are more interested in their own learning. In that context, it is suitable with the results for this scale. Namely, students prefer studying or learning alone. However, it is accepted by most researchers that cooperative learning is more effective. For instance, Burns & Richards (2009) points that "Learning takes place in a context and evolves through the interaction and participation of the participants in that context." Actually, these are related to the learning styles of the students; studying alone or working in groups.

**4.2.4. DESCRIPTIVE ANALYSES FOR RESEARCH QUESTIONS**

The analysis attained by the questionnaire MSLQ unveil basicly that motivation and learning strategies dimensions are frequently used by the students in general. In addition, there is a significant and positive relationship between the motivation and learning strategies scores obtained from the mentioned tool in total and the academic success of the participants.

**Results for Research Question # 1 : Are the motivational scales frequently used by the language learners ?**

Randomly chosen English language learners from four different clusters participated the study and revealed by their answers that motivation is highly possessed by them. Motivation scales are grouped into four, each of which was analyzed deeply above according to the respondents' answers to the items. In order to be able to assess students' views of motivational elements, it is necessary to find out the avarage number of the four dimensions included as in the following table.

Table 4. 11. Descriptive Statistics for Motivational Dimension of MSLQ

| MOTIVATIONAL DIMENSIONS | Mean | Median | Minumum | Maximum | Std. Dev. |
|---|---|---|---|---|---|
| Q1- Q18 | 3.84 | 4.04 | 18 | 90 | 1.03 |

As clear from the Table 4. 11, avarage mean value, that is the mostly preferred choice by the participants is 3.84. It means most of the students use motivational elements more than avarage level "sometimes". It is at good levels and most close to the number 4 representing "usually". The median of 4.04, that is the middle point among all respondents's, is extremely high that is half of the students marked above this number. The minumum value of 18 symbolizes that there is at least a student choosing 1 (never ) for all the 18 questions in motivation part of the questionnairre and maximum point of 90 refers to the understanding that there is

again to say the least a student marking 5 (always) for all the questions. These are the possible lowest and highest numbers and gives out that among the participants there are some that have no motivation and also full of motivation. In other words, students are motivated high enough to learn a language and do not vary in this terms much considering the standard deviation of 1.03 which describes the homegenity of the group.

If to compare the section in the motivation dimension, it can be concluded that control of learning beliefs is much more for the learners. It means they can be effective well enough in their learning process and task value is less possessed by them in fact by a high level of 3.80-mean and 3.66-median. Both intrinsic motivation and extrinsic motivation of the students are high looking into the results. However, latter is much more true for the learners as expressed by their markings. That is to say, learners are interested in language for other reasons such as good marks or future career than inner willingness or self-desire to learn. Pinkman (2005) points that when learners take the responsibility of the learning themselves they will make use of the learning environment everywhere and it will make them more effective, successful and life-long learners. Whatever the reason behind, students that display having so much motivational features are most probable to be successful.

**Results for Research Question # 2 : Are the learning strategies scales frequently used by the language learners ?**

Analyses on each of five learning strategies present that students implement these at high levels. The assessment was done related to the answers of the participants to the 24 items in 5 groups of learning strategies dimension. The avarage statistics of this part is displayed in the following table.

Table 4.12. Descriptive Statistics for Learning Strategies Dimension of MSLQ

| LEARNING STRATEGIES | Mean | Median | Minumum | Maximum | Std. Dev. |
|---|---|---|---|---|---|
| Q19-Q42 | 3.47 | 3.38 | 24 | 120 | 1.14 |

Considering the results, it is certain to infer that participants apply learning strategies frequently, more than sometimes ( 3) as seen in the avarage mean value of 3. 47 and the middle point of the scorings, median that is 3.38 present that learners implement learning strategies more close to "sometimes" level but a bit far from "usually". It can be concluded that learning strategies adoption is at avarage levels. The minumum number of 24 and maximum level of 120 reveals that there is at least a student scoring 1 (never) for all the 24 questions in the learning strategies dimension and 5 (always ) counting up to 120. Thus, there are some extreme students differing greatly in terms of views that have either use no kind of learning strategies or apply all mentioned well.  Standard deviation value of 1.14 again symbolizes that students are not so heterogeneous but share more of less the same views. Yet, taking deviation of motivation into account it can be commented that variation is a bit more for the students' possession of learning strategies. Also, the frequency in resorting language strategies (mean- 3.47, median- 3.38 ) is not as high as of motivation ( mean- 3.84, median- 4.04 ) bringing out the fact that learners have a good level of motivation to learn English but not implement strategies in such a high stage in the learning process.

Reflecting on the statistics for all the groups in learning strategies part,  the values are distinct from each other as not in the motivation part. The most exploited strategy, according to the results, is critical thinking ( mean- 4.22, median- 3.4 ). That is students, generally think critically on what is presented to them in the lessons. Next, comes the use of rehearsal (mean- 3.57, median- 3.75 ) revealing the consideration that students are frequently busy with reviewing on the subjects they have learnt. Thirdly, time – study environment management is choosen by the respondents ( mean- 3.53, median- 3.62 ). That is, most of the students are be able to control time and place issues in learning language more than the avarage level. Then, organization is at the row ( mean- 3. 42, median 3.50 ) with a value that is more close to 3 (sometimes ) providing students with the skill to organize the learning materials based on the personal needs. And, least preferred learning strategy by the participants is peer learning ( mean- 2.64, median- 2.66). When compared with all other dimensions, these scores is really low reasoning to think that students do no approve learning with their friends and do not perceive their peers as effective in their language learning process. The fact can be because of the thought that learning can be self directed and group working is not good idea to manage a language. Analyzing

the items students have marked on this part, participants would rather not discuss the content with their friends neither to share what they have learnt or to get explanation on the parts they have failed to catch. Also, in course assignments learners do not wish their frieds' support possibly because of the belief that they are all peers and one is not superior than the others.

It is necessary for the students to resort to learning strategies in different processes of language acqustion. Considering the results of this study, the learners extemely use those strategies and it is a requirement for their succeess acording to many researchers. However, awareness of where to use the correct strategies in the correct amounts and to assess the already implemented strategies is crucial. In that context, Thanasoulas (2000) emphasizes that "in order to help learners to assume greater control over their own learning it is important to help them to become aware of their capabilities and identify the strategies that they already use or could potentially use" Then, learners can regulate their own learning by completing the missing qualities and determining the future learning process.

**Results for Research Question # 3 : Is there a relationship between motivational factors and students' language achievement ?**

Before going on with the relationship between motivational scales and academic success, the analysis attained by the data instrument MSLQ reveal basicly that there is a significant and positive relationship between the scores obtained from the mentioned tool in total and the academic success of the participants.

Table 4. 13. Correlation between MSLQ Scores and Academic Success

|  |  | **Academic Success** | **Total MSLQ** |
|---|---|---|---|
| Academic Success | Pearson Correlation | 1 | .449(**) |
|  | Sig. ( 2- tailed) |  | .000 |
|  | N | 520 | 520 |
| Total MSLQ | Pearson Correlation | .449(**) | 1 |
|  | Sig. ( 2- tailed) | .000 |  |
|  | N | 520 | 520 |

** Correlation is significant at the 0.01 level (2-tailed).

As presented in Table 4.13. , Pearson correlation was conducted between two variables in order to reveal the relationship and so-called degree of dependency. Correlation is a statistical technique commonly applied to reveal the power and extremity of the relationship between the variables. The relationship objected to be found is about the lineer part of it. (Altunışık, Coşkun, Bayraktaroğlu & Yıldırım, 2004) . Meaningfulness is presented by the coeficiency that is pointed out by Derrick, Bates & Dufek (1994) as "correlation coefficient is easy to use and can be used to evaluate the entire curve as opposed to discrete data points". And, the result can be indicated by " r" and it represents values between -1 and +1. If the result is +1 there is a perfect positive relationship, if it is -1 there is again a perfect relationship between the variables but in negative way and if the obtained number is 0 then it is to be assumed that there is no relationship between the two contents researched. Clearly depicted, r = .449 p > .01 proves good, positive and significant relationship between the questionnaire applied and the academic success of the students. It can be concluded that scoring to the items in the questionnaire is related to the success values of the participants at an avarage positive level. Namely, when the scorings increase the achievement points also do.

Additionally, the relationship is observable in the contents covered; motivation- academic success, learning strategies- achievement and motivational factors- learning strategies which will be investigated respectively.

First, as in the title, the research question searches for the relationship between motivation and academic language achievement for the related participants. With respect to this aim, the Pearson Product Moment Correlation was resorted to. And the resuts are shown in table 4. 14.

Table 4. 14. Correlation between Motivation and Academic Success

|  |  | **Academic Success** | **Motivational Dimension** |
|---|---|---|---|
| Academic Success | Pearson Correlation | 1 | .343(**) |
|  | Sig. ( 2- tailed) |  | .000 |
|  | N | 520 | 520 |
| Motivational Dimension | Pearson Correlation | .343(**) | 1 |
|  | Sig. ( 2- tailed) | .000 |  |
|  | N | 520 | 520 |

** Correlation is significant at the 0.01 level (2-tailed).

According to Table 4. 14, the Pearson Correlation signifies that there is a good, positive relationship between motivation and achievement for the students at Higher School of Languages and distant English learners at Gaziantep University (r= .343 p.>.01). That is, their correlation is parellel to each other. Despite not being at perfect levels, the relationship is close to average levels. When motivation increases, also does the achievement at language learning to some extent.

**Results for Research Question # 4 : Is there a relationship between learning strategies and students' language achievement ?**

Fourth research question was formed in order to clarify whether there is a correlation between the use of learning strategies and the students' academic success for language learning. So as to reach this objective Pearson correlation method was utilized.

Table 4. 15. Correlation between Learning Strategies and Academic Success

|  |  | **Academic Success** | **Learning Strategies** |
|---|---|---|---|
| Academic Success | Pearson Correlation | 1 | .442(**) |
|  | Sig. ( 2- tailed) |  | .000 |
|  | N | 520 | 520 |
| Learning Strategies | Pearson Correlation | .442(**) | 1 |
|  | Sig. ( 2- tailed) | .000 |  |
|  | N | 520 | 520 |

** Correlation is significant at the 0.01 level (2-tailed).

For these two variables, r= .442 proves the relationship to be at significant levels. The more the participants resort to language strategies under cover, the more they get out to be successful in English lessons. Namely, the relationship is in a positive way at a nearly middle extent.

It is concrete that the results for the research question 3 and 4 are close to each other considering their correlation levels yet learning strategies are more related to academic success. Then, it would not be wrong to make the assumption that motivational and learning strategies are related to academic success at almost same amounts in positive way. Moreover, according to their marks more successful students can be taught to implement learning strategies more than they have motivational features.

**Results for Research Question #    5 :  Is there a relationship and dependency between motivation and learning strategies of the students?**

The last research question has the target of finding out the relationship between motivation and learning strategies in terms of the effect of motivational factors on learning strategies. First, the relationship between motivation dimension and the learning strategies dimension was calculated according to the scorings of the participants as to find out the parallelism between. Then, since the objective is to find out the effect of one variable on another, namely impact of motivation on learning strategies, the Linear Regression was used and the results will be depicted respectively.

The correlation between two parts of the questionnairre, motivation and learning strategies is displayed below in Table 4. 16.

Table 4. 16. Correlation between Motivation and Learning Strategies

|  |  | **Motivational Dimension** | **Learning Strategies** |
|---|---|---|---|
| Motivational Dimension | Pearson Correlation | 1 | .589(**) |
|  | Sig. ( 2- tailed) |  | .000 |
|  | N | 520 | 520 |
| Learning Strategies | Pearson Correlation | .589(**) | 1 |
|  | Sig. ( 2- tailed) | .000 |  |
|  | N | 520 | 520 |

** Correlation is significant at the 0.01 level (2-tailed).

Results in the Pearson Correlation table ( r= .589 p.>.01) put out the fact that there is a really significant, positive relationship between the two contents

mentioned. Namely, the calculation of the scorings to the each part are parallel. Then, it would be right to make the assumption that when the motivation of the students increase so do the possession and implementation of the learning strategies. The relationship is more than that of these two terms with academic success.

Linear Regression analysis is a kind of a statistical anaysis implemented to lay out the relationship between a dependent variable and trying to account for this variable, independent variable. There can be dependency in the variables however, there is never a case of reason- result relationship between the concepts (Altunışık, Coşkun, Bayraktaroğlu & Yıldırım, 2004). In the same vein, Campbell & Campbell (2008) denotes regression as " a statistical technique to determine the linear relationship between two or more variables". As Sykes (2000, p.1) depicts regression also " assesses the "statistical significance" of the estimated relationships". Then, in this study, regression was done so as to lie out the dependency between motivational factors and learning strategies. The results are displayed in table 4. 17.

Table 4. 17. The Regression Analysis of Motivation and Learning Strategies

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .589(a) | .347 | .346 | 11.22254 |

a .  Predictors: (Constant), motivation

ANOVA(b)

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 34658.04 | 1 | 34658.04 | 275.18 | .000(a) |
| | Residual | 65239.72 | 518 | 125.94 | | |
| | Total | 99897.76 | 519 | | | |

a . Predictors: (Constant), Motivation

b . Dependent Variable:  Learning Strategies

Coefficients(a)

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig |
|---|---|---|---|---|---|---|
| | | B | Std.Error | Beta | B | Std. Error |
| 1 | (Constant) | 19.76 | 3.73 | | 5.29 | .000 |
| | Motivation | .887 | .053 | .589 | 16.58 | .000 |

a : Dependent Variable:  Learning Strategies

According to Table 4. 17, R value shows the correlation between dependent variable of Learning Strategies and independent variable of Motivation as in the correlation analysis between these two contents in table 16.  .589 p.>.01 reveals there is a sinificant and positive relationship between these contents.  It is also discoved by this value that variance in dependent variable of "language strategies" can be explained by the independent variable "motivation" to a great extent. The percentage of this effect on dependent variable among others is depicted by R Square value of .347. It purports that the variance at the use of learning strategies can be expressed by the possession of motivational strategies at the rate of 34 %. In other words, motivation accounts for the 34 % variation in learning strategies among the other variables. Considering the percentage, it can be asserted that not so little but nearly half of the variance in the use of learning strategies can be estimated by the presence of motivational factors. The most realistic result of Adjusted R Square .346 is not much different from R Square and concludes that motivational factors have good influence on the using frequency of learning strategies.

In order to perceive if the regression model is meaningful or not, ANOVA (Analysis of Variance) was conducted and value of F resulted from this test 275.183 reflects the dependency to be at significant levels (<0.05 at the level of 5%). According to this model, motivation ($\beta$ = .589   p < .05) is a really significant predictor of learning strategies. Value of T (5.293< .05) reveals the explanatory factor of motivational affect on learning strategies as significant statistically.

In sum, all the values in the regression model come out to support the view that motivational strategies are effective in the use of learning strategies to a some extent. That, motivation makes a significant contribution to predicting the freuency at

the use of learning strategies. Among other factors, such as gender, age, nativeness, self efficacy, personality, intelligence etc.  motivation also explains the variance at adopting learning strategies. It means that the more motivated students are, the more learning strategies they apply in language learning and then the more successful they are expected to be.

## CHAPTER FIVE

## CONCLUSION

### 5.1. INTRODUCTION

In the previous part, data analysis and the results of the study were presented. This chapter includes the summary of the resarch and then conclusions of the study are presented. In the conclusion part, discussions about the findings of the research will be in concern. Finally, suggesstions for the further studies and implications of the study in teaching and learning environment will take their place in the current chapter.

### 5.2. SUMMARY OF THE RESEARCH

This reseach was carried out at Gaziantep University in 2011- 2012 education year the total sample participants of which were of 520 students (378 students at Higher School of Languages and 142 distant English learners at the same university). This sample included at the same time 210 female, 320 male students. The participants were chosen first by using Cluster Random Sampling method from three groups of A, B and C levels at Higher School of Foreign Languages and fourthly distant English learners at Gaziantep University. It was paid attention to lessen the sample number in correct rates according to whole population extremity of each group. Then, applying to simple random sampling, students were determined (A level- 50, B level- 115, C level- 213 and 142 distant English learners ) not taking any different quality of the students into account but by just randomly choosing the required number.

The data were collected from these respondents via a questionnairre; Motivated Strategies for Learning Questionnaire (MSLQ) and then were analyzied through a Statistical Package for Social Sciences, SPSS 15.0 programme designed to conduct calculations in such social sciences related issues. First, reliabilty analysis was done to prove the usability of the instrument. Then, percentages of each dimension in the questionnaire were found by means of avarage mean, median, standard deviation etc. of the answers from the frequencies link in order to reveal the frequencies at motivation and learning stretegies uses of the learners. Next, Pearson Product Moment Correlation, that is a tool used for examining the relationship between two variables was implemented so as to set out the relationship between motivation and academic success, learning strategies and academic success. In addition, Linear Regression was conducted to find out the dependency between the two variables in the study; motivation and learning strategies. Namely, it was aimed to discover the effect of motivational factors on the use of learning strategies.

Results of the study reveal that reliability of the questionaire is high, that is .90. Motivational factors and learning strategies are applied frequently by the students. (For motivation; Mean- 3.84, Median- 4.04 and for learning strategies; Mean- 3.47, Median- 3.38)  And, there is a positive, meaningful and significant relationship between motivation and academic success.(r= .343, p>.01) also between learning strategies and academic success (r= .442, p>.01). Moreover, the findings show that motivational factors have impact on learning strategies and they have relationship at meaningful degrees. (r= .589, p>.01) Also, it can be concluded that 34 % of the learning strategies use depend on the possession of motivation.

## 5. 3.  CONCLUSIONS

In the current study, there were five hypotheses, the first of which was related to how frequently motivation and motivational scales were used by the students. Considering the results, it was found that motivational strategies (Mean- 3.84, Median- 4.04) were applied at high levels by the learners of English. Namely, while students learn English they frequently adopt motivational strategies whether they are in the classroom environment or studying alone. This subject or related issues were also explored by both Turkish and foreign researchers and revealed similar outputs. Huang (2008) explores the assessment of learner motivation using the MSLQ as in the present study. The objective is the necessity of using standardized questionnaires

for the study of learner motivation in the foreign language (L2) learning context. It concludes that in spite of some inherent uniqueness, L2 learning is similar to other subjects in the school environment and the MSLQ can surely be applied to L2-related studies. Therefore, the research inquires the presence of motivation for the students evaluating it via the reliability analysis of the qustionnaire and its' correlation with language achievement. Also, Liuoliene & Metiuniene (2006) deals with the pecularities of second language learning motivation. Focusing on the theories on motivation, it reveals the relationship between students' motivation, responsibility, attitudes, the level of responsiblity, the students' needs ad wishes. A conclusion is drawn that students' wishes and needs to work independently depend on their motivation, attitude and responsibility. Then, it is obvious that motivation is a concept that contains many concepts or is in interaction with many other features such as the variables investigated. Thus, the real wish to learn language and need to deal with language as well as the responsibility taken to perform the required tasks and activities will certainly facilitate the process. Actually, not only the concept of motivation but also sub-concepts of it as self efficacy and autonomy have been researched many times. There are some studies done to develop scales to reveal out the self efficacy levels of students. For instance, Yanar & Bümen(2012) improves a valid and reliable scale to measure self efficacy beliefs of high school students in English. Also for other lessons lots of motivation studies have been done. As an instance, İlhan, Yıldırım & Yılmaz ( 2012) develops a chemistry motivation questionnaire analizing its reliability and validity. The analysis of Motivated Strategies for Learning Questionnaire (MSLQ) in which motivational components are determined well, have been employed by different types of participants. Köksal &Taşdelen (2009) presents an analysis of prospective Biology teachers on the factors of MSLQ and finds out that motivation dimensions of task value and self- efficacy are the most dominant sub-factors of the whole scale. Also, in the present research task value adoption was expressed to be at high levels ( Mean- 3.80, Median- 3.66) that is compatible with the output in hand. That is, the learners frequently give value to the subjects under consideration with real interest to cover it and perceive themselves efficient enough in learning. Moreover, in the master's of arts thesis, Karagöl (2008) investigates the issues of intrinsic motivation and learner autonomy and comes up with a positive result that learner autonomy is great effect on intrinsic motivation. Accordingly, Çiftçi (2011) searches on two related contents of self-

efficacy and learner autonomy. In conclusion, it is pointed out with significant relationship between the aspects. These are types of issues that are in great accordance with motivation and imply information for ELT in the same context.

Secondly, frequency of learning strategies use by the English learners at Gaziantep University was explored in the current study with the high levels of scores gained (Mean- 3.47, Median- 3.38). It represents the general application of learning strategies at the language learning process. There are various studies on the different aspects of learning strategies. Yi, Chen & Lien (2007) carries out a study of language learning strategies used by college EFL learners in Taiwan. Conducted with 1758 Taiwanese college EFL learners, the research was designed to investigate the influence of gender and major on EFL learning strategy use by college students. With the questionnaires applied, it was found that there was not a great difference among the frequency of each strategy used by the participants and statistically significant differences were found in the use of cognitive strategies, metacognitive strategies, social strategies and overall strategies with regard to gender; female learner presented significantly greater use of language learning strategies. Additionally, Okçu & Kahyaoğlu (2007) determine the primary school teachers' metacognitive learning strategies. Calculating the participants' scores it was observed that teachers make use of such strategies as organization commonly more and there was no significant difference according to the age, gender, branch of the educators.

Also, Tok (2007) studies the language learning strategies used by teacher candidates of Maths, Sciece, Social Science and English Language departments at İnönü University in Elazığ. The participants were 218 students and their answers gave out that some learning strategies are applied at high rates and some at middle rates. Moreover, it was learned by the research that mostly used strategy was the use of knowledge strategies. It shows that as in the present study students frequently resort to learning straties while learning language. In the same vein, Erdem (2004) investigates the effective ways of learning, learning strategies and teaching of them then puts forth at the conclusion that students have to take the responsiblity of their learning in order for it to be effective and they are to be active all the time in the process. Gavriilidous & Papanis (2010) research the range of learning strategies used by the students by university students learning English and whether these strategies differ according to the gender, proficiency, knowledge of more than one language

and career orientation of the students. It was concluded that university students highly get benefit of the learning strategies and no significant effect of the variables on language were discoved. The only significant relationship was between the high proficient students and the use of metacognitive strategies. As it is clear, learning strategies are one of the major issues that are to be applied for learning and the studies show in general that students use strategies at good levels and for the achievement needed, it is compulsory for the learners to use the strategies properly and consciously. The output is accordingly ascertained by the present study lying out the common possession of these strategies.

Motivation is found out to be in good association with academic success in language learning which is investigated as a third research question in the present study. And, it is justified by many views and researches on the issue. As mentioned before, Campbell & Pritchard (1976) express that "motivation has to do with amplitude and persistence of an individual's behavior, holding constant the effects of aptitude, skill, and understanding of the task, and the constraints operating in the environment."(cited in Steers& Mowday& Shapiro, 2004). The results prove that these learning skills are better for those that have motivational features. It is also possible to conclude as Wigfield, et al. (2009) assert that motivation has lots to do with the well-done performance on tasks considering the higher exam results of the more motivated students in the research. The effect of motivation on not only foreign languages but also other skills have been researched. As an instance, Üredi & Üredi (2005) carry out a study with 515 8th grade students in İstanbul on the predictive power of self-regulation strategies and motivational beliefs for mathematic achievement and come up with the results that the concepts explain the 30 % of the total variance of mathematic achievement and the most predictive variable of success is the cognitive strategy use. Furthermore, Pintrich & Groot (1990) do a study to determine the relationship among self-efficacy, motivation and academic success. With the result of the work, it is pointed out that there is a positive correlation between these variables. These studies are similar to the present one in that it deals with both motivational factors and some kinds of learning strategies as well as their interaction with success and by the same taken this study brings out the positive relationship between the variables and academic success.

Motivation rebuilds the encouragement and curiosity of the learners and promotes the language learning efficiency. There is a close and significant relationship between language learning and motivation and it is discussed by some researchers. Also, it is commonly believed by studies that motivation contains some factors one of the most important of which may be the "intrinsic motivation" that occurs when the student receives pleasure and satisfaction from what he does. ( Gardner & Lambert, 1972 cited in Karagöl, 2008). Relatedly, Lynch (2006) analyzes the association between motivational factors and course grades for freshman and upper level college students. Two important concepts, self-efficacy and effort regulation were strong predictors for both groups and as a result instrinsic motivation was found to be connected with course grades, but not extrinsic. As in this example intrinsic motivation is believed to be more effective in language learning by some of the researchers yet extrinsic motivation is also a powerful determining factor on success. When, Mills & Blankstein (2000) investigate the interrelations between measures of academic motivation, learning strategies and perfectionism, one output on the current concern is that self-oriented perfectionists those controlling the studying process according to personal views were motivated primarily by extrinsic compensation for their academic work whereas socially prescribed perfectionists were more motivated by recognition from others. In fact, both motivators were sourcing from outside reasons such as an equivalent to the good performances and praise of the people around. Therefore, it can be concluded that if the reaching point, whether it is a inner desire, award, money or approval, really appeals to the learner, then there is an effective supporter in the learning process.

According to the current study and many others, motivational theories are also discovered to be in relation to the success gained at the outcome. For instance, for self determination theory in terms of education, Deci & Ryan (1985, 1991) points out that motivation promotes an interest in learning, a valuing of education, and a confidence in their own capacities and attributes (cited in Deci, Vallerand, Pelletier & Ryan, 1991). Considering the parallel relationship between interest in learning or confidence and achievement, it would be right to verify that these views have also its support. Relatedly, on expectancy- value theory (Wigfield et al., 2009) make connection among expectancy, persistence, values and success which is again supported by the outcome of the current study that there is a significant relationship between motivational factors and academic achievement.

Moreover, learning strategies are asserted to be very important in terms of its contribution to language learning which is researched as a fourth research question in the present study. Oxford et al. (1993) reflects the effective aspect of learning strategies as "Use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas." As clear, it is thought to be directly related to students' achievement in language learning. Chamot & Kupper (1989) support the view as "Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task. These learners can easily explain the strategies they use and why they employ them." (cited in Oxford, 1994). The points reflected here have a proven support by the present research that good language learners adopt a regular and heavy use of learning strategies. Cohen( 1998) also defines the learning strategies well by "the conscious moves made by second language speakers intended to be useful in learning or using the second language ". Identifying learning strategies as a prerequisite for success, Oxford (1990) asserts that after introducing the students with language learning strategies, achievement can be expected. Correspondingly, Erdem (2005) emphasizes that as to realize learning successfully depends on the use of correct strategies. Therefore, skills for choosing the suitable strategies for learning are to be gained by the learners since very early ages. Then, it can be possible for them to be successful at both school life and self improvement in the information age. It is also pointed out by Wolters (1998) that self-efficacy, that is a motivational strategy and learning strategies are positively related to the lessons. The benefit of the language strategies are stressed clearly by a great number of views and through the results of the study it is possible to make the conclusion that there is a great relationship between the use of  learning strategies and academic success gained. That is, the more strategies the learners tend to adopt in their learning, the more successful are they. It is easy to include in the process as there are lots of learning styles and various learning strategies relatedly.

The relationship between the two important concepts learning strategies and academic achievement have been researched on many different disciplines besides English. Belet &  Yaşar (2007) attempt to determine the effectiveness of learning strategies over reading comprehension, writing skills and learners' attitudes towards Turkish course getting benefit from an experimantal study with 43 students in a primary school. According to the findings, reading and writing skills and attitudes of

the students towards Turkish lesson is enhanced via learning strategies. At the same token, Haşlaman & Aşkar (2007) carry out a similar study on computer programming courses analyzing relationship between the success gained in the lesson and self-regulated learning strategies. Findings indicate that 71% of the achievement can be explained by these group of strategies. That is learning strategies predict success to a highly good extent. Meanwhile, self-regulated strategies are described as task value, extrinsic goal orientation, goal setting, rehearsal, self-reflection, self-efficacy, effort regulation, peer learning, time management. The first two of which are the dimensions of motivational scales in the current study. Therefore, both motivational features and learning strategies are proved to have good impact on achievement via this work. And also, the ages and positions of the participants vary in the researches. Buluş, Duru, Balkıs & Duru (2011) focus on the role of prospective teachers' learning strategies and their personal qualities in predicting academic achievement. 265 students in different fields of Faculty of Education in Pamukkale University. Resuts reveal that learning strategies and such factors as grade, gender and age are effective on the academic achievement. Clearly, no matter on which discipline and with which participants the studies are implemented, the findings mostly indicate that resorting to learning strategies are useful in that they effect academic success positively.

Considering the studies above, in order for the learners to be successful, adopting the learning strategies regularly and correctly is a preferable technique thus teaching the students what are these strategies and how these strategies can be used effectively would be necessary. In that context, Baş (2011) searches the effect of teaching learning strategies on English lesson on students' achievement, attitudes, and metacognitive awareness levels and reveals that teaching students learning strategies enhances language achievement increasing metacognitive awareness and providing more positive attitudes towards English than teaching only with course books. Skehan (1989) asserts that the use of learning strategies do not guarantee the success at learning a foreign language; however, they set an important presondition for it. Absolutely, these points of views also support the cruciality of the learning strategies use.

Individually, motivation and learning stategies are assumed to be related to academic success of the students on language learning and some views and also results of the study are tried to be compared with the present one. Yet, they are also

asserted to be in relation with each other that is investigated as the last research question in the current study. Namely, motivation is estimated to be effective and contributory on the use of learning strategies. Oxford (1994) expresses the issue well by examplifying a study and lying out the dependency as "More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies." Furthermore, as examplified in previous chapters, the frequency of adapting and appling various types of learning strategies for the students who have the intrinsic desire to learn the language are tought to be much more than those that have less motivation (Mat Teh, Embi, Yusoff & Mahamod, 2009). Justifying these ideas, this study attains the fact that the possession of motivational factors give way to the frequent use of the learning strategies and the two concerns are in good association with each other. In fact, there is not much research concerning the the dependency or effect between motivation and learning strategies, thus the present study is good in that it will provide a kind of prediction to the contribution of motivation in the possession of learning strategies.

Following the judgements mentioned, with the present study it was aimed to find out the frequency at the use of motivational and learning strategies with the assumed relationship between motivation and academic success. In addition, the correlation between learning strategies and academic success was to be discovered with the association and also dependency between motivation and learning strategies. Investigated in a detailed way in the previous chapter, supporting results were obtained for the high use of motivational features and learning strategies. Furthermore, the relationship between the possession of motivation and academic achievement, relatedly the connection between the use of learning strategies and academic achievement were discoved. In brief, as in the other related studies motivational strategies were attained to be in significant relationship with language learning achievement. When the possession of motivation increased, also did the academic success in the study. Additionnally, by the results the meaningful relationship between learning strategies and achievement level in English was discovered. Then, the depency of motivational factors on learning strategies or the prediction of strategy use by the possession of motivation is observed through this study. That is, interrogated detailedly, motivational factors were proved to be

effective contributory factors on the use of learning strategies and relationship between was supported by the output.

## 5.4. SUGGESTIONS FOR FURTHER STUDIES

While the present study depicts satisfactory results with quite good number of participants, it would be better to conduct a research in a larger scale with different universities in various cities or distinct groups of participants since what is required is to be able to make more significant generalizations and beneficial confirmations on the results. Also, the study could be repeated by different group of participants; with younger students for instance as to see if the same results are true for them or a different proficiency levels could be chosen as respondents. And, homogenic group of students in terms of achievement could be participants of a different study in order to reveal how their use of motivation and learning strategies differ. Moreover, the effect of motivational features on each language strategy would be analyzed in order to perceive which strategy is controlled much by the possession of motivation. Then, the effect of each motivational dimension and also learning strategy on language learning achievement could be investigated. And, this would provide the learners with some understanding on which strategies to include more in their language learning process. Furthermore, the study can be repeated focusing on the achievement of each skill; reading, writing, speaking and listening. Gender and level differences would additionally be researched in other studies.

## 5.5. IMPLICATIONS OF THE STUDY

As to achieve efficient learning and teaching, education system has to carry required features that appeal to students' and teachers' needs. However, the education sysystem we are accustomed to is teacher-oriented and traditional one the efficiency of which is questioned by the researchers all the time. Change is needed at the core of the teaching system; both for the teachers and curriculum. As it is pointed out by Little (2005) if teachers are not well qualified to suit with the modern education approaches and not autonomous, it is not possible for them to bring up self-efficient, autonomous learners. Therefore, educators are to adopt different techniques and outputs of the studies to their teaching content. Since the relationship is displayed by the research, motivational factors are to be increased in order to increase the academic success in language learning with different techniques. As

McDonough (2007) describes, motivation moves the students to learn English, to learn to teach it. Namely, EFL teachers should pay attention to the concepts investigated in the study and integrate them into their personal teaching methodology. Besides, since learning strategies are directly connected with English achievement, some courses aiming to make students acquire better learning strategies could be prepared with the target of improving language learning skills. It is important for the students and teachers to have knowledge about the learning styles and learning strategies in the language learning process. For instance, it would be effective to include required or influential learning strategies while teaching subjects or principles in each discipline. It would certainly make contributions on the students' academic success. And, also the instructors of these strategies are to be educated in teaching and assessing issues. Actually, at the very beginning, while setting a goal students are to determine strategical approaches, adapt them and arrange new strategies. Throughout the process, views of the learners and teachers have to be gotten as to assess the suitability of the strategies. Relatedly, in order to increase the motivation level of the students activities, tasks and books that appeal to the students' needs and interests of the learners could be presented in the lessons. In addition, Chang, Liu & Lee (2007) express that it is really important for the students to perceive the benefits of using language strategies and teachers should serve the students with this fact whenever possible. The problem is that in spite of easy availibity of them, students are not aware of language learning strategies. Hence, it is occupation of the teachers to raise awareness and when they realize their use, students will be more willing and experienced to apply more.

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# APPENDICES

# APPENDIX A

## MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRES (MSLQ)

- QUESTIONNAIRE IN TURKISH
- QUESTIONNAIRE IN ENGLISH

**Appendix A. 1. Motivated Strategies for Learning Questionnaire in Turkish**

Sevgili Öğrenciler,

Bu anket Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı'nda hazırlanmakta olan 'İngilizce öğretiminde motivasyon ve öğrenme stratejileri' konulu bilimsel araştırma projesinin bir bölümüdür. Bu ankette 42 önerme bulunmaktadır. Anketteki önermeleri okuyarak her maddedeki 5 seçenekten size en uygun gelen seçeneği seçin. Bu anketten elde edilecek sonuçlar yukarıda söz edilen amaç dışında kullanılmayacaktır.

Örneğin;

Her zaman ( )  Genellikle ( )  Bazen ( )  Nadiren ( X )  Hiçbir zaman( )

**Yaş** :  17-19 ( )        20-22( )        23-25 ( )        26+ ( )

**Cinsiyet** :  Erkek ( )      Bayan( )

Nimet ŞENLEN KURTOĞLU

T.C. Gaziantep Üniversitesi

İngiliz Dili Eğitimi Anabilim Dalı

Yüksek Lisans Öğrencisi

| | ÖNERMELER | Her zaman | Genellikle | Bazen | Nadiren | Hiçbir zaman |
|---|---|---|---|---|---|---|
| 1) | İngilizce dersinde yeni bilgiler öğreneceğim aktiviteleri tercih ederim. | | | | | |
| 2) | İngilizce dersinde zor olsa dahi ilgimi çeken kitapları tercih ederim. | | | | | |
| 3) | İngilizce dersinde en memnun edici durum konuyu tamamen anlamaktır. | | | | | |
| 4) | Seçme şansım olsa, yüksek not almayacak olsam bile bilgi edinebileceğim ödevleri tercih ederim. | | | | | |
| 5) | İngilizce dersinden iyi bir not almak benim için en memnun edici durumdur. | | | | | |
| 6) | Ortalama notumu yükseltmek çok önemlidir. Bundan dolayı derste en büyük endişem iyi not almaktır. | | | | | |
| 7) | Sınıfta öğrencilerin genelinden daha iyi notlar almak isterim. | | | | | |
| 8) | İngilizcede başarılı olmak isterim, çünkü yeteneğimi aileme, arkadaşlarıma vb. göstermek önemlidir. | | | | | |
| 9) | İngilizcede öğrendiklerimi başka derslerde kullanabilirim. | | | | | |
| 10 | İngilizcede konuları öğrenmek benim için önemlidir. | | | | | |
| 11 | İngilizce dersinin konularıyla çok ilgiliyim. | | | | | |
| 12 | İngilizcede konuları öğrenmenin benim için faydalı olacağını düşünüyorum. | | | | | |
| 13 | İngilizce dersinin konullarını seviyorum. | | | | | |

| | ÖNERMELER | Her zaman | Genellikle | Bazen | Nadiren | Hiçbir zaman |
|---|---|---|---|---|---|---|
| 14 | İngilizcede konuları anlamak benim için çok önemlidir. | | | | | |
| 15 | Doğru bir şekilde çalışırsam İngilizce dersinde konuları öğrenebilirim. | | | | | |
| 16 | İngilizcede konuları öğrenemezsem bu benim hatamdır. | | | | | |
| 17 | İngilizce dersinde yeterince çalışırsam aktiviteleri yapabilirim. | | | | | |
| 18 | İngilizce dersinde aktiviteleri yapamıyorsam bu yeterince çalışmadığım içindir. | | | | | |
| 19 | İngilizceye çalışırken konuyu kendi kendime söyleyerek tekrar ederim. | | | | | |
| 20 | İngilizceye çalışırken ders notlarımı ve metinleri tekrar tekrar okurum. | | | | | |
| 21 | Önemli kavramları hatırlamam için anahtar kelimeleri ezberlerim. | | | | | |
| 22 | Önemli terimlerin listelerini yapar ve ezberlerim. | | | | | |
| 23 | İngilizcede okuma metinlerini düşüncelerimi organize etmeme yardımcı olacak şekilde düzenlerim. | | | | | |
| 24 | İngilizceye çalışırken okuma metinlerini ve ders notlarını gözden geçirir ve en önemli fikirleri bulmaya çalışırım. | | | | | |
| 25 | Aktiviteleri düzenlememe yardımcı olabilecek basit tablolar ve grafikler oluştururum. | | | | | |
| 26 | İngilizceye çalışırken ders notlarımı tekrar eder ve en önemli kavramların taslağını oluştururum. | | | | | |

| | ÖNERMELER | Her zaman | Genellikle | Bazen | Nadiren | Hiçbir zaman |
|---|---|---|---|---|---|---|
| 27 | Derste öğrendiklerimi inandırıcı bulup bulmadığımı sıklıkla sorgularım. | | | | | |
| 28 | Yeni öğrendiğim her konuda bunu destekleyen iyi kanıtların olup olmadığını düşünürüm. | | | | | |
| 29 | İngilizce kitabımı kaynak olarak görürüm ve kendi fikirlerimi buna dayanarak geliştirmeye çalışırım. | | | | | |
| 30 | Kendi fikirlerimle derste öğrendiklerimi ilişkilendirmeye çalışırım. | | | | | |
| 31 | İngilizcede yeni bir konu öğrendiğimde olası alternatifler üzerine düşünürüm. | | | | | |
| 32 | Genellikle dersime odaklanabileceğim yerlerde çalışırım. | | | | | |
| 33 | İngilizce dersi için zamanımı iyi kullanırım. | | | | | |
| 34 | Ders programına bağlı kalmanın zor olduğunu düşünüyorum. | | | | | |
| 35 | Ders çalışmak için her zaman kullandığım bir yerim var. | | | | | |
| 36 | İngilizce dersinde haftalık okuma ve ödevlerime zaman bulabilirim. | | | | | |
| 37 | İngilizce dersine düzenli katılırım. | | | | | |
| 38 | Diğer derslerle birlikte İngilizceye yeterli zamanı ayırabildiğimi düşünüyorum. | | | | | |
| 39 | İngilizce sınavından önce notlarımı ve okumalarımı tekrar etmeye zaman bulurum. | | | | | |
| 40 | İngilizceye çalışırken genellikle konuları sınıf arkadaşıma anlatırım. | | | | | |

| | ÖNERMELER | Her zaman | Genellikle | Bazen | Nadiren | Hiçbir zaman |
|---|---|---|---|---|---|---|
| 41 | Ödevleri bitirmek için sınıftan arkadaşlarla birlikte çalışırım. | | | | | |
| 42 | İngilizceye çalışırken konuyu bir grup sınıf arkadaşımla tartışmak için zaman ayırırım. | | | | | |

**Appendix A. 2. Motivated Strategies for Learning Questionnaire in English**

Dear Students,

This questionnairre is a part of scientifical research project prepared at the Gaziantep University, Institute of Social Sciences, English Language Teaching Department on the subject of 'Motivation and learning strategies in English teaching' There are 42 hypothesis in this questionnairre. Reading these , choose the most suitable option for you of the 5 choices given in each item. The results got through this questionnairre will not be used for other reasons than the ones mentioned above.

For example;

Always ( )   Usually ( )   Sometimes ( )   Rarely ( X )   Never( )

Age:   17-19 ( )        20-22( )        23-25 ( )        26+ ( )

Gender:   Male ( )        Female ( )

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| | Hypothesis | ALways | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| 1 | In English, I prefer course material that really challenges me so I can learn new things. | | | | | |
| 2 | In English, I prefer course material that arouses my curiosity, even if it is difficult to learn. | | | | | |
| 3 | The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible. | | | | | |
| 4 | When I have the opportunity in English, I choose course assignments that I can learn from even if they don't guarantee a good grade. | | | | | |
| 5 | Getting a good grade in English is the most satisfying thing for me right now. | | | | | |
| 6 | The most important thing for me right now is improving my overall grade point average, so my main concern English is getting a good grade. | | | | | |
| 7 | If I can, I want to get better grades in English than most of the other students. | | | | | |
| 8 | I want to do well in English because it is important to show my ability to my family, friends, employer, or others. | | | | | |
| 9 | I think I will be able to use what I learn in English in other courses. | | | | | |
| 10 | It is important for me to learn the course material in English. | | | | | |

| | Hypothesis | ALways | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| 11 | I am very interested in the content area of this course. | | | | | |
| 12 | I think the course material in English is useful for me to learn. | | | | | |
| 13 | I like the subject matter of English. | | | | | |
| 14 | Understanding the subject matter of English is very important to me. | | | | | |
| 15 | If I study in appropriate ways, then I will be able to learn the material in English. | | | | | |
| 16 | It is my own fault if I don't learn the material in this course. | | | | | |
| 17 | If I try hard enough, then I will understand the course material. | | | | | |
| 18 | If I don't understand the course material, it is because I didn't try hard enough. | | | | | |
| 19 | When I study for English, I practice saying the material to myself over and over. | | | | | |
| 20 | When studying for English, I read my class notes and the course readings over and over. | | | | | |
| 21 | I memorize key words to remind me of important concepts in English. | | | | | |
| 22 | I make lists of important terms in English and memorize the lists. | | | | | |
| 23 | When I study the readings for English, I outline the material to help me organize my thoughts. | | | | | |
| 24 | When I study for English, I go through the readings and my class notes and try to find the most important ideas. | | | | | |

| | Hypothesis | ALways | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| 25 | I make simple charts, diagrams, or tables to help me organize course material. | | | | | |
| 26 | When I study for English, I go over my class notes and make an outline of important concepts. | | | | | |
| 27 | I often find myself questioning things I hear or read in English to decide if I find them convincing. | | | | | |
| 28 | When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence. | | | | | |
| 29 | I treat the course material as a starting point and try to develop my own ideas about it. | | | | | |
| 30 | I try to play around with ideas of my own related to what I am learning in English. | | | | | |
| 31 | Whenever I read or hear an assertion *or* conclusion in English, I think about possible alternatives. | | | | | |
| 32 | I usually study in a place where I can concentrate on my course work. | | | | | |
| 33 | I make good use of my study time for English. | | | | | |
| 34 | I find it hard to stick to a study schedule. | | | | | |
| 35 | I have a regular place set aside for studying. | | | | | |
| 36 | I make sure I keep up with the weekly readings and assignments for English. | | | | | |

| | Hypothesis | ALways | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| 37 | I attend English class regularly. | | | | | |
| 38 | I often find that I spend very much time on English besides other activities. | | | | | |
| 39 | I usually find time to review my notes or readings before an exam. | | | | | |
| 40 | When studying for English, I often try to explain the material to a classmate or a friend. | | | | | |
| 41 | I try to work with other students from this class to complete the course assignments. | | | | | |
| 42 | When studying for English, I often set aside time to discuss the course material with a group of students from the class. | | | | | |

# APPENDIX B

# PERMISSIONS TO CONDUCT QUESTIONNAIRES

*İngiliz Dili*

**T.C.**
**GAZİANTEP ÜNİVERSİTESİ**
SOSYAL BİLİMLER ENSTİTÜSÜ

Sayı : B.30.2.GZP.0.41.00.00/324- *125*

Konu : Araştırma izin talebi

03.04.2012

## REKTÖRLÜK MAKAMINA

Enstitümüz İngiliz Dili ve Eğitimi Ana Bilim Dalı yüksek lisans programı öğrencilerinden Nimet KURTOĞLU ve Burcu KAZAZ tez çalışmaları ile ilgili olarak veri oluşturmak amacıyla, Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda ekteki anket çalışmalarını yapmak istemektedirler.

Adı geçen öğrencilerimizin yukarıda sözü edilen çalışmayı yapabilmesi için gerekli iznin verilebilmesi hususunda gereğini arz ederim.

Yrd.Doç.Dr.Ahmet AĞIR
Sosyal Bilimler Enstitüsü Müdürü

Ek: 2 adet Dilekçe
2 adet anket formu

*Anabilim Dalındaki ilgili öğrencilere verilmek ve dosyalanmak üzere.*
*10.04.2012*

**CURRICULUM VITAE**

Nimet Şenlen Kurtoğlu was born in Erzurum in 1987. She graduated from the Foreign Language Education Department English Language Teaching Program at Çukurova University getting the first grade in both ELT department and Education Faculty in 2009. She started working as a teacher in Barak Primary School in Gaziantep at the same year. She has a fluent English and good skills of German.

**ÖZGEÇMİŞ**

Nimet Şenlen Kurtoğlu 1987 yılında Erzurumda doğmuştur. Çukurova Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği programından 2009 yılında İngilizce Öğretmenliği bölümünde ve Eğitim Fakültesinde birinci olarak mezun olmuştur. Aynı yıl Gaziantep'te Barak İlköğretim Okulunda öğretmen olarak çalışmaya başlamıştır. Akıcı bir İngilizce iyi derecede Almanca bilgisine sahiptir.