



**INDIVIDUAL DIFFERENCES IN EFL  
LEARNERS: THE MOTIVATIONAL  
ORIENTATION AND AGE FACTOR**

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**PhD Dissertation**

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**INDIVIDUAL DIFFERENCES IN EFL LEARNERS: THE MOTIVATIONAL  
ORIENTATION AND AGE FACTOR**

(Yabancı Dil Olarak İngilizce Öğrencilerinin Bireysel Farklılıkları: Motivasyonel Yönelimi  
ve Yaş Faktörü)

DOCTORAL DISSERTATION

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Seyyed Taghi YAGHOUBI tarafından hazırlanan “YABANCI DİL OLARAK İNGİLİZCE ÖĞRENCİLERİNİN BİREYSEL FARKLILIKLARI: MOTİVASYONEL YÖNELİMİ VE YAŞ FAKTÖRÜ” başlıklı çalışması 21 /05 / 2018 tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Bilim Dalında Doktora tezi olarak kabul edilmiştir.

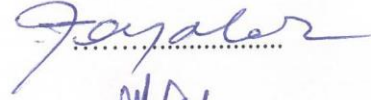
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Doktora Tezi olarak sunduđum “YABANCI DİL OLARAK İNGİLİZCE ÖĐRENCİLERİNİN BİREYSEL FARKLILIKLARI: MOTİVASYONEL YÖNELİMİ VE YAŞ FAKTÖRÜ ” başlıklı çalışmanın tarafımdan bilimsel etik ilkelere uyularak yazıldığını ve yararlandığım eserleri kaynakçada gösterdiğimi beyan ederim.

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**ÖZ**  
**DOKTORA TEZİ**  
**YABANCI DİL OLARAK İNGİLİZCE ÖĞRENCİLERİNİN BİREYSEL**  
**FARKLILIKLARI: MOTİVASYONEL YÖNELİMİ VE YAŞ FAKTÖRÜ**

**Seyyed Taghi YAGHOUBI**

**Mayıs 2018, 133 sayfa**

**Amaç:** Bu çalışmanın amacı, motivasyon yönelim farklılıkları ve bunun dil öğrenme üzerinde muhtemel etkilerini İngilizce yabancı dil öğrenenler açısından araştırmaktır. Araştırma ayrıca, farklı motivasyon yönelimlerine ve etkilerine sahip olan yabancı dil öğrenenlerin yaş farklılıklarını ve etkilerini yönelim ile birlikte ilgili olabildiklerini keşfetmeye çalışmıştır. Çalışma herhangi bir kontrol olmaksızın konularını veya konularda manipülasyon ve çalışmanın bağlamı içinde gerçekleştirildiğini incelemek için tasarlanmış olup ve çalışmanın fenomeninin doğal olarak meydana geldiğini anlatmaya çalışmıştır.

**Yöntem:** Çalışmanın amacı doğrultusunda, nicel ve nitel veriler bir anket ve derinlemesine bir görüşme kullanılarak kullanılmıştır ve ardından nicel verilerin ikinci bir kaynağı olarak bir İngilizce yeterlik sınavıyla takip edilmiştir. Aslında, pratik bir araştırma tekniği ve karma yöntem olarak tasarlanmış ve uygulanmıştır. Katılımcıların hepsi pre-intermediate öğrenenlerden ve öğrenme seviyesi aynı olarak genç ve yaşlı, toplam 180 EFL öğrenci arasından özel bir dil okulunda 2013-2014 öğretim yılında seçilmişlerdir.

**Bulgular:** Verilerin analizi, farklı motivasyon yönelimlerinin farklı öğrenme düzeyleri ve yabancı dil öğrenmesi üstesinden gelmeyi ile ilişkili olduğunu göstermiştir. Başka bir deyişle, enstrümantal motivasyon yönelimli öğrenenler integratively motive öğrenciler ile karşılaştırıldığında, farklı görünmüşlerdir. Çalışmanın sonucu, yabancı dil öğrenme bütünleştirici yönelimleri ile, yabancı dilin öğrenmesi daha iyi olduğunu göstermiştir. Elbette, yaş faktörü başka bir değişken olarak öğrenenler arasında anlamlı bir fark ortaya koymuştur. Genç öğrencilerin daha iyi göründükleri halde, yaşlı öğrenciler daha düşük yabancı dil öğrenme yeterliliğini göstermişlerdir.

**Sonuç:** Yönelim ve yaş faktörünün birlikte göz önüne alındığında, bütünleştirici yönelime sahip olan genç öğrenciler, yaşlı öğrencilerin enstrümantal yönelimleri ile karşılaştırıldığında daha iyi görünmekteydi. Ancak, yönlendirmeyi sabit tutarak, integratively motive edilmiş yetişkinlerle karşılaştırıldığında, integratively motive olan genç öğrencilerin daha yüksek yeterliklerinin var olduğu tespit edilmiştir. Diğer bir taraftan, daha yaşlı öğrenciler eğer enstrümantal yönelimler sahip olsaydılar, enstrümantal motive olan genç öğrencilerle karşılaştırıldığında daha iyi yapabilirlerdi. Tüm faktörleri birlikte tutarak, en iyi sonuçlar FL öğrenmeye yönelik motivasyon bütünleştirici yönüne sahip olan genç öğrencilerde gösterilmiştir.

**Anahtar Kelimeler:** enstrümantal, bütünleştirici, motivasyon, yönelim, yeterlilik, yaş faktörü

**ABSTRACT**  
**DOCTORAL DISSERTATION**  
**INDIVIDUAL DIFFERENCES IN EFL LEARNERS: THE MOTIVATIONAL**  
**ORIENTATION AND AGE FACTOR**

**Seyyed Taghi YAGHOUBI**

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**Purpose:** The purpose of this study was to investigate the motivational orientation differences among foreign language learners of English and the probable effects of it on learning the language. The study also tried to explore the age differences of the foreign language learners possessing different motivational orientations and the effects that could be related to it combined with the orientation. The study was designed to examine its subjects without any control or manipulation on the subjects and the context of the study in which it was carried out and tried to describe the phenomenon of the study as it naturally occurs.

**Methodology:** In accordance with the purpose of the study, both quantitative and qualitative data were employed by utilizing a questionnaire survey and an in-depth interview, followed by an English Proficiency Test as a second source of quantitative data. In fact, a practical triangulation research technique or mixed method was formulated and applied. The participants included a sum of 180 EFL learners of a private language school in 2013-2014 academic years, all of whom were pre-intermediate learners and were chosen from both younger and older learners of the same level of learning.

**Findings:** The analyses of the data showed that different motivation orientations were correlated with different levels of learning and mastering the FL. In other words, learners with instrumental motivation orientation appeared differently compared with those integratively motivated learners. As it was revealed in the study results the FLL with integrative orientations were better in learning the FL. Of course, the age factor was another variable which revealed a significant difference among the learners. Those older learners showed lower FL proficiency while the younger learners appeared better.

**Results:** Considering the orientation and age factor together, younger learners were better possessing the integrative orientation compared to older learners pertaining instrumental orientation. However, keeping the orientation fixed, it was found that the younger learners got higher proficiency as they were integratively motivated compared to adults who were also integratively motivated. On the other hand, older learners did also better if they had instrumental orientations compared to younger instrumentally motivated learners. Keeping all the factors together, it was demonstrated that the best results were shown in case of the young learners possessing integrative orientation of motivation towards learning the FL.

**Keywords:** instrumental, integrative, motivation, orientation, proficiency, age factor

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## ABBREVIATIONS

<b>AMTB</b>	: Attitude/Motivation Test Battery
<b>CPE</b>	: Cambridge Proficiency English
<b>E&amp;L</b>	: Ehrman and Leaver Construct
<b>EFL</b>	: English as a Foreign Language
<b>ELT</b>	: English Language Teaching
<b>ESL</b>	: English as a Second Language
<b>F</b>	: Female Subjects
<b>FD</b>	: Field Dependent
<b>FI</b>	: Field Independent
<b>FL</b>	: Foreign Language
<b>FLA</b>	: Foreign Language Acquisition
<b>FLL</b>	: Foreign Language Learning
<b>FTP</b>	: Future Time Perspective
<b>IBM</b>	: International Business Machines
<b>Instr.</b>	: Instrumental
<b>Integ.</b>	: Integrated
<b>L1</b>	: First Language/ Mother Tongue
<b>L2</b>	: Second Language
<b>LB</b>	: Lower Bound
<b>M</b>	: Male Subjects
<b>MAX</b>	: Maximum
<b>MIN</b>	: Minimum
<b>O1, O2, ... O5</b>	: Old Students Number 1, 2, ... 5
<b>PLAB</b>	: Pimsleur Language Aptitude Battery
<b>PSI</b>	: Personality Systems Interaction
<b>SDT</b>	: Self-determination theory
<b>SLA</b>	: Second Language Acquisition
<b>SPSS</b>	: Statistical Package for Social Sciences
<b>STD.</b>	: Standard
<b>UB</b>	: Upper Bound
<b>Y1, Y2, ... Y5</b>	: Yong Student Number 1, 2, ... 5

## CHAPTER ONE

### Introduction

#### Background of the Study

There has been and still are some studies concerned with language learning in different ways and with different efforts. Some are dealing with the language and learning or acquiring it as a mother tongue or first language and some are dealing with other forms of it in a second or foreign language format. On the other hand, some other studies have challenged learning and acquiring two or more languages at the same time being known as bilingualism or multilingualism cases. However, it does not suffice to answer all those required information in this field and needs vaster and more developed researches to be done in the area.

Individual differences and the effects they could have on the learners' success is a matter of investigations as evident in many studies conducted in psychological studies during the last two centuries. Numerous researchers studied such differences among individuals in their learning activities in different fields. Some had studies concerned with mathematics and some with language learning efforts. The very first study concerned with it is the one carried in psychological studies of the differences among the learners based on their psychological observations conducted by Alfred Benet. The following researches concerned with individual differences had been done over the language learning differences of some French learners based on their individual strategy or psychological differences.

The studies concerned with individual differences were intensified and developed even after Chomsky's cognitive revolution followed by his essay on syntactic structures published in 1957 and changed the focus from behaviorism and structuralism towards the cognitive factors residing inside the individuals and was seen as a main factor for changing the learning routes of individuals in psychology, as well as in linguistics.

Some studies started to investigate the probable differences among language learners afterwards, but Lenneberg's statement on the similarity of all children in acquiring their mother tongue (Lenneberg, 1976) was a plain contradiction. His idea could be said as a documentary of prohibition for the researchers to ignore the differences that might exist among the first language learners. Therefore, the shortage of the interest and consequently research on the first language acquisition and its relation to the strategies, techniques and

ways that might be applied by language learners in learning their second and foreign language, have slowed the pace and gave a kind of stop in the individual differences and their effect on the second and foreign language learning. However, according to the few number of the researches conducted in the first and second language learning, and based on some found clues, there are evidences that show some changes in learning route even by those learning their mother tongue in different conditions and settings. There were some claims that evidence showed some differences among children acquiring their mother tongue based on their learning styles or strategies.

A new trend of study has appeared in the last four or five decades paying more attention to the differences being witnessed among language learners being as the first, second or even the foreign language. The attention of the researches has changed towards some factors said to be affecting language learners' learning ability and their strategies they take in this way.

There are various views concerned with language learning differences. However, among the mentioned points of views, some points should also be considered as it is influenced by miscellaneous factors. These factors could drive it towards a better learning or cause some deficiencies. Among the noticed factors, there could be some attention paid to the following ones starting with the learners' learning styles to the factor of considering how old the learner is. For the sake of the current study, the focus of the second chapter would be on some of the major factors directly relating to the subject of the study including the learners' personality effects, the style, and of course the motivation and the age of learners.

### **Statement of the Problem**

As mentioned above, there have been many studies conducted on motivation and its probable effects on learning a language. It was mostly considered as one of the fundamental factors leading towards a better, or sometimes if it lacks, towards worse foreign language learning. It was most of the time considered as a factor having the same effect on learning as the intelligence or language learning aptitude, but being second just for age. Its importance in foreign and second language learning is believed for its effect in any probable fortunate and misfortunate internalizing and at the same time for its effect considered as a fundamental factor in other learning conditions than language (Dornyei, 2001a).

Motivation and the kinds of it available in the learner and the learning condition have many values for both the learner, who tries to learn a foreign language, and the teacher who tries to teach it in the best way. The importance of motivation and its type goes deeper as its



fundamental role gets more clear while the instructors should also be considerate of them for discovering and recognizing roles they could have of their pupil's motif encouragement or motivation and guiding them according to the best type to be carried.

A teacher should be able to discover the type of motivation and consider the effects it might have on different types of learners with different aptitudes, age groups, and even the individual differences. The role of the teacher in discovering the motivation type is so important and vital. It deepens when it comes to provide some conditions or settings for the learners in changing their motivation type to get the right one in the right direction. There might be some learners who possess a proper motivational orientation towards the goal while it is not suitable for other learning conditions. So the teacher could follow the best approach in making a gear between these phenomena.

While it is discussed and accepted that motivation and its types are fundamental in getting a true route for learning a foreign language, there exists some debates that they are not as important as the language aptitude or age of the foreign language learner, or some contextual factors as the teacher or textbooks. However, in the mind of the researcher it is considered as one of the very important factors, even higher than the contextual factors mentioned. The researcher thinks that the importance of the motivation is far more effective than the textbook or the teacher and even the methodology used by the teacher, as if there is a wrong type of motivation it does not need to be concerned with other factors such as the textbook because the learner would not come to follow it at all. The learner with a wrong type of the motivation in a special condition of foreign language learning would not even come to be concerned with the approach or methods used by the teacher. And even the same foreign language learner would not be concerned or alarmed with the teacher knowledge, as there would be no space left for it.

One more thing to consider is the importance of motivation being carved in a learner as it could not be extinguished or removed by the teacher or institute. If the learner has a motivation of a called instrumental type, here the aptitude and age are not such effective factors for success. There are some considerations if the age itself could affect the motivation type, or the aptitude could affect it. Therefore, the individual, his motivation type and goals are of importance to be considered to give any needed change or hint, or continuing the existing type. What is also of importance to consider is the fact that every individual who tries to have an attempt in mastering a language as a foreign one would carry one motivational form and requires a thorough and deep study or investigation from the teacher's side so that it could be led towards a better condition for learning.

All in all, by considering motivation and its types or orientations, it is felt that there does not exist enough studies and it needs more efforts in finding, discovering, defining, explaining, and devoting any orientation or type to the present condition. More information or data collected in the area of motivation, considered for being one of the significant and central elements of the foreign language mastering phenomena, would lead for a better understanding and solving the problem of the supposed individuals in their career and effort in internalizing a language as a foreign tongue.

There is also a need for more studies on the simultaneous effects of some other factors together with motivation orientation. Besides motivation, the age factor should also be taken as the fundamental and central element, as it is sometimes taken as more important than that, to be investigated supposedly. Just depending on the studies conducted so far, and not mostly in the same conditions for all foreign language learners would have no value and not acceptable in all times.

Language learning in different conditions, by different kinds of people having miscellaneous types of personality, learning style, age, background, social and even political dependence, and many other factors, would of course need a lot of studies to give a more comprehensive result for all times and conditions. It is of course a very imaginary idea, but at least could give much more acceptable and diverse conclusions in hand.

### **Aim of the Study**

The researcher found many reasons for fulfilling the current study. The most important aim mainly focuses on the effects that kind of possessing or holding the motivation could have on the English language learning experience and the following outcomes among those who study it as a foreign language. However, the other goal could be concerned with the age of the EFL learners and the influences of the age of the learners on the level of mastering the proposed language, English in the current study. It could be concluded that the researcher would have an access on the kind of multi effects that both the above mentioned factors, motivation and the kind of possessing it as called the orientation and the age of the learner being a teenager or an adult, could have on the language learning experience. However, the researcher would like to have some attention to the differences among the different aged language learners in learning English as a foreign language while holding to different motivational orientations of instrumental or integrated. Being able to search a meaningful cause and grasp a strong mentality concerned with the topic of the study, the researcher would aim having no interference or interposition in the learners and their characteristics, but

directly observing their presence as they are in the current of the study through what they possess as their motivation internally and based on their age group belonging.

### **Research Questions**

Being concerned with the previously mentioned aims of the researcher, as were introduced in the aims of the study, some questions are aimed to be replied through the study as the research questions:

1. Could there be any difference between instrumentally and integratively motivated EFL learners?
2. Could being young or old be used as a predictive point for being adopted as instrumentally or integratively motivated learner in learning a foreign language?
3. Could the motivational orientation of any type be considered as advantageous for any age group?
4. Which group of EFL learners indicates much success, old instrumentals, old integrative learners, young instrumentals, or young integrative learners?

Considering the above mentioned questions by the researcher, there would be a challenge to find some answers to see what the proper replies to the problems in the mind of the researcher are. Therefore, some kinds of strategies and methods could follow to a better understanding of the issue.

Following would be some probable answers to the above mentioned questions as in the form of hypothesis presented by the researcher to the considered issue of the study on the motivation, its orientations as being integrative or instrumental, the age of the foreign language learner, and finally a combination of these two on each other.

### **Research Hypothesis**

Based on the studies conducted so far and the related outcomes published in the papers, as some were mentioned above concerned with the motivation and its orientations and the relationship of them with the age of the foreign language learner, there comes to the mind that there is a relation of the orientation type and the extent of a learner's ability to learn a non-native foreign language. Put it in another form, there is a somehow strong feeling that there exists a relation between the motivation orientation and learning a language out of the native or the one in the environment. Nevertheless, the studies conducted in the field of learning a language as a foreign one would directly express a sort of deep link between the foreign language learner and what he or she could grasp as learning it at the end of the learning experience.

However, the researcher would like to postpone the real answer to the queries raised here as the study questions to the end of the project as the results and outcomes of the study would reveal them. Whether the age of the language learner would give a difference in the orientation possessed by the foreign language learner towards learning it, and consequently a difference in the extent of language learned would be witnessed, is a matter of the practical investigation considered as a research study here. Waiting to the end of the study would propose the researcher to reply the previously mentioned questions as follows. There is a null type of hypothesis proposed. That is to say, there is no difference between those who possess or grasp any form of the motivational orientation, having an instrumental or an integrative sort of orientation towards learning the proposed target language. The other reply in this way is that both young and old learners could possess any orientation. That is to say, no matter the learner is old or young, there is no solid chance of being instrumentally or integratively motivated. However, as a null-hypothesis research reply, it would be said that there could be no consideration of any effect coming from the age factor and motivational orientation on the EFL learners' learning proficiency of English.

### **Limitations and Delimitations of the Study**

The current study like any other research studies in all the science fields and especially in the ELT field would have some limitations and delimitations. Based on the research environment the researcher is forced to choose some subjects available to him in the studied environment of the institute under the study. Hence, the subjects would be limited compared to the vast majority of the EFL learners in the study society. Another delimitation provided by the researcher would be the gender choice that was due to the more female numbers of the learners than the male ones. As a matter of fact, the subjects' population was also limited to only one nationality for the sake of the availability. This could also be considered as one of the limitations of the current study.

## **CHAPTER TWO**

### **Literature Review**

#### **Introduction**

There have been many study researches and papers fulfilled and written based on the interest and the desire of the learners. In these studies, the individuals illustrate their feelings towards getting their aims in the final point of a task. Some of these studies believed in motivation as the fundamental factor in learning or mastering any goal in educational settings. However, learning is believed to be affected by many other factors, too. But what could be said of the significance of the motivation in affecting the development of language acquisition and the associated procedures should not be neglected as there exists a lot of studies in educational settings and subjects related to motivation and the eagerness of individuals to grasp a target. In the studies there were also different kinds of motivation introduced. These motivational kinds are believed to be responsible for differentiations in learning and acquiring educational goals.

Depending on the scientific grounds and the kinds of beliefs related to the fields and time of the studies, these differentiations were defined thereof. While there were some domains of behaviorism in all the scientific fields, the motivational ideas were limited to the ideas going with the human behavior and mostly those reflecting the human reflections upon the environmental causes or stimulus. However, the changes in the disciplines, as witnessed in every field of study, was reflected on the understanding of motivation and the effects it could have and the roles it could play in learning and educational contexts.

#### **Learning Theories**

Learning and the definitions related to how individuals as the learners earn something, as it is also true for language learners as well, have been under different effects and mentalities changed through the time, starting from the behavioristic ideas towards the cognitivist and sociocultural disciplines of learning. Holding these assumptions in mind would help our understanding of what happened in the world of learning theories. They could also help researchers in considering the most important facts and guide towards the future reflections or beliefs. This would implicitly or explicitly guide us towards understanding the human learning and especially related to educational aspects of learning and teaching

languages. In doing so and having a complete understanding of how students learn and how they could be helped doing so, needs a thorough understanding of the mentalities believed as the learning theories in the past through the present time. Though some believe in paying attention to practice than theory, it is important to consider them both together to have a better understanding of them and in fact they are complementary.

### **Behaviorism, Cognitivism, and Sociocultural Theories of Learning**

Of the two disciplines concerned with the learning pedagogy and education we can admit that behaviorism and cognitivism are of two main concerns. Behaviorism, dominated once in psychology and education studies, could be defined as the study of the behavioral and physiological aspects of human beings in order to define their personality or determine their learning of a phenomenon. On the other hand, cognitivism, replacing behaviorism later, was the reactionary discipline to it. Cognitivism did not see every human aspect of learning and personality in what resides in the tangible human behaviors. There came some ideas that human beings are of great capability inside their mind as they are not visible and touchable. These capabilities are beyond their surface and appearance of the behaviors witnessed.

Cognitivism was the reaction of the new mentality introduced by the Chomsky's revolutionary paper in 1957 called the *Syntactic Structures* as it paved the way for further and more recent studies that considered human beings as not a mere reactor to the environment. It considered the human being as a creation having his own mentality, thoughts and understandings that could think, decide, and continue doing different actions by the means of a power residing in his brain (Yang, Crain, Berwick, Chomsky, & Bolhuis, 2017).

They fundamentally differed in their approach in getting to study the human behaviors. The previous studies, behavioristic ones, were mostly based on animals' resources and the studies concerned with them, while the second, cognitivism, dealt with the human behavior as the representations of what resides in the brain and mind of him.

These new mentalities concerned with the human power of thinking and decision making changed the ideas towards the human characteristics and the possible actions to be fulfilled by him in the range of learning and educational studies. One of these new trends was the introduction of the internal feelings, later called the individual differences, and some affective factors. They were said to be neglected so far in the presence and effect of the behaviorism in psychology and its impact on the studies on educational fields, learning's, and consequently on the language learning studies and debates.

Cognitive theories found some more variations among which Piaget's (1972) Constructionism could be considered of the most important ones. This theory indicates the importance of the interaction of both the child cognition in learning with that of the environment. His theory not only could be said of as a developmental theory, but also as a learning theory (Granrusten, Gotvassli, Lillemyr & Moen, 2017).

However, the latest theories, the sociocultural ones, changes more towards a combination of mentalities to both the environment and the cognitive power of the human mind, thinking and learning. It relies on the idea that learning is done in the relation of the mind, society, culture, and other contexts. These domains, started by the recovering of the works done by Vygotsky (1978) who believed in the learning being the product of processes of thinking. Learning and the processes involved were considered to be socially and culturally settled. This theory sees the learning and its development through double incidents. The first comprises the social and interpersonal processes and the second by the means of individual mental processes called as the intrapersonal complements.

### **Mother Tongue, Second Language, and Foreign Language**

Language as the main means for communication in different forms of it, from the speaking or writing as the productive forms of it to the listening or reading as the receptive forms of, has been used from the time of the creation in different types and by different shapes of it. It was once used in the form of cries, as the first forms in the beginning of the universe between Adam and Eve, and then developed to the pictures now found and remained inside the cave walls, and finally the form it is used today, manifested in the current existing live and dead six to seven thousands forms.

Different names and terms have been used in the literature to the kind of languages acquired, learned, or mastered by the human beings in different settings or circumstances, say the informal family and society forms of contexts to the formal classroom contexts. The overwhelmingly accepted terms are the mother tongue, sometimes referred to as the native language, first language and even in some texts as the father tongue, for the communicational language acquired as the very first language by a child in his/her environment, and used as the first means of communication. Sometimes the simultaneously acquired language by a child in the environment, of one or more languages, could also be termed as the first languages or mother tongues of an individual. This could end in bilingualism or multilingualism, though there are different types of it as well. As they are not of the main concerns of the current study, the researcher does not discuss their types and characteristics. Mother tongue is the language used by a child to get grown, and solve all his/her needs in this respect. It helps him

in finding connections to the other individuals in the environment or society. In some cases, this term is used to call the ethnic group language of a group. Hence, the mother tongue shows their belonging to a tribe or belief.

A definition of the second language would take it as a language dealt with and acquired in the context where the mother tongue exists and acquired, with a difference of just using it for special purposes as the educational or formal official affairs. Second language is used as a uniting language of a society where there are many tribal or ethnic groups living in the same environment and need a sharing language for communication. It is also sometimes not learned, but acquired in the same environment of the first language through the media and schooling classes.

Foreign language is, on the other hand, a language learned in a different way, and normally in the formal settings of language classes. It is the language learned in the classes or schools as a course for the purpose of making the learners able to communicate with the foreigners who might visit them. It is not the language used in a wide range inside the country, not as a means of communication for the people possessing their own native language and not as a means of getting into the governmental or official communicational means. Foreign language would not be the language learned and used by any person for the purpose of surviving in his own native society.

### **Language Learning or Acquisition**

Language learning or acquisition is a typical human behavior as opposed to that of the non-humans or animals. It is the process of learning and internalizing some word systems and structural sentence systems besides some phonological and articulatory paradigms. This process would enable the man to communicate. Based on the nature and kind of internalization, learning could be distinguished from acquisition. Language is acquired as a first language or mother tongue, and even in some cases the second language, while it is said to be learned as a foreign one. The distinction is a case of context and the kind of exposure to the language where the consciousness of the learner is also under the consideration. If it is grasped with no direct and conscious knowledge of the learner, normally in a natural way, and is out of a formal classroom or learning and teaching context, it is said to be acquired as is the case for the first language. In this case the language is available everywhere and is a means of vital and survival communication. Otherwise, when it is learned in the environment where the learner is conscious of being in the condition of learning it and is forced somehow, for an educational case of a foreign means as using it in studies related to the non-native sources, and of course in a formal and classroom context, then it is said to be learned.



There is a critical discussion made by Saxton (2017) about the critical period and language acquisition in late second language learners and the deaf people who learn their first language. It is believed that in the mentioned two groups of people the condition is different from the prediction made by the critical period hypothesis. They are not in a deliberate delay of learning the language and also they are under the usual cognitive, social, and emotional conditions or environment compared to those who learn their language in later time than the critical period.

### **Factors Affecting Language Learning**

Learning a language, being second or foreign, would have all its difficulties and challenges. An individual might learn a second language faster or slower compared to other learners of the same language. This is in part dependent on the learners' efforts and hard work or persistence. However, it is not the case all the time. Taking into consideration that two learners having the same amount of the above mentioned challenges or hard works, would be again some differences witnessed between them. These are most of the times out of their control and might be related to the factors coming or residing inside the learners or those related to the factors out of the learner.

According to Leongl & Ahmadi (2018), a low level of self-esteem and having a higher anxiety than normal combined with a partial or very low motivation could be destructive in learning a foreign language. Therefore, it is assumed that reducing the mentioned factors could be more easing the foreign language learner especially in mastering the spoken skill of the language.

Hence, it is a good idea to divide the factors affecting the second or foreign language, into two different categories. The first group of the factors comprises the internal factors. They include some features related to the learner him/herself, and some others that do not affect from the outside. Of these internal factors, age, internal motivation, personal characteristics or affective factors, language and cultural experiences, intelligence, and first or background language could be considered the most important ones. The present study would consider the first two, age and internal motivation, as the central variables to be scrutinized. The factors residing out of the learner could also be called as environmental factors, culture, teacher and the instructional methods or instructional contexts, and external motivation. Due to the limitations of the study, only some of these factors, having greater importance and direct relation to the current study, would be looked at.

## **Learning Styles**

Every learner comes to learn the topics and takes part in the fields of learning according to the personal requirements carrying to the setting of learning. These could assign the kind of learning styles that are chosen to be used for the proposed learning condition. This could also vary from person to person and even by the same learner in different topics or areas of learning and in different conditions and settings. In other words, there exists a kind of difference among diverse learners in learning styles they take to do their challenges. By means of these differences that the learners bring to the learning condition, there could be some judgments on the kinds of the factors that could give pace to the learning challenge and offer a better chance for the learners learning the language they propose.

Learners based on their requirements or the demands of the existing conditions would try to take a learning style for a better appearance and result at the end which, would be different by every individual and would need a clear understanding of the practitioners in choosing the best and most influential ways to deal with the learning task. Doing it so, it is the job of the researchers and also the teachers as the practical applicators of the researchers' findings to provide the best conditions for learning the languages by discovering the various learning styles manipulated by any learner. It would lead to the better use of the learners' brains in fulfilling their proposed tasks as was stated by Gregory and Chapman in their book who called it the full use of the learners' brains in getting them into the job of learning (Gregory & Chapman, 2006).

Every learner uses different learning styles for different learning tasks and it varies from individual to individual. However, what is the same is accepting this idea in defining it that all the learners are similar in learning. In other words, they seek to fulfill their given task, but they get into this using different styles of themselves. Putting it in other ways, they choose different types of cognitive activities in their learning and try to pave the way for learning in different mental methods.

Defining the topic in a more technical way, learning style would mean the preferred method of learning that the individual utilizes for understanding, mastering and processing the needed data. It could enable him or her to get to it at a later time as a retention activity. For instance, some learners learning their assignment need to read and write what they are expected to learn. Some would like to listen to the recorded voices they made through the classroom conditions or listening to their own recorded voices of the topic. On the other hand, there are some who would learn best if they could retell the read items to another person, while some only need reading and watching the written paper and at the same time looking at

the figures or charts for a better understanding. These all show different types of styles that the learners could take in learning their tasks.

Based on the above mentioned types of learning styles, there could be a miscellaneous style forms of the learners. It could be said that the learners might belong to those having a pectoral, listening-inclined, book-inclined, and kinesthetic learning styles.

Pectoral or as sometimes called the vision based or visual learners are those who like to see some charts, figures and sometimes maps or things. Such learners are much interested in and enjoy watching the learned material. They would prefer to have some photos or pictures in their textbooks than others, and would think that without the visual facts the texts are nonsense and are intolerable. They normally prefer being in front seats of the classroom as seeing the teacher and the written material on the boards clearly. They are normally interested in projection materials through films or slides shown to them and think the best of learning while being provided so.

However, another group of learners has a kind of auditory style in their learning setting. These learners prefer listening or being in a lecture than in a show room of playing some movies about the topic. They learn the best while they are involved in a discussion team of their classmates and could speak and listen to the discussions of their peer group at the same time. Their preference would be using repetition of the material to be learned to hear it the most for the effective influence on learning.

The next group of learners possesses a type of word and figure or read and writes style of learning. They best see their comprehending and learning in reading writing and reading again the topics they wish to learn. They normally want to read and take notes and later make their taken notes to learn the best.

The final group of the learners is said to have a kind of learning style whose preference would have them learn the topic by means of a tactile representation of the said information. They are called to possess a kinesthetic learning style. These kinds of learners would prefer to touch, manipulate, act and move in order to make learning happen.

All in all, what is important is to consider that all the individuals are different in their styles of learning facing learning activities they are involved in and it would lead us to consider it so that learners as individuals differ in the way they learn (Willingham et. al., 2015).

## **Personality**

After cognitivism was introduced to the different areas of psychology and linguistics, the role of feelings and emotions were also emphasized by the researchers as they started to discover more on the relationship of these factors to the learning and/or teaching and the affectability they might have henceforth. Therefore, there came to the thoughts of the researchers to study the different personality types being manifested in different individuals and the effect it could play on the learning task of the learners.

A claim could exist that an individuals' style and approach in learning would have an imminent association with his or her personality. It is the personality that could show the kind of emotions a learner could have in facing the problems and all the existing conditions. These would provoke different reactions in individuals. The learner could control and/or even change his emotions based on his personality when it comes to encounter a learning domain. As it is mentioned in the studies and provided papers, there could be four types of personality considered for the learners in learning conditions. That is to say, individuals with different types of personality would have different reactions in their efforts in dealing with learning tasks.

According to Myers-Briggs Type Indicator (MBTI), learners could be said of possessing four different personal archetypes. These so called personal characteristics could guide them towards dissimilar learning epitomes and approaches and in response would provide various roads of learning for getting to their aim in acquiring the proposed material. At this point of the dissertation there would be a brief look at the above mentioned four types of personality and their effect on the learning styles of individuals.

### **Extrovert learners.**

Extrovert learners are said to be more sociable individuals as they prefer to be in the presence of other people to work, learn, or live. They get more power in the presence of others and get depressed while they are alone and left by other social members. Interaction with others and sharing the ideas of other society members is of their great importance. They believe that their success is provided by the presence of others and they could see no profit in being alone. Such personality type possessors are more successful in the presence and company of others. They desire to be accompanied by others and would hate being in private learning and teaching conditions. Having relations with others, such as discussing, concluding, sharing ideas, and a group comprehension would be of great chance for their learning and internalizing.

### **Introvert learners.**

Opposing the extroverts, this group of the learners would prefer being alone in dealing with the learning conditions. They would like to think, process, and internalize the learning materials and tasks on their own, rather than being dependent on the others conciliations or sharing the conclusions and comprehending. This group of learners who possess introvert personality would like to study alone and the presence of others in their studying settings would be considered as a distracter to the learning results. Introverts value more to individual thinking and understandings than to those understood and accepted by the social or learning team. For this type of personality possessors, individual and private tuitions are more successful and more preferable. They show more tendencies to leave the social values and be more dependent to those values coming from the individualistic opinions. For them class learning is not a suitable education and prefer studies in individual settings.

Extrovert and introvert learners of English as a foreign language have been investigated through different studies. In one of the so called investigations performed recently (Davatgari, Razavi & Vaskehmahale, 2017) demonstrated that extrovert learners outperformed introvert learners of English as a foreign language in the writing skill of the foreign language.

### **Sequential learners.**

The third personality type of the learners is called sequential. It is sometimes referred to as sensing personality. Sensing personality could also affect learners' learning as a fundamental factor. Sequential learners would like to absorb and process the input information in a way that they could arrange it according to the sequence of the events. Hence, they could not learn or understand those learning materials misarranged or put in a haphazard way than the true sequence. The auditory, visual, touching, tasting, and olfactory senses are the main roads for them to learn, process, and organize their information in the brain. In other words, they are better learners in case objective topics than subjective ones. Therefore, observable objective facts and topics are learned in the best way by the sensing personality type learners. As it comes for their sequencing characteristics, they would like and prefer systematic procedures in their learning conditions.

### **Intuitive learners.**

Learners with intuitive personality type of learning would prefer to be in more intuitions and guessing opportunity conditions than those of objective and observable ones. They prefer using theories than getting directly into the objective facts. They could make

good guesses and conclusions with no use of following sorted topics of learning. Intuitive learners are much based on their imaginations and would like to use their insights rather than getting directly into the depth of the matters to discover them. They enjoy guessing and finding facts. It means they do not like to deal with those ready-made facts. Conceptualization is their effective power strength for any learning condition. It could lead them towards a better learning and a higher ability in learning their tasks.

What is important at this point is the fundamental role that personality type of the learner could play in the way s/he would assess the kind of motivation for the proposed learning task. That is to say, learner's personality type shows what the individual's orientation would be towards his or her motivation epitome that might be taken for the learning purpose. Therefore, motivation, and the probable orientation could be somehow determined by means of the personality type that exists in the learner.

### **Aptitude**

Aptitude is sometimes taken as equal to the talent of the individuals and their power strength, preparation and pace of learning something. However, Carroll, the creator of the MLAT (Modern Language Aptitude Test) defined it as an ability or knack for learning foreign languages. His main aim of devising such a test indicator was to see if any learner could learn a language at the same rate or pace and strength compared to other learners of the same language. He considered measuring it by means of keeping the conditions of the language and other settings equal. Aptitude is said to be kept fixed for the whole individual's life span while the other individual abilities could change based on the conditions and instruction. Other than Carroll, it was Pimsleur who also conducted some researches and published articles concerned with aptitude in learning a language being second or foreign as it later was named as the PLAB (Pimsleur Language Aptitude Battery). The difference between these two studies resides in the fact that Pimsleur believes that it is the auditory ability as an important factor in providing any probable ability in learning a foreign language by any individual. According to AERA (American Educational Research Association), aptitude could be considered as one of the most fundamental factors of learning a language as accompanied by motivation. (AERA, spring 2006). It is believed as the most important factor, second after the age, which could be considered in EFL learning as it also could be said of a more prominent effect compared to that of the teacher's importance and his/her abilities, textbook, and contextual methods or techniques used in teaching. According to Burns & García (2017), aptitude is itself mostly under the influence and effect of the learners' beliefs. These could encounter the cultural and social beliefs.

## **Individual Differences**

All human beings differ in many aspects regarding their physical and psychological dimensions. Considering this we should consider it that in any studies and researches related to the human beings and their capabilities, either physiological or psychological, the individual should be considered as a completely different creature compared to the others. It is evident and proved in many scientific and medical documents that even the twins show different differences from one another. Their psychological and physiological differences are so evident that they cannot be considered as the same individuals or human beings. In this respect there exist many factors causing these differences. Out of these factors, environment and the genetics could be considered as the main sources.

As it comes to the subject of education and pedagogical studies, we face some many differences among the individuals. These differences should be considered as the main origin of the diversities witnessed in different studies about the human learning.

There are many factors considered as the individual difference' factors. These are mentioned in the learning and educational studies and researches by many scholars. Among these there exists a list of seven items or better to say differences. These seven differences are mentioned in the Zafar and Meenakshi (2012). They believe in seven differences existing among individuals and start their list with the age of the individual. The list continues with gender, language intelligence, learning inspirations, learning styles and strategies, and learner identity or individual characteristics.

Four different types of individual learners are introduced by Nunan (1989) as the four learner types in the classroom context. He classifies them into Concrete, Analytical, Communicative, and Authoritative oriented learner types. The learners who are interested in games, plays, films, and those who are interested in dialogues are referred to as Concrete learners. It is said that this kind of learners would prefer using their newly learned language in the out of class conditions. The second type of the learners, Analytical learners as Nunan calls them so, are those who are called book worms. Those interested studying books, English, grammar, newspapers, etc. They are said to be study-lovers who like lonely studying. Such Analytical learners would prefer to analyze their mistakes and errors mentioned and pointed by their teachers in order to solve those problems. Communicative learners are the learners who love chatting and talking to native target language speakers as to pick the true native-like language. They also like to be taught in the target language. Their interest is speaking with and listening to target language speakers and natives. They also, like the first type of the learners, like communications and contacts through the language under study not only in the

classroom setting, but also in those circumstances and settings of natural everyday conditions as well. This type of learners also depends on listening as the source of new jargon and vocabulary items. The last type of the learners, as Nunan calls them Authoritative oriented learners, have their source of learning as the reading texts. They like to be explained by the teacher about the details.

Furthermore, Skehan (1989) adds two more types of the learners based on their individual differences as the introvert and extrovert learners. Extroverted learners are said to be inclined to practice their under the study language, being the second or the foreign, different from their first tongue, in settings different from their learning condition in the real life settings as well, so they are supposed to make a much more rapid progress in the language they wish to learn.

One more type of the individual difference affected learners are the anxious language learners as are introduced by Larsen-Freeman and Long (1992). In their belief, being concerned or having stress or anxiety should be taken as one of the significant elements in learning a language. They believe in the positive effect of anxiety in language learning and look at it as the language learning facilitator if it is available just in a small amount of it. However, larger amount of anxiety could make problems for the language learner.

Of these individual differences the study is mostly concerned with two of them as it is also evident in the topic of the research. These two differences comprise the age factor and motivation. The study would elaborate these two factors, from the individual differences of the learners affecting the learning second or foreign language in a separate form of analysis in the study process and finally would have a deeper look into them for the sake of studying the mentioned elements and their influence on the learning of English as a foreign language, individually and or in a kind of mixed form.

### **Age Factor as an Individual Difference**

Age as being one of the individual factors is also a difference observed and seen in appearance. It could be said of great importance in the educational and learning/teaching environments. Considering the age difference, adult and young learner is a distinction made in any research studying the age. The effects of this difference have been studied and scrutinized in many surveys and different ideas have been given or resulted. Sometimes there appeared some completely contradicting ideas about the effects of the age on learning, being learning any scientific subject or learning a language.



Age as a significant element, and one of those central in learning, especially learning a foreign or second language, did not always absorb the attention of all the scholars and did not carry the same attractions and also as Muñoz (2008) believes, there appeared not any consistent findings regarding the age factor affecting the language learning. However, there are some strong clues available in the works and papers of the scholars and field pioneers that the sooner inauguration to learn a new language, second or foreign, not the native one would have and show much fruitful results for the learner. This idea could of course be discussed from many points of view such as the critical period hypothesis or the similar theories in the field. Some believe that being exposed to a language, either second or foreign, earlier would provide a chance of more time of exposure contrasted with the late exposition.

Another factor being concerned by the early exposure to the language is the evidence found from the children who master their native and second language in the house environment. This kind of learning could be said of a kind of natural language learning or bilingualism in a completely informal learning setting. Adults learning their second or foreign language would miss such an opportunity and it would be considered as a surface advantage for the early language learners.

However, the debates over the pros and cons of starting a second or foreign language in an earlier age compared to that of a time in adulthood are diverse. It is believed by some scholars and researchers in the field that pronunciation as one of the sub skills of the language, in speaking and sometimes in getting to comprehend the listening texts, could be improved more rapidly if the attempt is started in earlier years. It is said to provide more advantageous learning conditions, while others rejected the idea in a different way. Being familiar with the structure of any language, possessing a kind of structure similar to that of the native language of the learner is believed by some to provide better learning opportunities in adult learners. Such a chance available in adult ages, compared to young learning period, could prove some other surveys believing in advantageous language learning. It discusses the advantage of learning a second or foreign language in older ages. As it is claimed that though accepted by common people and some scholars that children are better language learners, some studies show a better success of older learners in the formal classroom settings due to the kind of maturity in the cognition of language items and older learners' learning abilities in explicit learning environments (Jaekel et. al., 2017).

Viewing the fact from another angle, some researchers report advantageous earlier acquisition or mastering a second language as it is believed that early teenage or learners at the lower ages could show a rapid formation of the language and its structure in the brain and

it could be of beneficial outcomes for them. Furthermore, some of the researchers also think that in earlier second or foreign language learning a true bilingualism or multilingualism happens. They believe any new language properties learned in earlier ages would reside in the Language Acquisition Device existing in the left hemisphere while any language learning happening in later life could lead into a kind of fake bilingualism. Such a late bilingualism could have deficiencies for the learners' communication in the second or foreign language learned. Mumbling and literary communicational translations between two languages, are some of the problems witnessed in the late adulthood bilingualism.

However, Birdsong (2018) discusses that it is not true to consider all the time that age would cause some deviations from the native like second language mastering as he maintains that some of the deviations from the native like second language learning are also witnessed among the bilinguals who are posed to the second language at the same time they started to learn their mother tongue. This is a completely contrasting idea that would not show any support for the age effect on the native like or non-native likeness of the acquisition of a second language.

### **Motivation: The Definition**

First of all, it is better to have a complete understanding of the word motivation, as it is accepted so far as a kind of internal factor residing in the inside of a person or a learner and also the recent mentalities concerned with it. There are many definitions available in the literature but any of them is concerned with one aspect of the term as related to any field of study or scientific era. Having a simple definition of the term motivation we can say that it is a kind of survey into the thoughts and understandings of the individuals towards fulfilling a task and the goals or the aims that are to be addressed or achieved. If we are to know what is motivation in academic fields, better to say that it is the desire to follow a task as it seems to be as a fulfilling wish of the learner. That is to say, motivation is the reason why some of the learners in the academic environment follow what they have started and chosen as the target, though being under a lot of difficulties, while some quit it after starting or in the middle of the way. These all are related to the idea that the learners are fully motivated towards the task or not. It is sometimes viewed by some scholars as the way individuals step forward in getting to an aim or the length of the time they have taken to get to it after their own choice.

Motivation could be simply defined as the reason of why something could be done by an individual. It is so defined as the why question of the roots and origins of one's commitment of an act or behavior. It is an internal or external force that comes through a kind of biological, social, emotional, or mental origin. It is the same force that causes a child to get

up and start walking towards something s/he wants to catch. It is the same thing that causes a student to start over the nights to get a good mark or get a good job as a career in result. It is also motivation that sometimes might cause some people to do wrong things in their effort to catch power or capital, if we take the negative side of the definition. Motivation, if correctly taken, could trigger, lead and keep the individual in his way of getting to a behavior or capturing something. According to Nevid (2013) motivation is an unobserved phenomenon by itself, but registered to happen, based on the shown behavior.

It is, however, witnessed that motivation is the only cause that could trigger a desire to change to a reality, as it leads the individual to pass the obstacles and get into the desired results by all means.

Cherry (2016) believes in three components for the motivation. It is asserted that these three components comprise the activation process or the inauguration of the activity in the mind of the individual as a desire, followed by an insistence of the learner or individual in guiding the activity or behavior, and finally the amount of the passion or the depth of the efforts in fulfilling the desired behavior. The first component or phase is the same starting reason that could bring the blink to the mind of the individual. It is as an inauguration for the individual to begin the process of motivation. The second phase is the phase that guarantees the individual's persistence in continuing to be motivated towards the action. Finally, the last phase or component is the quality and persistence effect of the individual or his/her amount of feeling towards the fulfillment of the activity.

Cherry also states some very popular and famous kinds of motivation as are said to evoke the learner to be motivated towards learning and learning activity. The first theory mentioned is the instinctive theory. The instinctive theory includes the original and natural motives from the inside of the individual or organism. It could lead the individual to fulfill very first instincts such as the feeling of love, and panic that are of importance to the organism. These motives are said to be not acquired or learned, but as those features available from the birth. These are the natural derives of the human being existing from the time of being born to death.

The second theory involves those biological needs and drives. They lead any organism or human being towards getting his needs and natural desires. The desires to sleep, eat and drink are of these types of needs or motives.

The final theory mentioned here is the arousal theory of motivation. This theory maintains that any human being tries to get his/her highest level of arousal by means of the

motivation degrees they have. According to this theory one individual could possess low or high amount of arousal.

### **Motivation types.**

Motivation has been presented through different classes or types in the studies and papers presented so far. These types would be discussed in greater density in the next chapter, but for the sake of introducing motivation in the introduction of this dissertation, some very popular ones would be previewed for the importance of the motivation as a fundamental aspect of this study. Intrinsic, extrinsic, integrative, and instrumental types of motivation are briefly viewed here.

The first kind, as called the intrinsic motivation, is recognized as the desire or motif coming from the inside of the individual. It is the motivation that could guide him or her to go forward in finding answer for his/her desire. Oletić and Ilić (2014) define it as a kind of motive that guides the individual for doing activities. They continue stating that intrinsic motivation would result in no prize for it, but just a kind of internal satisfaction for fulfilling it.

The second and the next sort of the motif recognized as the extrinsic motivation is that concerned with those motives that do not belong to the inside arising ones. This kind of motivation comes, forces and/or encourages from the outside. Extrinsic motivation is not continued to exist for the sake of enjoyment or an inner desire, but as it could provide a sort of prize or reward in case of being fulfilled (Topalov, 2011).

Brophy (2004) states that intrinsically motivated individuals could lose their motivation if their activity is resulted with a prize. However, by the changes made in the influence or effect of any of the above mentioned motivation types, recently there are some ideas encouraging the existence of both these extrinsic and intrinsic motivation types. It is believed that motivated learning could be best concluded if both the intrinsic motivation and the rewarded extrinsic motivation are provided simultaneously (Topalov, 2011).

Some foreign language learners would also take the culture of a language society and the people and their attitudes in that society as the main concern in their motivation towards learning a foreign language. It is the kind of motivation that would encourage this sort of the learners to be integratively motivated towards the so called culture or behavior and customs of those people. On the other hand, instrumentally motivated foreign language learners are those who learn that proposed language for the sake of getting a promotion or bonus in fulfilling this learning. The instrumentally motivated learners might learn the language for just getting a

degree in an educational program. However, there are different ideas on the most influence of any kind of these motivation types. Some are proponents for the instrumental type, and some proponents for the integrative motivation in foreign language learning.

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However, there is not any mere and single type of the definition for the term motivation (Oxford & Shearin, 1994). Better to say that there are even some discrepancies among the scholars in the fields of psychology and linguistics in defining the term exactly. According to Dörnyei (1998) there does not exist any exact definition for the term motivation though we witness a lot of repeated uses of it in the literature both in the educational studies and or the researches made for investigating any kind of literature. He believes that the definitions made for motivation are not at all exact and leading for the sake of the concept itself. In defining and finding a definition for motivation Dörnyei analogies it into a kind of umbrella used by the researchers to cover many concepts that are not at all having anything in common with each other and the motivation. Later in his words he believes that the complexity of the word could only be understood if it is believed to be used as an excuse for the sake of finding any reason for the behaviors performed by the individuals (Dörnyei, Csizér, & Németh, 2006).

All in all, motivation, having different definitions and carrying contradictory descriptions has some sort of general conception. It is said to be the so called kind of power from inside of the individual and sometimes indirectly, having an outside direction. It has the power to persuade the individual to get into action. It is by this means defined as a source of internal power. Motivation could be called the cause of activity towards progress or success. It is then defined as the force affecting the individual's behavior and capabilities in achieving the proposed aims and goals decided before.

There has also been an accepted idea that motivation is not of just one sort or type as it could be different in different individuals for many reasons. Therefore, different types of motivation could be discussed from different aspects and points of view.

As much as the individuals are different there could be differences found in the kind of motivation that these individuals might possess in fulfilling their tasks. Hence, there could be a clear understanding for the sorts of motivation possessed by the individuals. Scholars tried to introduce different types of motivation available in the individuals who are responsible for the way they grasp the tasks and make their steps in getting close to those aims. Depending on the individual and the kind of motivation for the situation residing inside the person, different circumstances might evolve. As an example, Aguinis et al. (2013) stated that prizes inclined with the money or any monetary sources would carry a persuasive influence on what the individual could be motivated and encouraged for the accomplishment. In response, it could lead to a very strong and powerful kind of performance from the individual's side.

Somewhere else, Vuori and Okkonen (2012) stated that motivation has the power of assisting of keeping the information or knowledge for sharing it with those aims beyond the normal capability to lead the ways towards success.

However, considering the above mentioned ideas, there are mainly four kinds of motivation in the literature, introduced by the linguists for the sake of dealing with second or foreign language. These include intrinsic, extrinsic, integrated and instrumental. Khan et. al. (2016) classifies these four kinds of motivation in two different classes. They consider the first dichotomy of the intrinsic and extrinsic motivations as the attitudinal motivations while giving the name of socio-psychological motivations to the dichotomy of integrative and instrumental motivations. In other words, intrinsic and extrinsic types of motivation is a dichotomy related to the individual's attitude to a phenomenon, while the second dichotomy, the integrative versus instrumental motivation types, is more based on the psychological and social aspects of the individual and his /her view to the task under scrutiny.

### **Intrinsic versus extrinsic motivation.**

Saranraj and Zafar (2016) describing these two types of motivation, have given the names of natural and artificial motivations to intrinsic and extrinsic motivations respectively. Wigfield and Guthrie (1997) mostly in first language learning or acquisition studies mainly those focusing on the reading motivation, this dichotomy is used. Developing and highlighting the foreign language learners' intrinsic motivation is of more effective importance in teaching a foreign language and it can affect the learners better interaction with the learning conditions and settings (Oga-Baldwin, Nakata, Parker, Ryan, 2017)



### **Intrinsic motivation.**

According to Baker, L. and Wigfield, A. (1999), intrinsic motivation means just studying or learning for the sake of the learning itself. Intrinsic motivation first introduced and studied much in the 1970s, is a dichotomy made to mention the kind of motivation as it naturally derives its force from the inside of the individual towards the aims or goals set before. According to what Ryan, R. and Deci E. (2000) asserted, this type of motivation was initially used for the studies conducted on the animals and their responses or behaviors. Animals were said to be engaged in some behaviors caused by intrinsic motivation just for the sake of the fun they could find out of it. They are said of having no attention to the prize they might have supposed to get for it. Coon and Mitterer believe that intrinsic motivation guides the individual in fulfilling an action and requires no expectancy by him/her towards getting any reward for it (Coon and Mitterer, 2010). It is as a kind of activity individuals do just for the fun of it with no other expectancy. It is believed to be considered as a chance for other outcomes such as learning or actualizations of the proposed aims.

### **Extrinsic motivation.**

As discussed above and explained by the scholars, intrinsic kind of motivation could be said of central significance and considered as an influential factor in the learner's progress and prosperity in his or her social and biological aspects of life. In fact, children are mostly intrinsically motivated while it is not going to be the same all their life or after getting into their adulthood. Getting into the school age would somehow reduce the amount of being intrinsically motivated as the time has come to get some social and or professional benefits in the life affairs. As much as the individual gets forward to higher ages and grades, in case of the school children, the intrinsic motivation is giving way to the extrinsic one. Intrinsic motivation was defined as doing an action for the sake of the same task as finding joy or fun out of it or get satisfied with the outcomes. Nevertheless, there could be considered some other contradicting and sometimes complementary accomplishments by means of the extrinsic type of motivation. Extrinsic motivation leads the individual towards fulfilling the completely instrumental tasks. Fulfillment of the extrinsic motivation could provide some opportunities for the individual to get some rewards from the outside world. Ryan & Deci (2000) suggested that extrinsic motivation could be charged so that the individual would escape any case of punishment.

### **Instrumental versus integrative motivation.**

Most of the studies conducted in the first language learning or acquisition are witnessed to be performed and surveyed based on the intrinsic and extrinsic motivation (Khan et. al., 2016). However, the studies on the second or foreign language utilized mostly the second dichotomy of the integrative and instrumental motivational notions or orientations. Cook (2000) believes that the announcement of the instrumental and integrative motivational orientations by Lambert and Gardner should be considered as more fruitful and according to the fundamental factors in helping and providing the ground for a better language acquisition, being second or foreign. It was also affixed by him that lacking any of these two motivational orientations, instrumental and integrative, would cause problems and shortcomings for the learners in learning or mastering a language than the mother tongue of the individual and would have difficulty for the recognition of the language cognition and information both in the classroom and in the social condition of the target language (Cook, 2000). However, there are some different ideas about the possession of these two kinds of motivations in different individuals and different genders.

### **Instrumental motivation.**

To define the instrumental kind or orientation concerned with the motivational desire in acquiring a second or foreign language, worthy noting that it derives the individual to get what s/he aims by the means of using that language to achieve what could be called financial advantages or worldly successes (Shamim, 2011). It is better to say that this kind of orientation is mostly utilized to get a job by the means of the learning process by the individual. However, two forms of the instrumental motivation are introduced by Dornyei and Ushioda (2011). They believe that this kind of motivation could be either an instrumental motivation for the sake of promotion or a sort of self-progress. It is called by them as the instrumental-promotion motivation. The other form of it, as they believe would help the individual in preventing him or her of getting into a condition of blame or regression, is called the instrumental-prevention motivation. Therefore, the introduced dichotomy of the instrumental motivation by Dornyei and Ushioda (2011) is the difference of the kind of instrumental aim that the learner possesses in getting a job or a mundane promotion and the one preventing him or her of getting blamed or regretted for performing an action s/he was decided to perform.

### **Integrative motivation.**

Integrative motivation is the inner desire inside the individual leading him towards the learning of the language in order to get familiar with many aspects of the proposed language, including the culture, the traditions, the historical perspectives, the social affairs, and even the affection circumstances of those people who speak it (Gardner, 2009). Therefore, the learners carrying such a motivational orientation would try to learn a language for developing intimacy or closeness with those who speak it, or as the name of such a motivation implies to get integrated into the community of that target language. Gardner (2010) proposes that integrative motivation is a kind of multi-dimensional aspect of the motivation. It is said to include affective, cognitive, and behavioral elements. It also is said to comprise some vast classes of variables such as motivation, integrativeness, attitudes toward the learning situation, and the language anxiety. Gardner (2010) claims a successful language learning if the individual carries integrative motivation towards the language and learning it. He asserts that the positive attitudes, motivation, and feelings to the second language culture and traditions would lead the learner to get into or integrated in the target language culture (Gardner, 2000).

In a new idea and claim, Dornyei et al (2014) have mentioned a three motivational component existing in second language learning motivation. They introduce these three components as the levels related to the language, student as the learner and that of the condition or situation. They believe learning is supposed to happen due to the mentioned levels. In fact, the three types of the levels as the motivational components are the motives and motivational conditions available for the language learner, represented and appeared in the mentioned three levels.

Zareian and Jodaei (2015) suggested in accordance with the definitions concerned with the integrative motivation concept that any kind of definition of the orientation is completely related and dependent on the environment where the learning belongs to. That is to say, the conditions and the context of the second language learning could determine the kind of our interpretation of the integrative motivation available. So there could not be a definite and fixed definition given to the integrative type of motivation in any condition.

### **Integrative or instrumental motivation.**

A new idea on the inseparability of the integrative and instrumental motivational orientations is introduced by Zareian and Jodaei (2015) who believe that there is not a mere separation line that could be applied to a language learner of having or not having only one of

the motivational orientations, saying integrative and instrumental. They believe that both these motivational types reside in any learner but with a different degree of possessing them. This is said to be similar to be posited on a continuum. Some possess it to the right and some to the left of the continuum. Of course, this claim is in line with what Dörnyei's (2005) suggested that believes in the existence of different kinds of desires or motifs called motivation. He ranged them from zero to the other extents of external and internal kinds of motivation.

However, in some cases, it is said that the second language learner does not possess any of the motivational orientations. For instance, a foreign language learner who learns the target language both for studying and residing in the target language culture or society should possess both of the above mentioned motivational types together.

Gardner (2001) considers a learner who he defines as neither an instrumentally nor an integratively motivated language learner if s/he learns the proposed language just for the sake of good score. He claims such a condition to be as merely a reason for learning and not showing to possess any sort of the motivation. However, this could be rejected as the student or learner who would like to catch a good mark by learning or mastering the topic, is in a way wishing to get the good score for the sake of either passing the exam for getting a degree or diploma or any kind of instrumental cause. This could be said of having a kind of instrumental motivation, or wishes to pass with a good mark as it comes from the inside of the learner to enjoy getting the highest score as a show off or boasting point. The latter would also show having a kind of integrative motivation residing in the learner.

### **Internal, external, or mixed form of motivation.**

The kind of motivation, being from the learner's inside, outside, or a sort of mixed form of it is a matter of concern these days among the psychologists and educationalists. Is it better to be motivated inclined to one orientation of it, or could it be a more powerful one to take the learner to the success if it is a mixed form of it? There are many answers to this question, as there seem a lot of studies conducted for the issue under question.

According to some studies motivation coming from the inside of the learner towards learning an issue, a skill, a topic etc., is more fruitful than the other way round. They conclude that the internally motivated learners, as it is more stable and related to the heart wanted desires, are more powerful and effective. In their opinion, learners with internal or inside desires have this feature from the time they face the matter and could carry it for a longer time. It seems that they believe such an internal want, is getting up with the person from birth

as a kind of genetically accepted phenomenon. It is believed to last to the end of the life. However, some other studies and in the mind of some scholars, it is believed that external desire is more powerful as it guides the person to some rapid wants, especially those aims of getting to the goals in a short time. This idea gets the direction of psychological human desire. It is said to be more powerful if it is lighted from outside and got through the inside of the human being.

There exist some other facts about the direction of the motivation being from inside to outside or from outside to inside. There are some psychological beliefs in the individual feelings and his/her kind of personality in getting the direction from inside to outside or the other way round. In other words, some psychologists and psychological educationalists think that any individual is peculiar in being guided from inside or outside. The principle asserts that psychologically or genetically some learners are characterized with easily learning and mastering with the kind of motivation coming from inside, while others are with ease if it gets in from outside.

On the other hand, some believe in the more powerful influence of a mixed form of both motivational directions. That is to say, any kind of combined form of motivation comprising both the desire from the inside of the learner and also the eagerness from the outside of the learner, would be advantageous. Their understanding is that individuals are more effectively learning if they are guided from both internal and external motivations towards the matter.

A recent study conducted for the candidates who wanted to join the military service in the United States, for a long period of about more than 200 years, reveals some facts. These facts could be of some importance for the current study. Bohannon (2014) discussed in a paper that pertaining and being devoted to a single type of motivation would better guarantee the success, and he continued saying that keeping only to one type of motivation could be more fruitful than having both internal and external motivations together. He considers having merely one type of motivation more effective than being inclined from both sides, as it could be like being inclined to one sense and the difference in attention that is less if more senses are used. Suppose the driver who drives a car, but at the same time being attended to a phone call simultaneously. It is clear that the amount of the attention would decrease and could cause some driving accident risks. Exemplifying it from another point, it could consider an individual who watches the TV compared with an individual who listens to the same topic on radio. Some brain studies show that being directed to the topic through one sense of listening is more powerful in understanding and remembering than if the attention is scattered towards

both listening and watching as a seeing sense. Of course, there are some contradicting ideas to this belief as well who believe in the strengthening of the attention if more than one sense is used by the individual.

### **Amotivation.**

Amotivation was introduced by Dörnyei (2001a) in educational settings as discussed in a theory by him called the self-determination theory. It would denote a condition of the absence of motivation due to the recognition of the fact that there is a non-profit or no-end condition. Some of the researchers believe that amotivation is separate from attitudinal motivations, to say the intrinsic and extrinsic motivations (Deci and Ryan, 1985). It is believed that amotivation is not dependent on the lack of interest in a topic from the beginning, but rather a kind of omission of motivation because of the learners' feelings of hopelessness and helplessness encountering an activity.

Vallerand (1997) asserts the existence of four kinds of motivation in relation to the learners' facing the activities or learning topics. These four include at first the non-self-confidence. That is the learner's negative feeling of not being able to perform in the context or condition. The second category includes the learner's negative strategy beliefs. It results from the individual's negative feelings of unacceptable results due to strategic misuses. The third type is the negative feelings of the learner that the task is too hard to fulfill. It is called as the capacity-effort belief. The last and the fourth amotivation type would be the helplessness feeling of the individual. It is the considerations of the learners that think the task is having a non-end outcome and there is no help assisted for it.

### **Theories Related to Motivation**

Psychology has witnessed several theories concerned with motivation as well as other fields of study. There are a lot of challenges to discuss and explain the different kinds of motivations witnessed in different kinds of individuals. However, what is evident is that, there is not a clear cut in the descriptions and theories introduced. It is mostly due to the differences existing among the individuals and also the different conditions people are placed in. Moreover, it is also claimed by some theorists in psychology that motivation, not only depends on the conditions, the individual located context, and the kind of action the person is motivated for, but also a final reason of the motivational variations appears over time.

This unique feature of motivation, that expresses the variations depending on the individual and the time or circumstances related, have added to the importance of the related theories. Any individual might possess a certain kind of motivation, based on a special kind of

theory. Hence, a complete knowledge of the motivational theories could be of benefit for leading the individuals in the right way to get to their proposed end by the means of a correct guided motivational theory. Such a diversity of the mentioned theories would again show the varieties of the motivation kinds. Moreover, there is no conclusive feature that could be applied for these various types of motivational theories.

There are some differences among the motivational theories introduced in the past and those currently presented ones. According to Pintrich and Schunk (2002) the theories introduced in the past studies were mainly concerned with the individual drives, the needs felt by them, and the reinforcements strengthening those needs and drives towards getting motivated to fulfill a task or action. However, recently presented theories based on what Eccles and Wigfield (2002) asserted have to do something with the mentality or opinion of a learner and the aims and purposes considered from his or her side as the most crucial origin of the motivational desire or feeling.

All in all, it is the clear importance of the motivation and the fundamental prominence of it that caused the emergence of many different motivational theories in the literature. Here in the coming parts of this study, different types of theories known in motivation, in different dominances would be discussed. It includes the theories concerned with psychology, education and language learning or acquisition as the mostly recent existing theories of dominance.

### **Motivation Theories in Psychology**

At this point, there would be some looks into the theories of motivation presented, discussed, and developed in psychology. However, these theories, as it would be made clear, have many similar aspects to those of education and language learning or acquisition. There were and still exist much similarities between the studies in the psychology and linguistics, so most of the mentioned theories could applied to both disciplines at the same time. The theories chosen to be discussed here are expectancy-value, achievement, self-efficacy, self-worth, and self-determination theories of motivation.

#### **Prediction-cost theory of motivation.**

The current theory of motivation according to the words used in its topic mainly deals with the expectations of the individual of the behavior or the task and the kind of value or importance s/he gives to such an issue reflected in the his or her behaviors coming after. As it is stated by Nagengast et. al. (2011) this theory was first introduced by Atkinson in 1950s with the aim of recognizing the kind of motivation concluding in the learner's achievement.

### **Achievement motivation theory.**

The theory as a term was used for the first time by Henry Murray in his book called *Explorations in Personality* in 1938 (Murray, 1938) and was later developed by David McClelland. David McClelland in his book called *The Achieving Society*, states that a need for achievement is completely different and separate from other needs of the individuals (McClelland, 1961). In his idea, this kind of need is more personal than something external, and those who are achievement motivated do not consider and look for any rewards resulting from the task fulfilled, though they would not discard such prizes as well. It was Atkinson who developed the term and its usage later in motivation. For Atkinson, the individual's experience in achieving a goal in an excellent way are more important the action itself. Dörnyei (1994) emphasizes that this kind of need is a kind of fixed personality character and would not change in the life run for the individual. Language learning is also one of the individual learning abilities that would follow the same as a permanent ability.

### **Self-efficacy theory of motivation.**

This theory is the appraisal made by an individual on how s/he could be able to fulfill the tasks responsible for on the way to get to the goals defined (Ormord, 2006). Individuals with high self-efficacy are motivated towards the tasks. They are even motivated in dealing with even those very severe and difficult ones. It is said that individuals do not look at the hard tasks as threatening issues that should be avoided. They are seen and treated as challenging features leading them to mastery degree of the issue.

Bandura was the first psychologist who proposed this theory as he was developing a broader kind of assumption dealing with the social and the learning settings (Ashford & LeCroy, 2010) and finally ended in the theory called Social Cognitive Theory. This theory discusses the perceived ability of the individual by him or herself and could lead the individual to cover a task. It could be said as the individual judgment of the capacity of fulfilling a proposed task. Due to its features it could be one of the central and major concepts to be used in positive psychology. It is a condition found in positive psychology helping the individuals as learners in overcoming all the difficulties. They are said to overcome the most difficult tasks by their grasped efficacy.

According to Cherry (2016) these kinds of abilities, called the self-efficacy, are developed in the individual from the very ages of childhood. She continues that such abilities are not stopped in the young ages and the individual continues getting more of this attribute



until the end of his/her life. This could be said as the kind of ability depending on the person's experiences and skills learned and mastered during the life time.

### **Self-esteem theory of motivation.**

This sort of motivational theory was developed by Covington in 1984. In this theory the ultimate thought is that the person would relate his or her worth to the ability in the performance of achieving the goals set for that task. It is simply meant that, most of the individuals assume their worth as equal to their ability in performing the best in their proposed and assigned goals. Such a mentality starts from the time a child enters the school and is carried into the adulthood. According to Weibell (2011), two factors of achievement and ability are the fundamental values of the individuals. This is said to start from childhood and goes into the adulthood. According to Covington the vital element of self-worth theory resides in the ability of a positive perception of the self by the individual (Covington, 1992). This theory provides the chance for explaining the individuals' behavior as their effort in increasing their feeling of their personal value and their personal worth, and in the result they get more motivated towards the goal. In other words, self-worth causes the learner or the individual to get more motivated in the process of learning or fulfilling the task.

### **Self-determination theory.**

Dörnyei describes this theory as one of the most leading and inspiring theories of motivation in its psychological aspects (Dörnyei, 2003a). Self-determination theory discusses over the circumstances provided for the individual and is free to choose his/her own actions to be fulfilled without being under the pressure of the external forces. Deci and Ryan were two pioneers who introduced and developed this theory as they believed that the ability to be self-determined is a prerequisite for considering the behaviors having intrinsic values (Dörnyei, 1994). This theory divides motivation into intrinsic and extrinsic types, but as Anjomshoa and Sadighi (2015) believe, is mostly impressing on the significance of the intrinsic type of it as a motivational means to push the individual behavior. The similarity between this theory and that of Maslow, the hierarchy of needs, is that it has the idea of the self-determination being inclined to the concept of growth and development (Anjomshoa and Sadighi, 2015). Furthermore, they add how this theory believes in the positive and direct role of the context and environment on the individual's motives for the sake of any achievement, and the way this mentioned theory views the independence or self-sufficiency as well as feedback, talent, and the association as fundamental factors invoking motivation in the individual.

## **Motivation Theories in Education and Language Learning**

As discussed above, the diversity of the theories on motivation surpass the understandings, definitions and the researches made in this field. However, still there are many researches made and would continue to be as there is not any clear cut about the topic. According to Dörnyei (2003b), this unclear knowledge and the confusions around it, are not solved yet and there are many discrepancies about the understanding of motivation. Among the many theories proposed and developed in language learning, the first discussion should be about the theories made by the social psychologists, for their complete and deep perception of motivation and what it looks like in learning a language and the relative account it could recon with those factors considered in ethnicity and communal bond issues (Dörnyei, 2003b).

Some language teaching and learning models were introduced under the effect and bias of the researcher and his interests or desires. They are said to be affected by such an interest in socio-cultural factors related to language learning. Krashen (1981) and Schuman's (2001) models called the monitor and acculturation respectively are the most popular ones. Gardner et. al. (1985) introduced one of the famous models of teaching and learning languages called the socio-educational during the 8<sup>th</sup> decade of the 20<sup>th</sup> century. It was Gardner who introduced and named two separate types of the motivation called instrumental and integrative and at the same time the description provided was the desire of getting to an aim in learning a language. It was at the same time combined with a positive feeling of the issue and of course the challenge following it leading to the goal.

Cognitive revolution led by Chomsky provided some ideas concerned with the teaching and learning, especially in the language and its skills and sub skills, has also made some changes in the theories and motivational understandings in the field. It not only did not give a stop to it, but also provided a broader expansion of the researches made in the language learning motivation. Other than the Self-determination theory discussed above in the part related to the psychological theories of motivation, two other theories are discussed here belonging to this area, as they found a new perspective by language learning theorists later. These two theories include attribution theories and goal theories of motivation.

### **Attribution theory of motivation.**

The term attribution as an entry is defined in the Cambridge dictionary as supposing that an individual or an object is going to be considered as a natural origin or cause of a statement or consideration. In other words, it means that an individual in facing any event would try to find a cause or root for it in his mind or in words.

This theory of social psychology was later regarded to be considered as a motivation theory in language learning and education as well. It was first introduced by Helder (1958) and later developed by some other psychologist. Of those psychologists developing this psychological social theory there could be named Harold Kelly (1967) and Bernard Weiner (1986) who were discussed in the same way and under the same title in Graham and Weiner (1996) and that is why he is considered as the father of this theory (Sanderson, 2010). According to this theory, individuals would have a kind of judgments about what they had done in the past and the consequences related to those actions, and relate it to their activities at the time of speaking and those they hope to perform in the future coming time. Keblawi (2006) believes that this theory is a kind of feature for connecting individual's actions to those performed in the past.

The attribution theory finds the way individuals ascribe the reasons and the origins of some happenings and the way this mentality could influence the kind of motivation they carry towards that task. Later it was Weiner who worked on a much broader brand of the theory belonging to human attributions (Weiner, 2005). In fact, Weiner's model of the theory discussed the processes individual learners used to shape their causal beliefs. Weiner's theory of attribution explains that individuals in their attributions to causes of the events are under the effect of some contextual or external factors and at the same time the internal or personal factors would change and influence their kinds of attributions to what they look for cause or origins of (Weiner, 2005). He believes that these attributions, being internal or external, could hold the characteristics of being either stable or constant in the current and coming circumstances or it could be changeable. Other than this, it was discussed if the attributes could be under the individual's management and controlled or they are something that is out of his/her control. According to Weiner (2005), any individual in facing the attributions in his daily affairs, would consider three elements concerned with that attribution. First of all, the individual should be concerned with the fact that if that attribute is something related to the context being involved or an attribute arising from the inside. In other words, s/he should be able to discriminate whether it is related to his abilities, challenges, or efforts, or it is just attributed to the task's level of difficulty, or the chance factor. The second fact would be the level of ability of being able to control such an attribution. Finally, the individual is concerned with the dichotomy of whether it is something fixed in the run or could have some changes made to it.

One more discussion about the attributions made by the individuals and language learners is various outcomes resulting from different kinds of attributes taken by them. That is

to say, if the learner takes negative attributes to the learning of let's say a language, it would be very difficult to get any success or progress in mastering it, while showing positive attributions in facing a language learning context would add up to their motivation in that way. Brown (2004) have argued how even the culture of the language learner could make direct effects on the way an individual learns and progresses in the learning run of that proposed language.

### **Goal theories of motivation.**

Goals are the final aims of the language learners to attain and are set as the final attainment. In language learning, goals are dealing with the learners' foreign language learning aims, being to master it in the spoken form, or the written form, or sometimes they are proposed to learn how to comprehend they read. According to Dörnyei (2001b) goals and the theories of that are the same as what Maslow introduced in his theory of the needs hierarchy.

Locke and Latham (2002) have defined the goals according to the mechanisms performed by the help of them. In this definition they believe that the learners learning strategies and the way they perform in it are influenced in different ways. In the first place, they believe that, goals lead the learners' attention towards the actions being in the line with the defined goal and discard any other unnecessary attention or direction. The next role of the goals, as defined by Locke and Latham is their ability in acting as setting or fixing the learners' attempts in the level required. They also believe that, goals could have an affecting rising pressure on the learner to get to the target. They are also supposed to cause a kind of provocation of the necessary information demanded by the learner to achieve an aim.

Various theoretical classifications of goals were introduced in motivation literature. Among them, the main categories were called the setting and orientation theories of goals. These two types of goals deal with the goals of the individual in taking any action to get closer to the aims in fulfilling the tasks proposed.

### ***Goal setting theory of motivation.***

This theory was first introduced and developed by the psychologist Edwin Locke in 1960s. According to this theory, goal setting is in fact related to the individual's task fulfillment. As much as the proper challenging goals are combined with true feedback from the environment, it would lead to stronger and safer performance (Grant, 2016). This theory discusses that the admittance of the individual of having the goal is as a key to attain the power of doing it and the ability of performing it. As Locke (2006) believes, the goal could

direct the individual in fulfilling the task and clarifies to him the amount of the challenge needed for putting in getting to the task.

According to Lunenburg (2011) goals set for the individual need to be neither so difficult nor so easy. The capacity of the individual could be a good limit for the difficulty of the goal to catch, but the easier goals would not result in the required consequences in performance. However, the difficulty and putting special aims for getting to a goal is of importance for an individual to get the task. In simple words, it is discussed that, if for instance, a learner wants to learn a task, s/he should be guided towards the goals having the maximum difficulty level for the learner. Therefore, the learner would have much challenge and try to get to the highest amount of learning. Otherwise, in case of an easy task set as a goal, the learner would show not so much challenge for fulfilling the internalization task. Nevertheless, this might easily lead the individual towards losing his or her ambition as the learner gets hopeless of getting to the proposed goal. In other words, the task should be adjusted so that it would not be as difficult as it might get the learner hopeless of fulfilling it and get out of the motivation to go forward. It should also be not so easy that the learner might lose the motivation or interest due to too much simplicity.

#### ***Goal orientation theory.***

As the name of the theory indicates, individuals chosen goal would control his performance or mastery of the proposed task. Ames introducing this theory defined it as he believed that the goals set by the learner or individual are taken as filters for governing the process and the analysis of the target information (Ames, 1992). Ames continues by stating that, this theory explains the reasons of the learners' interests in doing a task.

Ames (1992) has tried to make a dichotomy of the orientations for this type of goal theory, the orientation theory. He called this dichotomy as the learning and performing goals existing in the learners. By the first type, he means the learners' or individuals' desires are to add up to their information and be felt knowledgeable individuals. The second type of this dichotomy refers to the goal orientation of those who just want to be felt knowledgeable in appearance. In other words, the difference is just the distinction of the goal orientation by the individual and the difference is in the way s/he possesses for his aim in getting to the task, by either getting a true knowledge, or only having a face shown ability in the eyes of the others.

#### **Motivation as an Independent or Dependent Variable**

Taking motivation into account in the way that it could be of the learning components, including the learning the languages as well, being second and/or foreign language, is also

considered as a variable in the studies conducted. Most of the studies conducted take motivation as an independent variable. The purpose of these studies is to look at motivation in the study as a phenomenon influencing learning or other factors in learning.

The overall understanding is that motivation is a fixed notion in the individual and could affect other variables. The reason might be the considerations in the field as it is believed that like other individual differences, it should also be a feature of carrying one or other characteristics. For instance, considering introvert or extrovert characteristics as an individual difference, the individual might possess any of these and would not go to change in the current of the study. It is believed that motivation, like the other individual factors is not dependent, but an independent factor that could affect learning a language being second or foreign.

However, looking scientifically into the motivation as a variable might give some more different mentalities. In fact, motivation as a factor could affect or be affected by other factors in the study or survey on language learning. It might be the case that a learner find a sort of motivation as is learning a language, but in the middle of the learning, the learner's motivation might change due to some conditions. It might be caused by the influence of losing motivation because of getting a bad mark, or being affected by the behavior of the teacher. It may also be affected by the attitudinal feeling of the individual towards the language or the culture of those speaking it, or even the context of learning the language. Therefore, it should be mentioned that, being motivated could even change in the middle of a study. As a result, labeling motivation as an independent or dependent variable depends on the conditions and cannot be said of being of just independent character.

### **Factors Affecting Motivation in Language Learning**

Language learners are under different pressures that could have direct or indirect influences on their quality of the language they learn. These factors could be those from the parents, family, home environment, peer groups, the school context, the teacher/s, and even the society and the cultural backgrounds of the learners themselves. Discussing the conditions related to learning the languages, these could be classified to the inside home and out of home factors. If the parents, family members, and the family culture and norms are considered as the inside home factors, the other above mentioned factors, could be grouped in out of home factors affecting the learners in the way they approach the language and even the kind of motivation they might have or possess towards it as a kind of motivation.

Considering the inside home factors affecting the learners' motivation would be an attention paid to the learner's kind of interest weakened or strengthened by those factors believed to originate from the family sources. If a learner comes from a family whose members, from parents to the other sisters or brothers or even some older accompanying members such as the grandfathers and grandmothers, are kind of encouraging figures for learning and specially for language learning, or even provide some sorts of encouragements towards the traditional and cultural aspects and features of the people using the proposed language, it would have a positive effect in raising interest inside the individuals, and consequently there could appear a motivation towards that language. However, if the above mentioned members are against the language or the culture of the people speaking it, that could cause a negative effect and there would come a kind of amotivation towards the language.

Paying attention to the inside home factors, there would come another factor accompanying the learner with negative or positive psychological feelings to attend the language classroom. If a learner comes from a family who pays a lot of attention to their children and care a lot for the comfort and psychological senses of their members, it could be a leading factor in adding to the learners' motivation to learning the language, and of course the other way round is also possible.

Coming to those elements that are not related to home members and the context of the home relations, the students could also be under the effect of some other factors such as the cultural views to the language being learned. If the social and cultural views are positive, it could also make positive helps for the learner to get motivation towards learning the proposed language. On the other hand, negative reactions and cultural norms and views might provide some negative results as to the motivation towards learning that language.

The teacher and the institute environment could also be a factor that could have negative and positive effects on the learner in getting motivated or finding orientation towards the language. A destructive or very strict teacher whose methods are of no interest for the learner could be a negative factor affecting the learners' motivation while a kind and attentive teacher could be so encouraging in providing positive motivation.

### **Motivation and the Role of the Teacher**

According to the studies performed by scholars researching language and learning it, being second or foreign, as well as their investigations into the factors affecting motivation, teachers could be taken as fundamental factors having the ability to motivate or demotivate

students in learning a language (Tanaka, 2005). In some studies, also it is claimed that teachers have a positive and influential effect in the motivation of the learners for getting involved in the process of learning (Kikuchi, 2009). According to Woodrow (2017), teachers' role in providing positive motivation for learning a foreign language is vital.

There could be introduced some miscellaneous parts for the instructors while encouraging or providing motivational feelings in their pupils as acquiring a language, being second or foreign, through different tasks or processes. Teachers could encourage students by establishing a friendly environment by encouraging the learners to participate in the classroom activities. It could be performed by showing caring attitudes towards the learners and trying to reduce the learning anxieties possessed by them. By providing a safe environment the learners could find the chance to participate in classroom activities and develop the feeling of belonging and find the community sense (White, 2007). Teachers could also show enthusiasm to their learners in the classroom condition and as Dörnyei & Ushioda (2011) state, could lead the learners towards being enthusiastic in the tasks as well, as it will lead them to be more motivated in the task. One more duty of the teachers is to provide the conditions so that those learners, who learn the language for getting into the target language culture, be satisfied with the task, as they possess integrative orientation to the language.

On the other hand, the other rest of the learners, who look for good marks, rewards, and other instrumental reasons, should also be satisfied as well. Sometimes the syllabuses provided for teaching do not match with those expectations or desires of the learners. So the teachers could change and show caring behaviors to increase the learners' motivation. One more tactic could be paying attention to the learners' interests and the relevance of the learning tasks or topics to their desires as could be applied in the line with their own personal experiences (Dörnyei, 2001c). The other technique would be the ability to keep the learners' motivation continuous and not getting decreased after they are motivated. Anderman and Anderman (2010) recommend that teachers keep using interesting topics and hold interesting atmosphere for the classroom condition that the learners do not lose their interest and consequently their motivation. Changing the techniques, strategies, raising a kind of curiosity, and following what they like to learn and or study, are the ways for getting to this aim. The last to mention as the factor for increasing the learners' motivation and helping them to maintain it is to provide them with the feeling of confidence in the classroom and the tasks they are involved and focusing on their abilities and neglecting their disabilities in the currency of the class atmosphere. They could also be encouraged to feel able helping others in



fulfilling the assigned tasks. It would in turn strengthen their motivation and the power to maintain it (Alison & Halliwell, 2002).

However, we should not consider it merely the role and task of the teachers in increasing and maintaining the motivation in the classroom. Sometimes it could be performed by the help of the language learners themselves. It could be performed by having the learners self-motivated through taking their attention towards the actions such as showing what they are interested in and are volunteer in reducing the classroom distractors and also asking the other learners and persuading them in stopping those elimination factors of classroom engagement and motivation.

All in all, it should be reminded that teachers and learners should be equally motivated and motivating each other in order to find a condition that increases the motivation in both parties. It would eventually provide effectiveness as well as efficiency for instructional processes. Hence, motivation of both teachers and learners and the roles they might have in the progress and success of the learning process is of crucial importance.

### **Teacher's Motivation: The Effect on the Procedure and Learners**

The definition of the motivation, as it comes for the teacher, being the motivated person versus the learner, has identified two different motivation types in relation to the choice and the maintenance. In other words, as Han and Yin (2016) define it, motivation could be of the initiation and the persistence or sustaining types for a teacher to start the career as being a teacher and continue the profession thereof. In most of the earlier studies concerned with the teacher motivation, the first aspect, the initiation motivation, was studied, while recently the second aspect of it, the persistence is getting more interest to see how, why and how long could it influence the teacher to continue the career and what are the effects of it on the teacher him/herself and consequently on the learner and as a matter of fact the notion of the learning itself.

The studies conducted in the teacher motivation have revealed a fact that teachers start the career, by the means of initiation motivation, based on the internal and external desires, while it could go on or decrease according to just the internal desires. Karavas (2010) have addressed these types of motivations in teachers as those coming from the intrinsic, altruism, and extrinsic types of motivation for initiation and just the intrinsic and altruism types of motivation for the persistence. It is discussed by him that the first kind could not be predicted and is dependent on the conditions and the second could even decrease after it is found and established in the teachers. However, Prayer and Oga (2008) related the strength and

maintenance of these two types of teacher motivation directly to the intrinsic, as the criterion for keeping the initiation motivation for the career, while the extrinsic as the indicator for the teachers' motivation in maintaining the profession. One of the crucial issues through the teaching procedure together with the learner motivation and the learning itself, as a result, is the relation of any of the above mentioned motivations in the teachers to them. There should be a way to say whether the teachers' kind of motivation and its strength is going to be fruitful for the purpose of learning or not.

It is claimed by many scholars including Carson & Chase (2009) that a straightforward association exists amidst the sort of the motivation and its quantity to that of the learners' motivation in the learning process and could guarantee the instructional success or failure. Among the theorists Bernaus and his colleagues (2009), have emphasized the kind of teacher-used policies and approaches and their relation with the kind of motivation possessed by the proposed teachers. It could directly have its effect on the kind of motivation that the learners could grasp and continue their learning process with. One more interesting idea, concerned with the interrelatedness of the kind of motivation found in the teacher and those of the direct pupils would be a direct connection of the teachers' intrinsic kind of motivation and the higher efficiency and enjoyment for the learners compared to those under the effect of the extrinsically motivated teachers (Wild, et al. 1997).

### **Language Learning Aptitude**

There is a belief that learners would show different attitudinal procedures on their way of internalizing a language according to the speed they have or the quality and the result of their learning challenge. Language learning aptitude, as it is considered also different from the intelligence, was used to deal with this difference among the language learners. It is a kind prediction for the success and progress that could a language learner can make in learning a language. Dörnyei and Skehan (2003), considered the language learning aptitude as a fixed and unchangeable talent for learning a language. It is said to vary among language learners. There seems to be different ideas concerned with those aptitudes in learning a single language and those of the changeability for the feature or the innateness versus the environmental aspect of it. In the last two decades the studies in the aptitude have surveyed the stability and dynamicity and even the intractability of it with other internal human learning features, so that Dörnyei (2010) have studied some relations of it with the individual learning styles and the motivation available for the language learner. Some tests were also prepared so far to check and analyze the language learners' ability in learning any proposed language and the predictions towards the progresses in learning the language. Therefore, such tests could

foresee the learners' ability and provide the needed suggestions for more effective language learning with a higher satisfaction.

### **Motivation and Gender Differences**

Motivation and the way it is found in individuals, is not only studied in different educational contexts, but also it is surveyed so far in different conditions of the social and cultural contexts as well. So there have been different ideas presented to the effects that motivation could have on individuals, based on the conditions they are put in. But what is more interesting, is whether motivation is the same in males and females, better to say, what are the relationships between gender and motivation in individuals learning a language. Some surveys have been conducted to find some clues related to the chances of differences between males and females.

A study conducted by Xiong (2010) showed an idea that female individuals take a deeper positive desire in the kind of motivation they possess in their challenges resulting in learning especially that of a language than their mother tongue in the environment. The subjects in this study showed stronger interests in English language and learning it. It is claimed that female learners of English have stronger internal motivation that could be a cause for better learning of it. In another study conducted by Cherry (2013), there were some differences witnessed in the learners' gender and the kind of learning competence they develop. It is found that female students show higher proficiency than male students. It is claimed that this higher manifestation could be witnessed in female learners' learning efforts especially in advanced self-efficiency positions. However, some other studies also addressed an idea that gender differences show great in the ability of the individual learners' reading comprehension ability, while there is no evidence in the difference in their mathematical abilities (Amedi, 2013). She further adds that, though there could be considered no much contrast among the learners with different genders in learning a new language, writing skill appears to be the diverging point of superiority of female learners to the males. Amedi (2013) claimed a gender difference in mastering a language than the mother tongue as he reported the female learners' idea that the experience is a rather challenging and complex phenomenon, though they appeared better than the male learners. It is claimed in the study that female learners possess a far more instrumental type of motivation in their learning of a language than their native language as they think that it is important in getting rewards and get educational goals (Amedi, 2013).

## **Motivation and Age Differences**

In 1990s there appeared a theory called the socio-emotional selectivity. This theory described and discussed the differences among people in accordance to their motivation and the behaviors related to motivation by the passage of time or during their life time (Carstensen, 1995). The theory discusses the selectivity of the individuals by the time passage. As they get older they change their selection of the sources they choose to use and at the same time would change their kind of activities based on their emotions and would provide changes to their interest and motivation in performing activities. Later in the 21st century, another study was conducted to survey the motivational feelings of individuals to get some volunteers in their desires, in an attempt to analyze the above mentioned theory of socio-emotional selectivity (Dávila and Díaz-Morales 2009). This study found that the amount of motivation of individuals in different ages differed as they got older. However, this difference was indicated in the process of their motivation towards their job and relation with friends.

On the other hand, another study showed an unchangeable motivation in individuals as they got older. These kinds of motivations were related to recognition, and supportive entities (Dávila and Díaz-Morales 2009).

One more influence of the age and its effect on the sort of the carried motivation by the individual is what the motivational orientation is possessed and strengthened by him or her in the realm of the language being learned. That is to say, language learners might have different types of motivation according to the age span they are in. so learners with different ages would bring different kinds of motivational orientations to the goal they are looking for and the amount of their interest in fulfilling their task (Dörnyei and Ushioda, 2009).

In a discussion made by Manola (2015) concerned with the age and its effect on the motivation towards learning, it is hypothesized that on the basis of the age factor younger learners are more motivated in doing the tasks they are supposed to fulfill than the older learners and the presupposition that by the age increase, motivation decreases. So age factor could be considered as a factor that has its direct effect on the learner's motivation and consequently on the learning procedure.

## **Motivation and Culture**

It is evident that every individual is grown up in a different society and culture belonging to a different language community. This in turn could lead to different beliefs and customs that could cause differences among the people from different cultural and social

backgrounds. In the same way, of course, it would make differences among the learners in their mentalities in learning a different language as a second or foreign, as coming from different backgrounds. Motivation would also be under the effect of the cultural backgrounds and the norms or attitudes of people from various communities.

A very interesting simulation is made by Lafayette (1978). He describes the cultural knowledge as being composed of two different elements. The first as he calls it the small “c” is the cultural aspects of the daily life affairs such as those related to the common postures, gestures and behavioral patterns of the daily life of a community. The second is the big “C” and deals with those aspects of the culture including the artistic features, as well as those historical and geographical aspects of the cultural community. However, he believes what the language learning setting might be, being a second or foreign, sort of movement changes as the learner changes the move from the big “C” into the small “c”. It is said to include the personal and self-dynamic status of the individual. Doing so the kind of motivation not only changes from the time that focus is on the first cultural element, but also it could vary from person to person in different societies and cultural communities.

Griffiths (2008) believes that taking the cultural points and values would all the time carry a crucial significance from the learner’s side and the language under treatment and study as it could guide and lead the kind of motivation introduced to the learner, and consequently the kind of affective factors that are involved in moving from one culture to the other. It is evident that getting enough familiarity and knowledge about the non-native language from the cultural and traditional aspects would have such significance as the learner would find motivation into the learning process.

### **Motivation and Anxiety**

Motivation as a crucial element in mastering any sort of language and the significance it carries, being second or foreign, is clear for everyone as it is also mentioned in the literature where it is introduced as the runner up component in mastering a language only for aptitude. Aptitude is said to be the first to consider in learning any language (Ortega, 2009). These two factors are directly related to the learners’ success and progress in learning a language other than the mother tongue. The overall belief among the scholars is that their presence would play a fundamental role for a proper language learning and ends to language promotion. At the same time anxiety is also considered as a factor existing in the context of learning. It is a feature with the ability to lead to success if it is controlled and kept to a lower amount, but destructive and leading to failure if it is so high. However, it is claimed by Gardner and his colleagues (2004) that these two, anxiety and motivation, are said to vary by the time and

could lower or grow according to the environmental and internal factors, so could make some changes for the learner in the task of learning. Nevertheless, it was stated by them that there could be some changes to one, while no change for the other, and vice versa. It is also possible that sometimes anxiety and motivation, being witnessed the most, keep an increase and decrease in an opposite way. To put it in other words, the increase in motivation might be along with the decrease in the anxiety, or in reverse, the increase in the anxiety of the learner could lessen and decrease the amount of motivation available in the learner.

In a similar, but particular survey searching the importance and influencing effects and roles of anxiety and motivation separately or in the combined form of anxiety and motivation together, it is stated that lack of success in language learning could end in anxiety and in turn could be advantageous or disadvantageous and is at most related to the kind and amount of motivation oriented by the language learner (Nishitani and Matsuda, 2011). Considering the above mentioned dichotomy of the intrinsic versus extrinsic types of motivation, they mentioned that a learner with a high amount of intrinsic motivation could understand the case of failure and change the situation over to the success by adding to their focus on the material and use better strategies to overcome this failure.

On the other hand, they claimed that learners with an increasing anxiety could not pass the failure condition due to the anxiety itself. In other words, their lack of success has happened because of the anxiety they possess (Nishitani and Matsuda, 2011). It is found that learners having higher amounts of motivation would use the helping form of the anxiety, while those having lower amounts of motivation would use the weakening form of anxiety towards the task of learning the language. Therefore, it could be said that motivation is a fundamental key for the use of anxiety to either change the failure to success or the other way round (Scovel, 1991).

In a similar study conducted by Chang (2018) there is a claim that anxiety has a meaningful relation to motivation and consequently on the language learning extent. The study also demonstrated this relation exists in all levels of study and among all sorts of the learner subjects under the study including the gender, different educational levels, and even the learners in different fields of study.

### **Motivation and Multimedia**

Multimedia could be scientifically defined as the simultaneous use of two or more objects of teaching in an instructional context for the purpose of increasing the learning strength (Bartsch, 2009). It was used from the time that computers were developed and some

kinds of different computerizing gadgets started to emerge in the educational contexts. It started with the simple use of computers to the software and applications accompanied by the computer based and cellphone based features.

One form of this kind of teaching accompanied by such means, is the use of different kinds of materials such as films or power points in general, and even showing the texts on the screen through a projection. This sort of presentation could be together with the use of some videos and/or, some animations containing audios. It could be called a technique of economy in both time and costs and at the same time and of course a motivational stimulus for the learners towards the task in an indirect form. The indirect feature of it in motivating the learners, as was mentioned in the above parts of the motivation types of instrumental and integrated motivation, could provide an opportunity for the learner to develop a sort of integrated motivation. It could in turn result in a much increased and enduring learning. Utilizing multimedia would cause the development of motivation and consequently an interest in the topic from the learner's side and adds up the learner involvement in the process.

Motivation stimulated by multimedia could fruit in a higher challenge by the learner to master the task. In fact, using multimedia is a sort of getting the effect of more than one human learning sense into work. Reading would use the visual sense and listening just the audio sense of the learner, while using multimedia, such as using a video film could cause a kind of combined form of using human learning and feeling senses of audio and visual senses together. Therefore, using multimedia, not only increases the human motivation power, but also adds to the use of more senses of learning simultaneously. Nowadays, in contrast to the past, where multimedia use and using some features of it in classroom was considered as a use of technology for promotion of marketing and advertisement for the institutes, in the instructional contexts, multimedia and the means for using them is considered as an undeniable element for adding to the interest of the learners and the kind of positive motivation for learning.

### **Motivation as a Social Phenomenon**

Individuals, away from being studied as physical, psychological, and cultural creatures, are to be considered as social beings as well. One of the features that emphasize the importance of social aspect of the human being is the language used in the society to communicate and to get all the needs and even to enjoy the life. Using the language in the environment where the individuals live and change this environment to a society, and the way they communicate with each other, and finally as the purpose of many of the studies like the

current study requires, the learning a language, being first, second, or foreign language, focuses on the special feature of this phenomenon as a completely social one.

Williams (1994) describes language as an issue comprising the individual's whole person and considers it as a social being. In his opinion language is to be considered as an individuality specification and would be transferred to other society members. Learning language is believed to be a means to get closer to the target community's culture and consequently a feeling of getting into its society and sharing the social issues. In another place, it is asserted to define language acquisition and its purpose as a way of getting through the perspectives and aspects of a society as a novel one and finding a membership for that society, as for the non-native languages, and strengthening the social membership of the spoken language and community for the first language (Lambert and Gardner, 1972). It could be concluded that learning a language would be under the direct effect of society, the social community, and the cultural situation where the learner commits learning it. However, this closeness and integration into the target language culture and society and even the social community would not be possible without the individual's interest and motivation towards it.

In the understandings towards the individual's learning experience of mastering a language other than the speaker's mother tongue and the related social and cultural effects affecting the kind of motivation the learner could grasp, some social factors would be introduced here. These would include some of the important social components having affective influences on the sort of motivation carried by an individual in the learning experience of a language.

#### **Motivation and the trade factor.**

In most cases, learning a language would be in the direction towards the trade purposes of getting familiar with the target social and community's tongue for the purpose of getting familiar with that community's language and more important than that get into the society and be able to understand the social and cultural components. This could be a great desire and motivation for many who are inclined to make trade and business relations with the society of a target community. Though in some cases it could be considered as a means to get money, therefore, an instrumental kind of motivation, but in a long time, it could change into a kind of internal and integrative kind of motivation, as the learner tries to learn the language so that s/he could fully understand the social and cultural aspects of that society as well.



This condition is somehow evident among those Iranian and Turkish tradespersons or businessmen who get motivated to learn the language of the community on the other side of the neighboring border. Iranian businessmen, and even the normal citizens who get to Turkey for some shopping, are highly motivated to learn Turkish and of course in this way find a great motivation to learn some cultural and social aspects of their target language society. It is witnessed how effectively they get motivated and try to find a way to be a member of the target society and learn those cultural and social features for the sake of communication and social membership. It is also evident in the case of again those Turkish businessmen who travel to the other side of the border to Iran as well. This could be even witnessed in those who travel for the first time for shopping purposes. They get special kinds of motivations to learn some cultural issues and get into the social affairs of the target country.

### **Motivation and the family kinship.**

The globalization effect of the world today has caused a lot of emigration and immigration activities. This could end in the need for learning a new language and is sometimes dissimilar to the native language of those migrating to a new social condition of a foreign country speaking that new language. However, the process does not end by this. It continues by the interests of the next generation born in the target country who find an interest in learning the language of their parents and the belonging soil, so that they could have connection the social relations and customs of the people of the home country. It would be a guiding motivation as it encourages the learners to learn the father or mother tongue of their ancestors. It is even the case where the migration of one man or woman who gets married to the woman or man of a target language and finds children who are motivated to learn the language of their father's or mother's home country. For instance, the study over the Iranian families who migrated into the United States shows the motivation among their children to keep their social heritage and those cultural customs, continents away in a far country as in the States. Or the case of Turkish immigrants into the German society who still keep their motivation on towards their culture and language in that country and their children are warmly and positively motivated to use Turkish in the western European country.

### **Priority and Significance of Motivation**

One of the fundamental issues having implicational influences in in learning and even in language learning, second or foreign, is motivation. It declares the success or failure of the learner according to the type of it the learner possesses. It is always talked about when the topic is the efficient language learning. From a long time ago the debates about its effect and

the roles it plays in language learning were on and still continue to come. Some researchers tried and looked for different kinds of it and the relations they could have in any successful language learning and even teaching. Researchers and instructors have mostly debated the influence it could have on the pace and success of language learning as well as its role in maintaining the psychic force for keeping motivated in learning and sustaining it, though it is considered as a tiring and exhausting effort through the developmental learning procedure. Actually, it is somehow to be admitted that it is motivation certifying the affectivity of the other factors involved in foreign or second language. It has been considered as a determinant factor for the learner's involvement and enthusiastic contribution witnessed during the language learning procedure.

According to Rafeei et. al. (2018), various results of success in learning a foreign language could be related to type and amount of motivation. Their study had a view to the individual differences in the amount of motivation and its effect on the kind of grammatical English knowledge in its implicit or explicit form. Their findings supported the idea that the early and late phases of the second language structure learning are devoted to the amount of motivation towards the second or foreign language. They also concluded that the fluctuations witnessed in the amount of motivation available in the language learner could have its effect on the variable extent of his/her success in the kind of knowledge acquired.

Huang (2007) opines that an absolute association could be said to exist amidst motivation and second language strategies taken by the foreign language learners. He also emphasizes the amount of the time the learner considers for getting in contact or in touch with the native speakers of the language. It is said to be based on the amount of the learner's attempt to continue being attached to practice and preserve the language skills even after learning the language and putting an end to its study. Nevertheless, those outstanding abilities of the individuals could not make any longitudinal achievements in case of the absence of satisfactory amount of motivation and would also reflect on the instructional achievement as well (Huang, 2007).

## CHAPTER THREE

### Methodology

#### Introduction

Motivational orientations taken or adopted by the learners and the effect it could play over the outcomes through the EFL learners' language was the main concern of the current study, as it also had a careful look at the age difference of the learners. That is the combination of motivational orientation and the age factor effect of the EFL learners as well as the probable effect it could have on the success degree of English learned as a foreign and non-native language.

The main goal of the current researcher has been a thorough inquiry and full inspection of the research participants and their motivational orientation and the combined implementation that could age cast as a factor over the acquisition prosperity of the proposed language. For fulfilling the mentioned purpose, there was no need for any treatment on the learners and of course the other factor, the learners' age. Put it in another way, no treatment was supposed to happen on the learners and just their appearance in the research revenue based on their age and the motivation orientation was going to be studied thoroughly. The researcher tried to investigate the condition and collect the data based on different instruments and used both instruments of quality and quantity data collectors.

An English language teaching institute called Sama International Institute of Foreign Languages was adopted for the execution of all the needed research studies as the goal of the current project. Among the subjects of EFL learners, two groups of subjects were selected in the ages of thirteen to nineteen, as the young subjects, and over the nineteen as the old subjects.

All the subjects were chosen voluntarily for all whom the purpose and the aims of the research were discussed and explained by the means some speeches and a consent form. It was done so to make them confident that the study results are only for the sake of the research and they would all be kept secret from the public, especially the replies they might have in the stream of the study to the questionnaire and the probable interview. That is why the researcher asked the subjects participate in the study if they are completely interested in taking part in it.

The following parts of the current chapter are concerned with the details of the information associated with the subjects and their characteristics together with the utilized

instruments. The chapter would also to end with some ideas on the data analysis would also be presented and followed by that the next chapter would show the details on the data analysis.

## Subjects

A total number of one hundred and eighty subjects were chosen for the study as foreign language learners of English who were the learners of a private language institute mentioned above (Sama International Institute of Foreign Languages). To control many factors in the run of the study, some procedures and choices were applied. These included the equal number of the subjects in being young and old, the English language level of the subjects, and the gender factor.

The first controlled factor was the age of the learners. All the subjects were chosen in equal numbers of ninety in two groups of younger and older EFL learners of English as a foreign language. There was also an age limit or border applied in the separation of the younger and older groups. Those younger subjects were the learners between thirteen and eighteen. It means that the younger subjects were chosen among the teenagers of the institute. The older groups of the subjects were those over the eighteen.

The next factor to keep constant was the English knowledge of the learners as it was kept in pre-intermediate level. That is to say all the young and old subjects were in their pre-intermediate level of their studies in learning English as a foreign language. Another factor to control was the gender of the subjects. It was kept constant to be female, not only for the sake of keeping a controlled gender, but also due to the available population of the learners who were mostly female.

The following table (Table 1) illustrates the above mentioned information clearly. The table clearly shows that the total number of 180 divided into two 90 subjects in each young and old learners who were all chosen from female learners. That is 50 percent in each group of the study. So that the subjects were equally chosen from both age groups to increase the reliability of the current study project.

Table 1. *Participant Subjects of the Study*

Subjects	Young (13-18)	Old (above 18)
Female	90	90
Male	0	0
Participants'	50	50
Whole Participants	180	

As mentioned above, Table 1 is a summary of the subjects and their choices during the study project. The subjects' total number, their division in two groups of older and younger learners and their number, their age limits, and the gender of the whole subjects are made clear.

### **Instruments**

The study employed three instruments for the data collection, as it could be said of using three instruments of qualitative and quantitative forms. The instruments included a questionnaire, an interview and finally a Proficiency English Test (PET). As there was no manipulation or treatment involved on the subjects during the study, there was no PET test used at the beginning of the study as a pretest. It means that the learners were not supposed to show any changes during the study, but their age difference and the effect it could have on the subjects and the combined effect of the motivation orientation was aimed to be measured. As there were three different instruments used, it could be said as a triangulation method employment or mixed type of study was completed. Triangulation research method or design means that the data is collected by the researcher through the questionnaire and interview, it is then compared and contrasted while there is no treatment played on the subjects and only the independent feature of the subjects, being the age factor called as the independent variable, is used for a third part of this triangulation line.

According to scholars in the field, it is difficult to collect data about some phenomena so easily through observations or some psychological and internal or personal features (McMillan & Schumacher, 2001; Seliger & Shohamy, 1990, p.172). These could include personality aspects, personal attitudes, and even motivation, as the chief concern of the dissertation. For collecting some meaningful data in such fields it is suggested to use questionnaires. In such a kind of data collecting instrument the subjects are taking part in a so called comfortable condition, as they are aware that their replies to the questions are not to be shared with others and they are going to be kept unknown, and the gathered information are just for the sake of the study and has no other aim. In doing so, the very first instrument used by the researcher for collecting the data on the subjects' motivational orientation towards learning English as a foreign language was the questionnaire as the first quantitative research instrument. Employing questionnaires could provide many advantages for the sake of the research conclusions' reliability and validity as well. The reliability of the study results is provided as the same questions are asked from all the subjects, with no repetition, time and maturation effect, and test retest effects. Questionnaires could also be employed for a vast

number of the subjects. Other pros of them would be the above mentioned feature, as it assures the subjects of remaining unknown through and after the study.

The prepared so called questionnaire was a matter of a collection of some research study questionnaires in the field. It was adopted and used by the researcher Hernandez (2004) and were prepared and used in a study belonging to his own research. Worth mentioning, Hernandez himself had used the Gardner's AMTB (the Attitude Motivation Test Battery) in order to provide an influential sort of questionnaire applied in his study. An email was sent to the author to take the permission of using the questionnaire in the current study and doing some changes to the order and item choices if needed. Both the sent email for getting the usage permission of the questionnaire in the current study and also the permission to make any necessary changes based on the nature of the study and also the possible cultural differences about the question items and the received positive email from the author are available in the Appendix-2. Worth mentioning that the author and adapter of the questionnaire has calculated the validity and reliability of the questionnaire to get a standard form of instrument, hence the present study researcher did not do any more factor analysis or calculations. It was reported that the results of a factor analysis for the validity of the questionnaire showed a total variance of 67.72 percent and indicated a full validity of each item in the questionnaire for measuring. For the sake of estimating the consistency of the scores on the questionnaire Cronbach alfa coefficients were calculated and that indicated a high alfa coefficients of 0.85 and 0.90 which is high enough to prove the validity.

The questionnaire was administered in the current study to give a separation to the subjects in case of their motivational orientation. The questionnaire contained a list of twenty questions. Ten out of twenty questions were supposed to make the subjects' integrative orientation clear and the other ten reveal the instrumental orientation. The questions were arranged in a random order to reduce the guessing chance of the subjects for any probable results and even for any careless replies as if it was clear through the arrangement of the items. The researcher gave a concrete explanation to the subjects on the items' meaning and requirements in order to reduce the effect of any kind of probable misunderstanding. The subjects were only to choose among the five-degree scale of the replies they were supposed of. They were arranged in choices as descending from strongly-agree to strongly-disagree.

The next data collection step, as the second procedure of the study data collection was an interview applied to some of subjects who participated previously in the mentioned questionnaire as they were accidentally adopted and were participating voluntarily. It was an instrument for collecting qualitative data and was supposed to be used as a means of

supporting or rejecting the findings of the first quantitative research instrument, the questionnaire, because some aspects of the subjects' replies to the questionnaire questions could not be taken as a mere criterion for adopting the motivational orientation. This could be called the second instrument of the study and the first qualitative data collection means. The interview was administered in different time spans and different occasions as it was impossible to collect all the subjects together and of course the researcher could not interview them at the same time and need not take the time of the subjects who were to wait for the one by one interview to happen. The subjects were asked the interview questions as they accepted voluntarily to participate. Their replies to the questions were recorded and put down and were later note-made to be used as the needed data. As it was mentioned above, the interview was employed mainly not only for collecting a second group of data as the qualitative data, but also for supporting or rejecting the subjects' separation into groups of instrumental or integrative orientation of motivation.

The final instrument employed in the study was the third instrument and at the same time the second quantitative data collection device for the sake of the research. This instrument was a PET, as it used a Cambridge Proficiency English test, administered for revealing the subjects' level of proficiency in the foreign language they were learning. Three different parts were administered in the proficiency test, for testing their proficiency in all three language skills, the listening, speaking, and reading. The results of the subjects' raw scores were collected and by the means of the SPSS software 19, their descriptive and central statistics were calculated later. That is to say the calculations concerned with the proficiency test collected some items such as the subjects' appearance in the test based on the maximum and minimum scores, means, standard deviations and variances, etc. Following that the summary format of the data collected were also designed in forms of diagrams, charts and related figures.

Consequently, three instruments were applied to collect different qualitative and quantitative data for the purpose of answering the research questions. Following sections would provide the details of the administrations and data. They are later followed by the analysis of the collected data needed for the research results and the probable query replies of the study.

### **Questionnaire administration.**

Before the questionnaire administration all the subjects were first convinced for the whys of the questionnaire and the following other two instruments as they were explained about the results. They were explained that the information collected were to be used as the

data for a research study and that all their answers and ideas on the questionnaire would be kept as secret. So they were left free in their voluntary choice of participation.

As mentioned above, the whole subjects of the study comprising a total population of one hundred and eighty were given a questionnaire to complete. The questionnaire contained twenty items and each item was composed of five degree of scales to be chosen as the strongly agreed upon to the least accepted (strongly-agree to strongly-disagree) (available at Appendix-1). The main aim of the study questionnaire as the first instrument of the study and the first quantitative one was to separate the subjects into groups of integratively motivated and instrumentally motivated subjects involved in EFL acquisition. Therefore, the so called two groups of older and younger groups of the subjects were undergone the questionnaire to provide the study with the instrumentally and integratively oriented older and younger subjects. The questionnaire aimed to separate and distinguish this orientation according to the subjects' choose on the items' five scale choices. The questionnaire items were arranged in a random order in order not to make the orientation choice clear for the subjects, as it could cause a lower reliability for the questionnaire and would make the choices chosen with chance and leaving less seriousness to the instrument from the subjects' side. Items numbered 2, 3, 4, 7, 10, 12, 15, 16, 18, and finally 20 devised for showing the learners' motivational orientation towards the integrative one and meanwhile the remaining numbers, those from 1 to 20 except the above mentioned numbers were also devised to demonstrate the learner subjects' motivational orientation towards the instrumental one. Actually, the first ten numbers of the above mentioned group of the questionnaire items aimed revealing the instrumental orientation of the motivation of the subjects and the second group of the remaining ten items was to assign the integrativeness orientation of the whole subjects under the investigation.

In other words the items found on the questionnaire were aimed to appraise the subjects' inclination to the integrative or instrumental orientation towards learning English as a language other than the mother tongue or second, to say being decided to get their learning efforts integrated to the foreign language speakers' traditions, arts, and civilizations or thinking world or merely learning it for the sake of the instrumental objects they could grasp by getting a higher degree, being promoted in their career, or getting to a higher level of educational program.

The bottom side of the questionnaire did also provide the opportunity for the subjects' voluntary decision to take part in the interview as another collection instrument of the data and information for the study. It was also explained orally to the subjects that the current questionnaire and the bottom mentioned interview, if they were wished to participate, were



just aimed to collect the needed data for a research study on the fulfillment of a doctoral dissertation. So, the subjects were free in their participation in the interview sessions, as only some of them were supposed to take part, as a mere means of justifying the subjects' choices on the questionnaire items revealing their motivational orientation for the study.

### **The questionnaire data.**

According to the collected information and details through the first instrument administration on both older and younger foreign language learners of English, the questionnaire, from the ninety total number of the younger subjects, seventy showed their inclination to be integratively motivated compared to the twenty who were more instrumentally motivated. It is to say out of the younger subjects of the study a sum of the 78 percent were integrative in their orientation of being motivated in learning English opposed to the 20 younger subjects who were showing more instrumental in their motivation and comprised a percentage of 22.

In the next group of the study subjects, the older subjects, scored higher in their choices on the questionnaire in item numbers belonging to reveal the instrumental orientation in the kind of encouraging motif for learning English as a language other than the native and second. A close number of 75 out of ninety older subjects that is a percentage of 83 (83%) showed to be more instrumental than integrative in their motivation. It is an opposing percent to other seventeen (17%) who showed to be integratively motivated.

As a preface to the data being analyzed in details in the next chapter (Chapter Four), it would be wise to have some results collected by the questionnaire, as was called the study's first quantitative data collection tool. Based on the findings of the questionnaire, most of the older subjects were inclined to be instrumentally motivated as the percentage of the old learners shows an amount of 83 percent. It is calculated by a number of 75 old learners compared to 15 subjects who were instrumentally oriented. It is on the other hand revealed that younger subjects of the study are mostly inclined towards being integratively motivated in learning English as a foreign language. It is also revealed as a number of 70 out of 90 young subjects show a tendency towards being integratively oriented. That is a sum of 78 percent compared to those young learners who were instrumentally oriented, a sum of 22 percent of the whole young learners. However, one more evidence would be clear when both old and young subjects' percentages in their inclination to instrumental or integrative orientation of motivation to learn English as a foreign language. Based on the figures and percentages, not only the older subjects are more instrumentally oriented, but also their

strength in being motivated instrumentally is higher than the younger subjects' integrative percentage.

In other words, younger subjects are more integratively oriented but not as instrumental as the older subjects' percentages say. That is a comparison of 83% to 78% between the older instrumentally motivated subjects to that of the younger subjects who are integrative motivated. If we look at the other side of the figures and statistics, again there is a lesser integratively oriented older subjects than instrumentally oriented younger subjects of the study. That is a figure of the comparison between 17 % of integratively motivated old learners to 22% of younger instrumentally motivated subjects of the study.

The presented following table (Table 2), illustrates the information and details of the questionnaire as it shows them in their percentages.

Table 2. *Subjects' Motivational Preference and Orientation through the Questionnaire*

Subjects	Aged (13-19)	Aged (above19)
Motivated Instrumentally	20	75
Percentage	22%	83%
Motivated Integratively	70	15
Percentage	78%	17%

Based on the illustrated data in Table 2, twenty out of ninety young learners were instrumentally motivated. It comprises a percentage of 22%, while 70 of them scored higher to integrative items, as it includes a percentage of 78% of the whole young subjects. As it comes to the statistics of the older subjects, 75 older learners' scores higher to instrumentally oriented items, while 15 of them chose the integratively oriented items. This is a percentage of 83% compared to 17%.

#### **Data details of the questionnaire.**

Here, the researcher has provided the details of the data collected by the questionnaire as the first instrument for the study. It brings all the data belonging to both groups of the study called the younger and older subjects as they are arranged in two separate table charts (see Tables 3 & 4).

#### ***The young subjects' choices on the questionnaire.***

Most of the young subjects of the study, as was discussed above, comprising a total percent of seventy, made choices showing their inclination to be integratively oriented in their motivation to learn English as a FL. To have a closer look at the results in details Table 3 was

provided illustrating the details of the information for the first group of the study subjects, the young learners.

Based on the information shown on the following table, Table 3, younger subjects are showing more choices over the integrative items of the questionnaire. According to the illustrated data, young subjects' maximum score was shown to be in the 18th question of the questionnaire. This question had its agreement for the integrative orientation and showed to be 413. On the other hand, the lowest score of the young subjects showed to be 182. It belonged to the item number 1, as it is a question item revealing in its 5th degree of the agreement (Strongly Agree) with the instrumental orientation of motivation. Looking at the sum of the scores obtained by the young subjects also shows a total of 3469 belonging to the integrative items and a total score of 2363 for the instrumental agreed upon items of the questionnaire.

Table 3. *Questionnaire Data Due to Younger Subjects Choices*

Query Items	Strongly Agree 5	Agree 4	Neutral 3	Choices Disagree 2	Strongly Disagree 1	Sum of Scores	Orientation
1	01	13	20	39	27	182	Instr.
2	14	39	28	04	01	319	Integ.
3	35	28	15	10	02	354	Integ.
4	41	24	12	12	01	362	Integ.
5	07	11	14	28	30	207	Instr.
6	15	17	15	21	22	252	Instr.
7	30	31	10	12	07	335	Integ.
8	04	08	25	28	25	208	Instr.
9	22	24	02	22	20	276	Instr.
10	36	33	04	10	07	351	Integ.
11	31	22	01	16	20	298	Instr.
12	46	33	00	03	08	376	Integ.
13	19	12	22	16	21	262	Instr.
14	08	10	31	26	15	240	Instr.
15	43	31	02	12	02	371	Integ.
16	32	26	18	10	04	342	Integ.
17	12	10	24	23	21	339	Instr.
18	59	28	00	03	00	413	Integ.
19	06	05	21	28	30	199	Instr.
20	36	30	08	06	10	246	Integ.

Maximum, minimum and sum of scores for integrative oriented questions: Max:413, Min: 246, Sum: 3469

Maximum, minimum and sum of scores for instrumental oriented questions: Max:298, Min: 182, Sum: 2363

According to the obtained scores the primitive clues shows more inclination of the younger subjects to be integratively motivated in learning English as a foreign language.

***The old subjects' choices on the questionnaire.***

Based on the obtained information mentioned above, most of the old subjects of the study, comprising a total amount of the eighty-three percent of them, made choices showing

their inclination to be instrumentally oriented in their motivation to learn English as a FL. To have a closer look at the results in details Table 4 was provided illustrating the details of the information for the second group of the study subjects, the older learners.

Based on the information shown on the following table, Table 4, older subjects are showing more choices over the instrumental items of the questionnaire. According to the illustrated data, old subjects' maximum score was shown to be in the 6th question of the questionnaire. This a question had its agreement for the instrumental orientation and showed to be 403. On the other hand, the lowest score of the old subjects showed to be 152 and belonged to the item number 10, as it is a question item revealing in its 5th degree of the agreement (Strongly Agree) with the integrative orientation of motivation.

Table 4. *Questionnaire Data Due to Older Subjects Choices*

Query Items	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Sum of Scores	Orientation
1	38	29	18	02	03	367	Instr.
2	17	4	16	28	15	260	Integ.
3	07	20	12	24	27	226	Integ.
4	04	08	13	30	35	186	Integ.
5	42	35	07	04	02	381	Instr.
6	49	38	00	03	00	403	Instr.
7	03	13	19	33	22	212	Integ.
8	51	32	00	07	00	397	Instr.
9	50	24	02	11	03	377	Instr.
10	01	01	10	35	43	152	Integ.
11	34	21	07	20	08	323	Instr.
12	10	16	17	25	22	237	Integ.
13	53	29	00	07	01	396	Instr.
14	35	27	06	18	04	341	Instr.
15	08	17	22	20	23	237	Integ.
16	12	18	08	30	22	238	Integ.
17	47	30	06	05	02	385	Instr.
18	18	14	05	36	17	250	Integ.
19	42	37	06	03	02	384	Instr.
20	04	14	19	28	22	226	Integ.

Maximum, minimum & sum of scores for integrative oriented questions: Max: 260, Min:152, Sum: 2224

Maximum, minimum & sum of scores for instrumental oriented questions: Max: 403, Min:323, Sum: 3754

Looking at the sum of the scores obtained by the old subjects also shows a total of 3754 belonging to the instrumental items and a total score of 2224 for the integrative agreed upon items of the questionnaire. According to the obtained scores the primitive clues shows more inclination of the older subjects to be instrumentally motivated in learning English as a foreign language.

### **Interview application.**

The next data collection instrument of the study was the administration of an interview and was in fact as a verification of the data collected by the first instrument, the questionnaire. The interview application could have a better comprehension and recognition of the subjects' inclination into any of the research orientation towards the motivation in learning a foreign language.

As interviews are a face to face process and the procedure does not leave the subjects into a choice on items by chance or sometimes on accidental choices in getting bored, they could be a good criterion for verifying the subjects' replies to the previous instrument items. Here in interview the subjects are replying to their demanded questions by means of their own inside wishes and psychologically they could be witnessed if getting bored, replying by chance, or even trying to end the session for the maturation effect of the process.

As mentioned before, in the introduction section of this chapter a consent form was given to the subjects to be read and agreed upon before they could participate in the study (available in Appendix-5). It was just for their easiness in replying the questions and being sure the questions and answers would be kept as secret and would be used only for the sake of the research study. The subjects were also given the chance to choose their agreement on being volunteer in taking part in the interview as they were given a choice of yes or no in the bottom of their questionnaire sheet (see Appendix-1).

Interview included five major questions (see Appendix-6). They were aimed to induce the subjects' thoughts and feelings towards their learning English as a foreign language. However, some more questions were also sometimes asked from the interviewees in order to get more information and details in the clarification of their replies to the interview questions. Subjects' answers were carefully transcribed and written down in order to make a good judge about their replies in the run of the study. The researcher has also tried to ignore some of their grammatical, pronunciation, or structural errors and mistakes, as the aim was merely to get their thoughts and mind on their choice of learning English as a foreign language.

### **Interview data.**

According to the route of the study designed by the researcher, interview administration was the second instrument applied in order to get some more clues concerned with the orientation of the subjects in the both groups of the research. It could, of course, add up to the reliability of the results of the study as well. Doing so, out of the whole subjects, five young and five old learners were chosen at random and according to the agreement that some

of them made while participating in the questionnaire. Actual interview questions are available at the end of the study (see Appendix-6).

The data collected shows a near to total agreement of the young subjects to be integratively oriented as only one of the subjects had a reply to the questions indicating being instrumentally oriented. On the other hand, all the old subjects completely replied agreeing to the instrumental orientation in their motivation to learn English as a foreign language.

### **Interview data analyzed.**

An analysis was carried out over the information gathered by the interview to see the agreement or disagreement of the data compared to the data collected by the first instrument, the questionnaire. It could verify if the data had the same direction or some extra data could be collected through. The researcher invited the selected subjects of both young and older groups to reply the interview questions. They were recorded down and due to some mispronunciations, grammatical mistakes or errors the researcher tried to provide the correct forms of the answers for the purpose of the study, as what was important was the comprehension and deep understanding of the subjects' mentalities and thoughts.

The next task was to distinguish the given answers if they geared with the instrumental or integrative orientation. The findings were later compared and contrasted with the findings of the previously administered instrument, the questionnaire, and they together were aimed to be related and compared with the results of the next quantitative instrument, the English Proficiency Test. These would be dealt with in the next chapter of the study (the Data Analysis).

### **Proficiency test administration.**

The third and the last instrument to collect the needed data for any comparisons between the older and younger learners and the probable effects of their kinds of motivation orientation was the administration of an English proficiency test.

The test composed of three parts of listening, speaking, reading and writing. The researcher just asked for the listening, reading, and speaking tests of the English Proficiency and ignored the writing for the sake of economy and the importance of these three skills. Writing was neglected as it might be so difficult for the pre-intermediate learners of English to be replied and hesitate or distract the findings or results of the study. On the other hand, listening being the first language learning skill and reading as one of the most emphasized ones, were chosen to be applied in the study.

As it was the same for the previous instruments' administration, the subjects were explained about the nature and purposes of the test, as would be kept anonymous in case of the scores obtained, and it would be just for being used in a research study.

A session of thirty minutes was the time devoted for the test administration, in different times and sessions for all the groups. The test items were all in the subjects' learning level of English and they were supposed to reply the test items according to their knowledge of their foreign language. In the first paper of the test, the reading comprehension, they had to read the text and choose among the four choices of each multiple choice items of six questions.

The next step of the Proficiency test of English was the paper related to the second skill, listening. The listening materials were played to the subjects and after each item a time of one minute was given to them to choose among the three multiple choices. In order to make sure as they could get the listening materials, they were all played twice. It gave them an assurance that they really understood the topics and could reply the questions on the listening paper. The last step in the proficiency test was the administration of the speaking test. This test also asked them to speak on the topics required.

The Proficiency Test items and the other papers of the full parcel could be accessed at the end of the project in the Appendix-7.

### **Proficiency test data.**

As one of the three instruments of the study project and the second quantitative one, the proposed Proficiency English Test (PET) was given to the whole subjects of old and young, from the instrumentally to integrated oriented learners of English as a foreign language for the purpose of level estimation of the whole participants in English. The purpose of this instrument as a test would be to see any difference among the above mentioned learners with no treatment, but witnessing any discrepancy among the old and young learners holding different motivational orientation according to their background and learned knowledge of the proposed language. Hence, the test could help the researcher in deciding if there is any effect of the orientation or age or both together on the language knowledge of the subjects.

### **The data details of proficiency test.**

Following the administration of the English test of proficiency as a means of revealing

the learners' level of the language, the next step would provide the scoring and marking all the papers. As mentioned above, our two separated groups of young and adult learners would allocate their marks in the raw form differently in separate columns of the tables that follow.

The first illustrated table shows the collected raw data as scores for the young subjects (table 5) and following that the other table (table 6) displays the scores related to the older subjects of the study with no manipulation or allocating any frequency or so. In the next chapter, chapter four, the other calculations would be made for getting any ideas about the data related to both groups and following it the statistical manipulations and operations would make the probable differences if exist.

Table 5. *Proficiency Test Scores by the Younger Subjects*

<i>Subjects</i>	<i>Scores</i>	<i>Subjects</i>	<i>Scores</i>	<i>Subjects</i>	<i>Scores</i>
1	80	31	75	61	79
2	73	32	58	62	87
3	82	33	84	63	85
4	65	34	86	64	90
5	72	35	78	65	74
6	76	36	93	66	80
7	72	37	86	67	87
8	73	38	75	68	94
9	82	39	92	69	98
10	91	40	66	70	89
11	75	41	84	71	80
12	72	42	83	72	74
13	68	43	90	73	81
14	68	44	80	74	89
15	74	45	79	75	80
16	81	46	79	76	82
17	86	47	91	77	78
18	76	48	78	78	83
19	82	49	84	79	85
20	66	50	59	80	76
21	54	51	69	81	69
22	81	52	63	82	79
23	93	53	69	83	73
24	65	54	84	84	78
25	52	55	95	85	75
26	96	56	80	86	76
27	81	57	92	87	83
28	79	58	100	88	79
29	81	59	79	89	87
30	85	60	94	90	83



As mentioned above, the recorded scores on table 5 are those taken by the means of the English proficiency test from the young subjects of the study. As a matter of facts, all the subjects were given the test, all the 90 young learners, and their scores are jitted down based on the young learners' appearance on the test and no other considerations are used here.

The following table, table 6, like the previous one, shows the raw scores of the older subjects of the study for the later uses of the statistical calculations needed. As the information displayed in the previous table, it also shows the data with no changes or considerations.

Table 6. *Proficiency Test Scores by the Older Subjects*

<i>Subjects</i>	<i>Scores</i>	<i>Subjects</i>	<i>Scores</i>	<i>Subjects</i>	<i>Scores</i>
1	69	31	82	61	81
2	80	32	71	62	72
3	71	33	70	63	76
4	63	34	73	64	75
5	70	35	61	65	73
6	70	36	66	66	69
7	65	37	69	67	71
8	79	38	69	68	70
9	90	39	70	69	65
10	58	40	66	70	66
11	72	41	78	71	73
12	66	42	69	72	75
13	55	43	72	73	72
14	70	44	72	74	78
15	71	45	71	75	60
16	81	46	82	76	69
17	83	47	75	77	71
18	80	48	79	78	73
19	59	49	62	79	66
20	66	50	89	80	65
21	69	51	68	81	68
22	71	52	70	82	63
23	75	53	76	83	65
24	70	54	65	84	92
25	68	55	68	85	63
26	59	56	62	86	68
27	60	57	61	87	63
28	78	58	72	88	62
29	79	59	73	89	70
30	69	60	96	90	68

### **Methodology outcomes.**

This chapter tried to have an access to all the needed data taken from the instruments. It started with the definition of the subjects, their characteristics, level of the study, and their gender, and was continued with the instruments used for the sake of the study. All the quantitative and qualitative instruments and the procedures in conducting them and the results were completely and thoroughly described.

Next chapter aims to have a statistical look at the data collected through the discussed instruments in this chapter. It would thoroughly check all the data collected by the questionnaire followed by the data collected by the interview and finally those got by the means of the English proficiency test.



## **CHAPTER FOUR**

### **Data Analysis**

#### **Introduction**

The researcher had a great challenge in collecting the needed data for the purpose of the current study through different three instruments of the qualitative and quantitative characteristics. As discussed above, in chapter three, at the first step a questionnaire was given and the subjects were to reply the questions chosen for the purpose of separating them into two different groups of integrated and instrumental oriented learners in case of their motivation in learning English as a foreign language. The next step was randomly choosing some of the subjects taking part in the questionnaire to verify their replies in the questionnaire. That is to say, the researcher wanted to use this instrument for the sake of getting sure of the findings of the first instrument. The last instrument applied by the researcher was a proficiency test of English for getting information about the learners' level of the foreign language under the study and any possible relation it could have to their age group. However, for the sake of the ease of the study in considering the older and younger learners' knowledge in the foreign language, English here, and the motivational any of the age groups might possess, the subjects were divided into two groups of EFL learners from the beginning of the study. As it was also mentioned before, the aims of this study was assigning the subjects probable holding of the motivational orientation in different age groups, from the younger subjects to the older ones, and the probable effects the age factor could have on the learners' kind of motivation in approaching their aim of mastering the language and the kind of effect it could have on their mastery of the foreign language.

The following section would have the aim of analyzing the collected data through the above mentioned instruments. Getting an access to the analysis and their scientific and statistical descriptions would pave the way for the researcher to focus on the questions proposed for the study and the hypothesis considered so far.

#### **Questionnaire Data Analyzed**

Through a questionnaire, the researcher collected the needed data for the purpose of separating the subjects having an integrated or instrumental orientation in their motivation for learning English as a foreign language. Knowing that all the supposed and chosen subjects were EFL learners, the whole questions and the related answers of the subjects to them were

expected in English, except the explanations needed to make the subjects' roles' clear in the rout of the study. Using their mother tongue for the questions' explanations could help them understand and recognize the questions better and provide the research with a better and more reliable and valid data. What the subjects were to do was to show their preference in replying the questions in the questionnaire to reveal their motivational type of orientation in their goal of learning the proposed language. Half of the questions were aimed to reveal the instrumental and the rest to reveal the subjects' integrated orientation of motivation and they were put so that there could be no opportunity of choosing them by chance. The other factor of the study, the age was also considered by having two different groups of subjects based on their age group, being a teenage or older than that.

### **Questionnaire data analyzed for younger subjects.**

Based on the fact that questions numbered 2, 3, 4, 7, 10, 12, 15, 16, 18, and 20 were those devoted to be chosen by the integratively motivated subjects (see 3.3.1), and the majority of the young learners chose these questions, a quick view on the answers given by the younger subjects over the 20 questions listed on the research questionnaire, reveals the idea that most of the so called teenagers taking part in the study have a clear tendency to be referred as the integrative learners of English as a foreign language in their motivational type towards it. As it is illustrated in table 3.2 seventy (70) out of 90 young learners were more inclined towards integrative motivation as they chose those replies to the questions with an integrative specific characteristic. Considering it in a percentage format would show a 78% for the young learners showed an inclination to be integratively motivated. At the same time 22% of the same so called younger subjects showed to be instrumentally motivated.

Having a more detailed view on the issue through the data provided in table 3.3 the young learners scored higher in integrative questions compared to those answering the instrumental ones. It is made clear by a simple formula as it follows. In order to find the scores of the younger subjects in their choices among the replies to the questions, the amount of the chosen five-level choices in any question on the questionnaire were multiplied to their degree of value from 1 to 5 for their quality of strongly disagreed to the strongly agreed and the whole were cumulated for any question item. For instance, looking back at the 2<sup>nd</sup> question of the questionnaire (table 3.3) 14 young subjects chose the first choice as strongly agreeing upon. It is the 5<sup>th</sup> in its value given to the question (strongly agreed) and as this question is a query revealing the integrative inclination, the calculation for the item score would be  $(14 \times 5) + (39 \times 4) + (28 \times 3) + (4 \times 2) + (1 \times 1)$ . This equals to 319. Doing the same calculation for the rest of the data gathered in table 3.3, it is evident that the highest score of

the younger subjects is related to the 18<sup>th</sup> item. The calculation result equals to 413. On the other hand, the lowest score of the same group subjects is related to the item number 1 with a score of 182 as it is an instrumentally inclined question. Looking at the same table data (table 3.3) from another angle, it reveals that younger subjects scored the highest point of 413 compared to the lowest point of 246 in the questions of integrative inclination. At the same time the same group subjects scored 298 points as the maximum compared to 182 point as the minimum in the items inclined with instrumental orientation.

Calculating the whole scores of the young learners in the item questions related to the integrative inclinations a score of 3469 is summed up while the score of 2363 is the sum of the scores made for those items chosen by the same group for the instrumental inclined queries. Considering the highest ever possible score for any of the two instrumental to integrative oriented question items there comes a score of 4500. It is the sum of 10 items by the strongly agreed items with a level score of 5 by the total number of the subjects in any group that is 90. It is a simple calculation of  $10 \times 5 \times 90 = 4500$ . Now, with the total score of the 3469 of the young subjects compared to the maximum possible score of the 4500 in hand, it could be assumed that the young learners showed a percentage of 77.08% out of 100%. That is to say, 77.08% percent of the young learners showed to be integratively motivated and the rest of it (22.92%) showed to be instrumentally motivated. This percentage comparison is enough to consider that the younger learners are mostly integratively oriented in their motivation in learning English as a foreign language.

#### **Questionnaire data analyzed for older subjects.**

Based on the fact that questions numbered 1, 5, 6, 8, 9, 11, 13, 14, 17, and 19 were those devoted to be chosen by the instrumentally motivated subjects (Questionnaire Administration), and the majority of the older learners chose these questions, a quick view on the answers given by the older subjects over the 20 questions listed on the research questionnaire, reveals the idea that most of the so called adult learners taking part in the study have a clear tendency to be referred as the instrumental learners of English as a foreign language in their motivational type towards it. As it is illustrated in table 2, 75 out of 90 old learners were more inclined towards instrumental motivation as they chose those replies to the questions with an instrumental specific characteristic. Considering it in a percentage format would show an 83% for the older learners showed an inclination to be instrumentally motivated. At the same time 17% of the same so called older subjects showed to be integratively motivated.

Having a more detailed view on the issue through the data provided in table 4 the old learners scored higher in instrumental questions compared to those answering the integrative ones. It is made clear by a simple formula as it follows. In order to find the scores of the older subjects in their choices among the replies to the questions, the amount of the chosen five-level choices in any question on the questionnaire were multiplied to their degree of value from 1 to 5 for their quality of strongly disagreed to the strongly agreed and the whole were cumulated for any question item. For instance, looking back at the 1st question of the questionnaire (table 4) 38 old subjects chose the first choice as strongly agreeing upon. It is the 5<sup>th</sup> in its value given to the question (strongly agreed) and as this question is a query revealing the instrumental inclination the calculation for the item score would be  $(38 \times 5) + (29 \times 4) + (18 \times 3) + (2 \times 2) + (3 \times 1)$ . This equals to 367. Doing the same calculation for the rest of the data gathered in table 3.4 it is evident that the highest score of the older subjects is related to the 6<sup>th</sup> item. The calculation result equals to 403. On the other hand, the lowest score of the same group subjects is related to the item number 10 with a score of 152 as it is an integratively inclined question. Looking at the same table data (table 4) from another angle, it reveals that older subjects scored the highest point of 403 compared to the lowest point of 323 in the questions of instrumental inclination. At the same time the same group subjects scored 260 points as the maximum compared to 152 point as the minimum in the items inclined with integrative orientation.

Calculating the whole scores of the old learners in the item questions related to the instrumental inclinations a score of 3754 is summed up while the score of 2224 is the sum of the scores made for those items chosen by the same group for the integrative inclined queries. Considering the highest ever possible score for any of the two instrumental to integrative oriented question items there comes a score of 4500 as it is discussed in questionnaire data analyzed for younger subjects. Now, with the total score of the 3754 of the old subjects compared to the maximum possible score of the 4500 in hand, it could be assumed that the old learners showed a percentage of 83.42% out of 100%. That is to say, 83.42% percent of the old learners showed to be instrumentally motivated and the rest of it (16.58%) showed to be integratively motivated. This percentage comparison is enough to consider that the older learners are mostly instrumentally oriented in their motivation in learning English as a foreign language.

#### **Young versus old subjects' appearance in the questionnaire.**

Due to the data collected through the questionnaire young subjects were revealed to be much more integratively motivated as EFL learners. However, old subjects were also revealed

to be much more instrumentally motivated as EFL learners. Hence, a question comes into the mind. It is the question of whether younger or older learners are sharper in their orientation being instrumental or integrative. As a matter of a simple comparison of the figures and statistics available by the questionnaire, that is a comparison made between the older instrumentally oriented subjects with younger integratively oriented subjects, it is made clear that older subjects are higher in their percentage in being inclined towards being instrumentally oriented than the younger subjects in their inclination in being integratively oriented. It is a comparison of 83.42% of the old subjects obtained for the instrumentally oriented items with the 77.08% of the young subjects obtained for the integratively oriented items. A percentage of about 6.34% higher is obtained for the older subjects in their inclination towards their highest scored items. If it is looked at the lowest amount of the percentage of the scores, the same would be made clear for these two groups of the subjects. That is comparing a lowest percentage of the older subjects scoring for the integratively oriented items with the lowest percentage of the younger subjects for the instrumentally oriented items. A comparison shows the percentage difference amount of 16.58% for the integratively oriented items scored by the old subjects, with a percentage amount of 22.92% for the instrumentally oriented items scored by the younger subjects. It is a lower difference amount of the 6.34% for the older subjects in their lowest choices. Hence, it could be stated that older subjects are stronger in their highest and lowest choices in being instrumentally and integratively motivated towards learning English.

Following the data collected through the questionnaire as the first quantitative instrument of the study for revealing the possibility of the relation between the age of the foreign language learners and their motivational orientation, being instrumental or integrated, the researcher has also used another instrument called the interview for getting sure about the data collected before. Next phase of the chapter, would have an overview on the data collected by the interview analyzed. It is also followed by the analysis of the data collected through the proficiency English test for getting sure whether the older or younger subjects are better foreign language learners according to their motivation type.

### **Interview Analyzed Deeply**

Supporting the data collected by the questionnaire and verifying the findings in respect to the subjects' instrumental and integrative motivational inclination in mastering English as a foreign language, interview was actualized by the subjects' voluntary agreement. It could help findings more than those the questionnaire data, as it could get into the subjects' mentalities and thoughts by some extra questions asked in the stream of the interview based on the replies

given and the conditions. As discussed in the previous parts, the subjects were undergone the interview to find out the feelings and inside thoughts of the young and older learners of English concerned with their motivation orientations. They were asked the five questions one after another and their replies to those queries were recorded carefully. Sometimes for making the questions clear they were explained in the learners' mother tongue and asked them to explain their ideas to the questions in English. As they could be found some misunderstandings and even some mistakes or errors, the researcher tried to correct them and write down the replies in the correct forms of them. In order to give an organized form to the details and findings, the two groups of our young and old subjects are discussed separately. Also for the ease of the records and the writings and even keeping the subjects anonymous, some titles of abbreviations are given as names to any of the subjects. According to the number and being old or young they were titled Y1, Y2, Y3, Y4, and Y5 as for the five young learners and O1, O2, O3, O4, O5, for the five chosen old subjects respectively.

#### **Interview analyzed for younger subjects.**

The researcher conducted the interview as the other study instrument for collecting the data from the subjects about their aims in learning English as the foreign language and the reason of their challenge so far. On the other hand, they were also asked to discuss the point they have as their interest and their future plans through the so called foreign language. Cultural destination was also aimed to be revealed from their replies to the interview questions (see Appendix-6).

Majority to the whole of the young interviewee learners drove to the same direction in their replies to the beginning question of if they had any interest in choosing the language to study and master. Young learners, called from now on as Y1 to Y5, approximately had the same answer starting with a definite yes followed by some other words as follows:

Y1: *"Sure. I adore it. It seems great to me."*

Y2: *"Yup. In my idea it is great."*

Y3: *"Certainly. Opens a new door. Lovely."*

Y4: *"Yes, sure. It is a continued time I challenge on it."*

Y5: *"Certainly. Life seems great by it."*

Due to the above listed replies from the younger learners it could be found that their interest in learning English is an internal and wanted inner desire and they did not show any kind of obligatory sign of force to do so. Therefore, it could be concluded that based on the



first question replies young learners appeared to be integratively motivated towards learning English.

Young learners' replies over the second query on their justification or cause of their EFL learning were also recorded down as follows:

Y1: *"In my opinion it is good for having relations with people around the world."*

Y2: *"It is a good way for making friends overseas."*

Y3: *"It is a good pleasure to watch new movies through it."*

Y4: *"It is so satisfactory as I can make friends all over the world.*

*It is a good source of friend making on line and through internet The best I think is this."*

Y5: *"My desire and ambition is to pursue my studies in a country where English is the native language. I wish so."*

A brief look at the answers made by the interviewee learners of the study, it is clearly obvious that their reason in learning English as a foreign language is definitely an integrative one and there is no sign of instrumental cause for their learning pushing on them from the outside.

The third interview question about the subjects' aim on English knowledge and level was also replied by the young learners in the following way:

Y1: *"Movies and soap operas are full of English words. Understanding all the words spoken is wonderful. It helps you to get everything you wish."*

Y2: *"It is a good means to get prepared for Konkur. Learning English would help me forwards. It is a means to have a higher score and get to university."*

Y3: *"My great desire is to speak English as the natives do. It is my ultimate desire of all."*

Y4: *"English for me is the music in English. My desire is to learn it to such an extent that I can be so fluent and could know every word."*

Y5: *"I would like to get such an English knowledge that I could get to listen to English news on television with no help."*

Majority of the young learners except one (Y2) had an integrative reply as it was witnessed for the first three questions. Therefore, except the second young learner in the list who has had a kind of instrumental cause as she said that "her aim was to have a good appearance on the university entrance exam", the other four showed an internal motivation.

The interviewee subjects of the study were then asked the fourth question about their idea and interest in the target language culture and the following reactionary replies were received:

Y1: *“For me learning a language is learning the culture. I want to get into the culture of the people who speak English.”*

Y2: *“In my opinion we should separate the culture from the other subskills of the language.”*

Y3: *“Culture is very vital in learning any language. I want to be in the culture of English speakers.”*

Y4: *“Language means culture no way.”*

Y5: *“Knowing the culture of any nation would reduce most of the misunderstandings.”*

Once more, majority of the young learners except one (Y2) had an integrative reply as it was the same for the previous questions. Therefore, except the second young learner in the list who has had a kind of instrumental cause as she replied “her idea about the culture is a discrete separation from the language”, the other four showed an internal motivation.

Finally, the subjects in their interviews were asked about their opinion on the sequence and importance they give to the language skills they are learning as their final and fifth question and the following answers were witnessed:

Y1: *“The very first skills of any language are listening and speaking. Learning English for me equals to speaking it fluently. At the same time being able to understand and recognize their ideas in their speech is of great importance as well.”*

Y2: *“I only wish to get into a university and study a good course, that is why for me reading and writing are great skills to master.”*

Y3: *“Speaking should be followed by a good listening skill. It is what the children also do in their learning of their mother tongue.”*

Y4: *“I only want to get a fluency degree. It is what I want in English and writing is of no importance for me .”*

Y5: *“My opinion goes over the fact that the native speakers not only speak their native language but also are very fluent in some other features as slang and idioms of the language.”*

Replying the final question about their importance given to the language skills, most of the answers again showed an inner and integrated type of motivation as they all agreed

upon the idea that listening and speaking and the sub skills related as well as a native like accent, and fluency are the two most important skill for them in this way. One of the young learners (Y2) had a different reply as she again insisted on her aim in learning English for the sake of her future English exam on the university entrance exam. Therefore, the replies given to the last question could be said of supporting the previously recognized idea of the asked interview questions that young learners should be said of possessing an integrative orientation in their motivation in learning English as a foreign language.

All in all, it could be said that the second instrument of the study data collection in young learners and their motivational orientation towards learning English as a foreign language, has approved the first instrument findings and acknowledged that young learners are mostly integratively motivated. Therefore, the findings of the first instrument on the young learners' motivational orientation were approved. Putting it in another way, we can say that young learners, as we found it before by questionnaire, were mostly integratively motivated. Putting all the replies together, there comes this outcome that only three out of 25 answers of the young subjects are not going with the results obtained with the first instrument, the questionnaire. If there is a need for getting a percentage of the replies showing integrative and instrumental orientations, the following percentages are provided. Young subjects in 85 percent of their replies to interview questions supported being integrative compared to only fifteen percent showing instrumental.

#### **Interview analyzed for older subjects.**

As stated before about the interview as the second instrument for collecting the data, mainly for approving the findings of the first instrument findings, the questionnaire, the second group of the chosen volunteer subjects of the study, this time of the older learners, were asked the same questions as were replied by the younger ones so far. Older learners were asked of their aims in learning English as the foreign language and the reason of their challenge so far. On the other hand, they were also asked to discuss the point they have as their interest and their future plans through the so called foreign language. Cultural destination and the language skills importance sequence were also aimed to be revealed from their replies to the interview questions (see Appendix-6).

Majority to the whole of the older interviewee learners drove to the same direction in their replies to the beginning question of if they had any interest in choosing the language to study and master.

Old learners, called as O1 to O5 from now on, approximately had similar answers contradicting with most of those replied with the younger group. They all replied in a form of non-integrative answer as follows:

O1: *“As it solves my problems I find it so advantageous.”*

O2: *“Certainly. It is the language of relations of the most of the world.”*

O3: *“Somehow. Being interested in it could lead me to learn it the most.”*

O4: *“I need it for my career.”*

O5: *“Yes. It is so important for me in all aspects of my life.”*

Based on the replies given to the first question of the interview, old subjects are mostly inclined to be taken instrumental. Their drive towards the language does not show internal desire or does not come from an internal force of desire, but a kind of external drive. It could lead them towards obligation in this way.

Old learners' replies over the second query on their justification or cause of their EFL learning were also recorded down as follows:

O1: *“Getting to know English is equal to get to know everything in the world of internet and social life.”*

O2: *“It is so important for making English speaking friends. Getting to know other nations has a key in learning English.”*

O3: *“I need it for my trade. In my trade world I need it for communicating with other firms overseas.”*

O4: *“Just for my career. My development is dependent on it. I see it the door to success.”*

O5: *“It is a necessity. I study in university and need it for that. In my school life most of the homework are to be done with a good knowledge of English language.”*

This item and the replies given to it by the old learners also made it clear that the older learners are more inclined to be instrumentally motivated in their aim and purpose of learning English as a foreign language. However, the first and second old learners (O1 and O2) could be said to have a somehow kind of inclination towards approaching the target language for integrative purposes as they mention that their aim and cause is their desire to get more friends and also use it as a means of having relations with the target language society and people. It shows a bit more integrative than instrumental.

The third interview question about the subjects' aim on English knowledge and level was also replied by the old learners in the following way:

O1: *"English makes me know what other people say. Chatting online depends on both sides understanding each other. I do not like to be wrongly understood."*

O2: *"Relations and getting it vaster is my concern."*

O3: *"In my career and business world knowing and understanding a good degree of English is so important not for losing any benefit or interest."*

O4: *"Only I need it to get promotion in my office. Others are of no importance for me"*

O5: *"Reading and good writing are of great importance to me. I am a fan of reading papers in English in their original form."*

The majority of the replies given were supporting the idea that old learners' aim and their desire on the level of the target language was completely an instrumental one. It cannot be one coming from inside for the sake of the individual's internal wants. Mostly they aim it for business, progress, promotion, and academic developments.

The fourth question aimed to ask the older group to give their opinions on the culture and their interest in learning it through the language and the following answers were collected:

O1: *"For me my studies are of more importance. I do not care the rest which relate to other aspects."*

O2: *"Mutual understanding is through a good knowledge of language. For me language is important and culture has no way. Culture could be studied at other times if needed"*

O3: *"I am a business man. For me culture has no place in business. Culture is not a way for adding to your success in business."*

O4: *"I only need it for getting promoted. For me culture does not do anything of my progress. Anyone interested in culture could go and study a course related to it."*

O5: *"In my opinion reading and understanding what is said by the authors needs a good understanding of the culture of the writer."*

Due to the replies given for the fourth question concerned with the culture, all the answers except the fifth subject' (O5) were evidently supporting the findings of the previous instrument as they mostly showed no interest in the culture of the target language.

Finally, the subjects in their interviews were asked about their opinion on the sequence and importance they give to the language skills they are learning as their final and fifth question and the following answers were witnessed:

O1: *“Understanding the speaker and writer is the most important factor in learning any language. Hence I believe in the most importance of the first two skills of learning Any language.”*

O2: *“speaking any language has the aim of being understood. If you wish to speak and hear whatever is going on online the ultimate goal should be learning a better speaking and listening.”*

O3: *“English is my ultimate for speaking and getting to know others.”*

O4: *“Job promotion is the best. Writing and reading are more important For me getting to know how to get promoted is even more important than the language itself”.*

O5: *“Reading and writing are more important than others Getting to have a better writing ability should be the highest need I believe reading and writing should be paid the most importance The other skills are just wasting the time. No one should try to waste time on speaking”*

The first subject out of old learners (O1) focused on the importance of speaking and listening. Other than that, the rest of the subjects could show a solid support for the other language skills of reading and writing. However, even the O1’s reply was not an acceptable answer inclined towards the integrative motivation as she emphasized the mutual understanding. Therefore, it could be distinguished that most of the replies given were towards an instrumental aim and motivation.

All in all, it could be said that the second instrument for the study data collection in old learners and their motivational orientation towards learning English as a foreign language, has approved the first instrument findings and acknowledged that old learners are mostly instrumentally motivated. Therefore, the findings of the first instrument on the old learners’ motivational orientation were approved. Putting all the replies together, there comes this outcome that only two out of twenty five answers of the old subjects are not going with the results obtained with the first instrument, the questionnaire. If there is a need for getting a percentage of the replies showing integrative and instrumental orientations, the following percentages are provided. Old subjects in ninety percent of their replies to interview questions supported being instrumental compared to only ten percent showing an instrumental motivation in EFL learning. What is evident from the findings of the second instrument of the

research shows that the findings of the questionnaire concerned with the subjects' motivational orientation to learn English is completely supported and verified. That is to say, based on the interview questions' replies, the study old subjects are mostly instrumentally motivated and the young subjects are mostly integratively motivated.

### **Proficiency Test Data Analyzed**

English proficiency test was a third instrument for collecting the needed data from the subjects in both groups for a final comparison of the so called young and old learners in the study. The test was conducted in three different sessions and it was an adopted test out of the Cambridge Proficiency Test (CPE). However, due to the difficulty of the level of the tests for writing, only the listening, reading, and speaking skill tests were administered. The findings of this instrument could be used for answering one of the research questions concerned with the efficiency or affectivity of any type or orientation of motivation in both the young and old learners of English as foreign language.

Looking back at the tables 5 and 6 there could be found a summary of the raw scores found and collected through the second quantitative instrument of the study. The researcher put the collected data into the IBM SPSS 19.0 software for getting some meaningful statistical descriptions and inferential data for any probable description and discussion concerned with the study and the research questions. The following table (table 7) provides the very first information about the participants of the subjects in the study through their presentations in the proficiency test.

Table 7. *Case Processing Summary*

Subjects	Participated		Eliminated		Whole Cases	
	N	Percent	N	Percent	N	Percent
	Young Subjects	90	100 %	0	0 %	90
Old subjects	90	100 %	0	0 %	90	100 %

As illustrated in the above given table (table 7), all the subjects participated in this test and no one was eliminated or excluded during the test. Based on the data shown, both old and young learners were taking part with their full capacity of 90 learners. It was a total number of 180 learners all together. In other words, the participants of this instrument as a proficiency test were the 100 percent of all of the study subjects.

Following the data shown for the purpose of the participants of the study, the following two tables (tables 8 and 9) provide the information on the raw scores obtained by

the study subjects in both young and old groups respectively. They are scientifically and systematically provided according to the IBM SPSS 19.0 software.

Table 8. *Frequency Report of Scores Obtained by Young Learners in CPE*

X	F	P	VP	CP
52	1	1.1	1.1	1.1
54	1	1.1	1.1	2.2
58	1	1.1	1.1	3.3
59	1	1.1	1.1	4.4
63	1	1.1	1.1	5.6
65	2	2.2	2.2	7.8
66	2	2.2	2.2	10.0
68	2	2.2	2.2	12.2
69	3	3.3	3.3	15.6
72	3	3.3	3.3	18.9
73	3	3.3	3.3	22.2
74	3	3.3	3.3	25.6
75	4	4.4	4.4	30.0
76	4	4.4	4.4	34.4
78	5	5.6	5.6	40.0
79	6	6.7	6.7	46.7
80	6	6.7	6.7	53.3
81	5	5.6	5.6	58.9
82	4	4.4	4.4	63.3
83	4	4.4	4.4	67.8
84	4	4.4	4.4	72.2
85	3	3.3	3.3	75.6
86	3	3.3	3.3	78.9
87	3	3.3	3.3	82.2
89	2	2.2	2.2	84.4
90	2	2.2	2.2	86.7
91	2	2.2	2.2	88.9
92	2	2.2	2.2	91.1
93	2	2.2	2.2	93.3
94	2	2.2	2.2	95.6
95	1	1.1	1.1	96.7
96	1	1.1	1.1	97.8
98	1	1.1	1.1	98.9
100	1	1.1	1.1	100
Total	90	100	100	

These two tables illustrate the frequency of the raw scores obtained through the proficiency test of English (CPE). The sequence and order of the scores is a mounting format from the lowest to the highest raw scores and their frequency. The above mentioned tables (tables 8 and 9) also illustrate the percentage values of the scores based on the valid and



cumulated forms of them. In the tables X stand for the scores, F for Frequency, P for Percentage, VP for Valid Percent, and CP for the Cumulative Percentage.

According to the data shown in the above table (table 8), the most and least frequencies are related to the score obtained by the young subjects who got 52 and 100 out of a total score of 100 as the least frequent and 79 and 80 out of 100 as the most frequent. The most frequent scores had a frequency of 6 and those with the least frequency showed a repetition of 1. It also shows that the young subjects' obtained scores are in the middle are a little inclined towards the lower part of the collection.

Table 9. *Frequency Report of Scores Obtained by Old Learners in CPE*

X	F	P	VP	CP
55	1	1.1	1.1	1.1
58	1	1.1	1.1	2.2
59	2	2.2	2.2	4.4
60	2	2.2	2.2	6.7
61	2	2.2	2.2	8.9
62	3	3.3	3.3	12.2
63	4	4.4	4.4	16.7
65	5	5.6	5.6	22.2
66	6	6.7	6.7	28.9
68	6	6.7	6.7	35.6
69	8	8.9	8.9	44.4
70	8	8.9	8.9	53.3
71	8	8.9	8.9	62.2
72	6	6.7	6.7	68.9
73	5	5.6	5.6	74.4
75	4	4.4	4.4	78.9
76	3	3.3	3.3	82.2
78	3	3.3	3.3	85.6
79	3	3.3	3.3	88.9
80	2	2.2	2.2	91.1
81	2	2.2	2.2	93.3
82	2	2.2	2.2	95.6
83	1	1.1	1.1	96.7
89	1	1.1	1.1	97.8
90	1	1.1	1.1	98.9
92	1	1.1	1.1	100
Total	90	100	100	

According to the data shown in the above table (table 9), the most and least frequencies are related to the score obtained by the old subjects who got 55 and 98 out of a total score of 100 as the least frequent and 69, 70, and 71 out of 100 as the most frequent. The most frequent scores had a frequency of 8 and those with the least frequency showed a

repetition of 1. It also shows that the old subjects' obtained scores are in the middle and are a little inclined towards the lower part of the collection.

For a better visual understanding of the obtained scores of both young and old learners in the proficiency test the following bar charts (Figures 1 & 2) sum up the information both based on the sequence of the scores from the lowest to the highest accompanied by their frequencies.

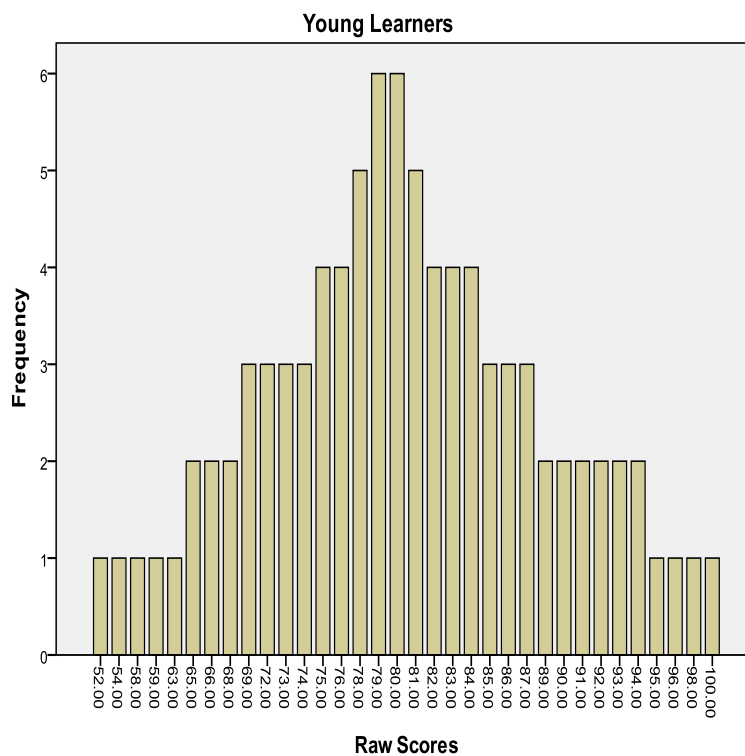


Figure 1. Yong subjects' proficiency test score bar chart.

Based on what is illustrated on the above chart (figure 1) young subjects have shown a somehow fair and unbiased peak and down. It is witnessed that young and according to the previous instruments the integratively motivated young subjects have appeared in a kind of fairly spread sequence and peak and down of the scores. In other words, younger subjects of integrative motivation have had a sort of equality in their high, low and most frequent obtained scores. It is also evident that they could also get the highest peak of the scores, 100.

Based on what is illustrated on the second chart (figure 2) older subjects similar to those in the younger group subjects have shown a somehow fair and unbiased peak and down. It is illustrated that older and according to the previous instruments the instrumentally motivated older subjects have appeared in a kind of fairly spread sequence and peak and down of the scores as well.

In other words, older subjects of instrumental motivation have also had a sort of equality in their high, low and most frequent obtained scores. The only difference could be said to that of the highest and lowest scores of this group of subjects. Unlike the previously discussed group chart, the figure (figure 2) shows that older subjects' highest score is much lower than the younger subjects' and considering the lowest score, though the older learners' lowest score is a little bit higher than those of the young subjects', the difference of the lowest score is not so much as it is compared to that of the difference between their highest score. It is a difference of 8 numbers (100 compared to 92) in the peak of score chart and a difference of 3 numbers in the lowest scores (52 compared to 55).

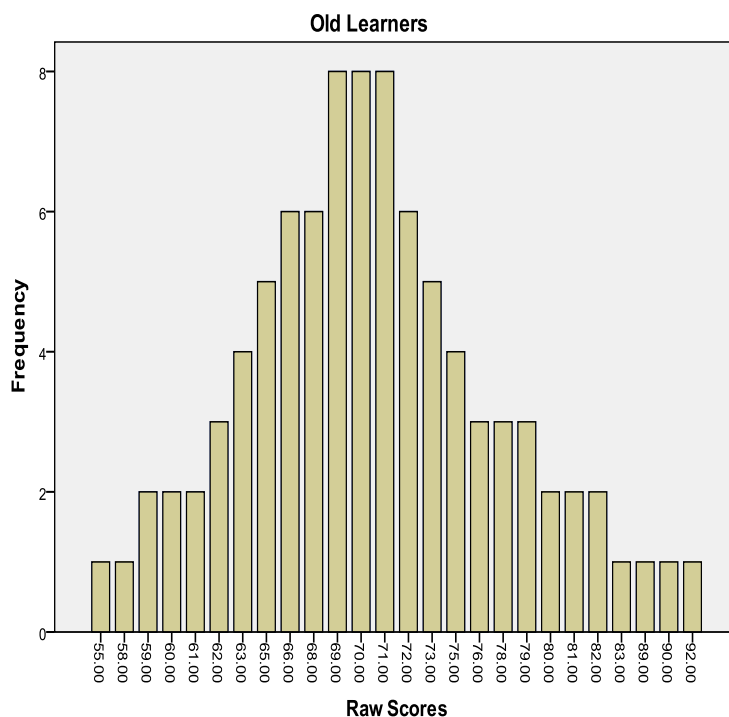


Figure 2. *Old subjects' proficiency test score bar chart.*

A simple view statistics of the charts shown above could provide the idea that the mode and median of the scores obtained in the younger group of subjects is higher than those in the older group of subjects as it is a difference of 79 or 80 to just 70.

Following the figurative description of the data related to the English proficiency test administered on the both groups of subjects of the study, the following table (table 4.4) has provided a thorough statistical descriptive explanation over the issue. It collects the descriptive information about the mode, mean, median, maximum, minimum, range, and even the standard error of measurement variance and that of the standard deviation.

A sharp view over the table 4.4 could provide the chance of comparing the descriptive and inferential statistics related to both groups of the study. The very first view takes the

attention towards the difference existing between the younger and older subjects' mean of the scores obtained through the proficiency English test.

As it is seen younger learners had a mean of 79.5333 compared to that of 70.6222 scored and calculated for the older subjects. It is evidently clear that the younger subjects could be said of learning English as their foreign language better than the older subjects.

Mixing this finding with those by the questionnaire and the interview results, claimed the advantageous foreign language mastering by those who possess an integrative motivation, it could be said that young learners who have an integrative motivational orientation in their learning of a foreign language, English here, could be more successful than the other three possibilities.

Table 10. *Proficiency Test Central Tendency Statistics for Older and Younger Subjects*

		Statistic	Std. Error	
Young Subjects	Mean	79.5333	1.00327	
	%95Confidence Interval for Mean	Lower Bound	77.5399	
		Upper Bound	81.5268	
	%5Trimmed Mean		79.8457	
	Median		80.0000	
	Variance		90.589	
	Std. Deviation		9.51781	
	Minimum		52.00	
	Maximum		100.00	
	Range		48.00	
	Interquartile Range		11.25	
	Skewness		0.447-	
	Kurtosis		0.462	
			Statistic	Std. Error
Old Subjects	Mean	70.6222		
	%95Confidence Interval for Mean	Lower Bound	69.1424	
		Upper Bound	72.1021	
	%5Trimmed Mean		70.3704	
	Median		70.0000	
	Variance		49.923	
	Std. Deviation		7.06563	
	Minimum		55.00	
	Maximum		92.00	
	Range		37.00	
	Interquartile Range		9.00	
	Skewness		0.566	0.254
	Kurtosis		0.704	0.503

The next statistically provided table by the SPSS software is what is summarized in the following table 11. it brings together all the information collected for both group of the subjects in the proficiency test administered as the second quantitative instrument of the study in one single table and makes the job of comparing and contrasting easier. As it was also made clear in the previous table (table 10) the comparison is of the mean, median, standard deviation, standard error of measurement, minimum and maximum of the scores, range, variance, kurtosis, skewness, and many other statistically important information.

Table 11. *Proficiency Test Central Tendency Statistics Summarized in One*

	Young Subjects	Old Subjects
Mean	79.5333	70.6222
N	90	90
Std. Deviation	9.51781	7.06563
Median	80.0000	70.0000
Grouped Median	80.0000	70.1250
Std. Error of Mean	1.00327	0.74478
Sum	7158.00	6356.00
Minimum	52.00	55.00
Maximum	100.00	92.00
Range	48.00	37.00
First	80.00	69.00
Last	83.00	68.00
Variance	90.589	49.923
Kurtosis	0.462	0.704
Std. Error of Kurtosis	0.503	0.503
Skewness	0.447-	0.566
Std. Error of Skewness	0.254	0.254
Harmonic Mean	78.3006	69.9459
Geometric Mean	78.9369	70.2807
%of Total Sum	% 100.0	% 100.0
%of Total N	% 100.0	% 100.0

Table 11 illustrates a thorough description of the data collected through the second quantitative instrumentation, the English Proficiency test. It could be said as a collector of the entire descriptive, central tendency and other necessary measurement found on the basis of the CPE.

Based on the illustrated data, the mean difference between both groups, old and young learners is something about 9 (79.53 compared to 70.62). It shows a better appearance of the younger learners in this instrument of a measurement of 9 scores above the mean obtained by older learners. The Std. Deviation difference between the groups is also something of about 2.5. The shown median of both groups is also a difference of about 10 points (80 to 70). Standard Error of mean also shows a difference of about 2.5 (1.00327 for young learners and 0.74478 for older learners). One more important report given by the table 4.5 is the variance difference as it is shown 90.589 for younger learners and 49.923 for older learners.

T-test is the next phase of the statistical calculations administered for the scores obtained for the both young and old subjects of the study. It is through this that the meaningfulness of the mean differences calculated could be proved for answering the research question and accepting or rejecting the hypothesis of the study. According to the data shown in the table (table 12) calculated by the IBM SPSS software, the mean standard deviation and

standard error of measurement are listed as 79.5333, 9.51781, 1.00327 and those of 70.6222, 7.06563, and 0.74478 for the both young and old subjects of the study respectively

*Table 12. Details of the T-test*

	N	Mean	Std. Deviation	Std. Error Mean
Young Subjects	90	79.5333	9.51781	1.00327
Old Subjects	90	70.6222	7.06563	0.74478

The T-test table (table 12) as discussed above, discusses the amounts of the means of both groups of the subjects to be compared for the means of the meaningfulness of the mean difference found.

Based on the found and described data, the mean difference of these two groups of the subjects for their obtained scores in the proficiency test, is meaningful enough to claim that the young learners of the study appeared better than the older ones, and this could be said as the concluding point that, young learners could learn with a better success and progress than the older subjects.

*Table 13. The 2nd Details of the T-test*

	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval Of Difference	
					Lower	Upper
Young Subjects	79.274	89	0.000	79.53333	77.5399	81.5268
Old Subjects	94.823	89	0.000	70.62222	69.1424	72.1021

The last table (table 13) of the data calculated by the IBM SPSS software shows some more details for the sake of comparing both the participating groups of the subjects of the current study. It presents the t, mean difference, and also the confidence interval of 95 percent based on the upper and lower amounts. All these could be supporting the hypothesis of the research question that assumes the younger learners as better than the older learners of English as a foreign language. However, a mixture of the found data through the whole instruments applied in the current study, it could be assumed that the integratively motivated young learners of English are better and appear more successful than the young instrumental, old instrumental and even the old integratively motivated learners.

## CHAPTER FIVE

### Conclusions and Pedagogical Implications

#### Introduction

The researcher has investigated the probable differences that the foreign language learners of English could show on their sort of motivational orientation, being instrumental or integrative, in two different groups of the subjects of younger and older ages. For fulfilling the analysis purposes, the study used different types of instruments of qualitative and quantitative characteristics. A questionnaire was administered for separating the learners into two different types of orientations, as they showed in their motivation for learning English as a foreign language based on their choices in the questionnaire. Following that an interview was applied to some of the subjects through a random choice for getting a sure idea about the findings in the first instrument. Finally, as were all thoroughly discussed in the previous chapter, an English proficiency test was also administered among all the subjects of the study for getting information on whether the older or younger learners are better in their effort in learning English as a foreign language. All these were performed to make the researcher able to answer the research study questions. Research questions included:

1. Could be there any difference between instrumentally and integratively motivated EFL learners?
2. Could being young or old be used as a predictive point for being adopted as instrumentally or integratively motivated learner in learning a foreign language?
3. Could the motivational orientation of any type be considered advantageous for any age group?
4. Which group of EFL learners indicates much success, old instrumentals, old integrative learners, young instrumentals, or young integrative learners?

The researcher would try to reply the research questions in different ways including some discussions based on the findings, pedagogical implications, limitations and delimitations as well as the strength of the study, and those suggestions for the future coming studies needed to be done.

## **Research Findings and Discussions**

Starting with the main goal of the current study aiming at finding the effect of any sort of motivational orientation of the EFL learners, of being instrumentally oriented or integratively motivated, on the results and progresses made in learning English as a foreign language, the researcher has chosen three different instruments for different purposes. The study titled as the effect of the motivational orientation and the reflection on the age group has devised three instruments of questionnaire, interview, and language proficiency test with the aim of enlisting two groups of 90 subject learners serving in two separate groups of old and young learners.

The first instrument asked the subjects to choose their motivational orientation, while the second one had an effort in verifying the data collected by the first instrument, the questionnaire. In order to have an attempt on the subjects' age and its effect on the proposed idea of motivational orientation and its effect in mastering a foreign language, the researcher conducted the third instrument of the study, the English proficiency test. Through this test, the different subject learners participated in the test in two separate groups of the older and younger learners. As a matter of fact, the study not only searched on the motivational orientation and its effect of the learners' learning English as foreign language, but also it searched the effect of the age on any of the so called instrumental and integrative orientations of the motivation.

Coming to the instruments' findings and results, it was made clear that, based on the questionnaire results, younger subjects were much more inclined to be integratively motivated as they chose those items devised to distinguish the integrated learners in their motivation in learning English as a foreign language. However, the older learners did also the vice versa and by choosing the questions devised to be scored higher with the instrumentally oriented foreign language learners of English, were taken as to be instrumentally motivated. Putting it differently, it was made clear that young learners had more integrative motivation towards learning English as a foreign language and the older learners were better taken as more instrumental in their motivation towards it.

Interview was the second instrument for the data collection. It also showed some results for the researcher as it could be used as a verifying instrument for the results found through the first instrument, the questionnaire. Based on the results, younger learners' goals and cultural ideas, as well as some social points drove them to be called as the integrative learners as compared to the older learners who reacted to the interview questions as they showed to be instrumentally motivated in learning English as a foreign language. The results



of the interview indicated that young learners' aim, their future plans, and cultural destinations in learning English as a foreign language, put them under the column of being integratively motivated towards it. On the other hand, there was an opposite result with the older EFL learners. Their aim, future plans, cultural purpose, as well as their importance given to language skills indicated that they were much instrumentally motivated.

Interview, as the second instrument of the study, was considered as a sort of verifying instrument and a double proof for the claim that older learners of English as a foreign language were instrumentally motivated while the younger learners were integratively motivated.

Based on the findings of the first two instruments, young learners were found to be mostly integratively motivated, while the old learners of the foreign language, revealed as instrumentally motivated.

The next and last instrument of the study, the English proficiency test, as the second quantitative instrument of the current study, was used to reveal the effect of the age on the success or failure or even the degree to it by the old or young learners. It also aimed to reveal altogether with the previously performed instruments, either the integratively or instrumentally motivated learners could be more successful. According to the findings of the final instrument and based on the statistical calculations performed, young integratively motivated subject learners showed a better performance than the old instrumentally motivated EFL learners of the study. Depending on the t-test results, there was a meaningful difference between the means of the scores obtained by both groups in the proficiency test. It says that there was a meaningful difference between old and young learners in learning English as a foreign language.

Answering the research questions would be the next step of the study results and discussions. The study questions started with the query "whether EFL learners show any differences as they were among the instrumentally or integratively motivated subjects to learn it". The reply to this first question would show a positive yes. It could be said that there is a clear difference between the instrumentally oriented and those integratively oriented learners in their motivation towards learning English as a foreign language.

The answer to the second question of the study asking "could being young or old be used as a predictive point for being adopted as instrumentally or integratively motivated learner in learning a foreign language?", would require a positive reply as well. It could be said that young learners showed to be more integratively motivated opposite to the old learners who would tend more to be instrumentally motivated.

Replying to the third research question that asked about the effectiveness of any motivational orientation for different age groups could also be considered as the discussions related to the results. Based on the findings of the current study, young learners indicated to be more integratively motivated in their learning of English as a foreign language. Younger learners also indicated to be better in their proficiency test results. On the other hand, older learners indicated to be more instrumentally motivated and their proficiency test mean scores showed lower than the younger subjects. Therefore, younger learners with integrative motivational orientation could be more effective in learning English as a foreign language. It is advisable then to have the younger EFL learners trained to get their motivational orientation towards the integrative one. Of course, though the older learners appeared weaker than the younger ones, their better scores with an instrumental orientation, based on the questionnaire scores, indicates that their instrumental motivation towards learning English as a foreign language could end in better results. In other words, older instrumental EFL learners appeared better than older integratively motivated subjects of the study.

The last question of the study, “whether the young or old learners with an instrumental motivation appear better in learning English as a foreign language, or those with an integrative one”, could be answered in this way that young learners holding an integratively oriented motivation in learning English as a foreign language show a better result in the proficiency measurement as mixed with the other instruments of the study, than the other groups. In other words, young integratively motivated EFL learners, showed to be better than the other three forms of combinations. That is, young integratively motivated learners were more successful than those young and instrumentally motivated, as well as those old learners with both integrative and instrumental motivation.

All in all, it could be discussed here as a concluding point that, for learning a foreign language, possessing an integrative motivation indicated better results than having an instrumental motivation. At the same time, younger learners also indicated better than older ones in EFL learning in the current research setting.

### **Pedagogical Implications**

It is far clearer that the research studies conducted in the educational settings, especially those concerned with language learning and finally learning a foreign language, would propose investigating some effective clues for using the findings in the best way of the pedagogy and teaching. This study also could prove to be a good example for considering some clues in this approach. The results could especially be considered by teachers for the sake of preparing the best conditions for learners to end in ideal conditions and conclusions.

Motivational orientation possessed by the foreign language learners, as one of the discussed individual differences in educational studies, could be considered as an important factor for providing the best opportunities for the learners' best results and hence one of the important pedagogical implications to be dealt with by the educators and language pedagogy specialists. Therefore, it could be said that, orientation difference in motivation towards learning a foreign language is an important issue. As a teacher, as it is proved to be better integratively motivated, the role of a successful and influential teacher would be providing the chances and conditions so that the learners develop an integrative motivation. There might be an issue of how the motivational orientation is so vital in better learning results. To reply this question, the teacher should bear in the mind that, motivational desires come from the learner's kind of the aim, tendency for the language, and its value in his/her cultural and social life. The learner's future plans could also be a determinant for the learners' choice of motivation. Therefore, the definitions and values given could be so defined and made understood that the learners get their best in fulfilling them. Discussing the next implication could be considering the age of the learner. Encouraging foreign language learners to start learning in a far lower age would be the next implication that could be seen to give better results. Furthermore, as the last implication to be visited here, would be considering this approved fact that, young learners with integrative motivation is the best combination ever, while in case of the older learners, the best results are shown through the instrumental motivational orientation.

The researcher, being a teacher as well, believes that there are some tasks to be completed as the importance of the motivation is concerned. An educator should not only be aware of the foreign language learners' type of motivation but also should be able to utilize this information in supporting the learners towards the end of the task. Motivation and the kind of orientation possessed by any learner could be said as a difference witnessed in any individual. Hence, any information concerned about it could be fruitful for the teacher in his or her support of the learner towards the educational goals or aims. Teachers and educators should be aware of the motivational and individual differences and the related characters as well as having enough information or awareness of how should any of the individuals be treated or dealt with in any proper condition. As most of the educational settings are the formal classroom settings, opposed to the condition or setting that the learners could face in an informal setting, away from the normal classroom conditions, so the teachers and pedagogy specialist should be aware of how should the individuals be treated in these settings appropriately. It means, an educational setting, being a formal or an informal one, would require its own proper treatment.

As it was revealed here as the research result of this study, integrative motivation is much preferred if the aim is learners' further progress. This could also be considered for the sake of a more successful teaching. On the other hand, being a young learner and starting learning a foreign language in lower ages proved more successful as it is also accompanied by an integrative motivational inclination, than those older learners who possess an instrumental orientation of motivation. The part of the teacher would be considering both these learner groups, the old and young learners who are sometimes mixed in some classes, mostly in conversation classes. Evening conversation classes are not so formal as those of the school settings, though in formal school classes they are put in similar age groups. In any event, it is so evident how essential is the part of the teacher to be played in any of the mentioned cases. The teacher should keep his classes gearing with all the learner groups, for young, old, instrumentally, or integratively motivated learners. It should be encouraging for all learner types. It is better to say, the classes should be suitable for any individual and should consider all individual differences.

However, according to the findings and the clues provided in this study and some similar ones so far, it is better that the institutes have the chance of separating the older and younger learners in different educational settings. This kind of separation would make the route easier for the teachers to use useful techniques for any of these groups of learners. The next, which would be also discussed later, is the teachers' roles in their kind of giving or providing hints for motivating their students. This could be done so beneficial for their learners, being young or old. In other words, teachers should be different in their guidelines given to their students. This could be true in different young and old classes at any levels of language learning.

Due to the findings of the study, and for the fundamental effects the study could help, the researcher has provided some recommendations concerned with the motivational aspect of the individual differences. It could be also effective in pedagogical implications as it could be fruitful and could guide the teachers and in response the learners in a better chance of learning targets they have.

Encouragement of the learners is very vital. The teachers should be alarmed with it and not leave it for the learners themselves. Learners are sometimes reluctant and do not like to participate in some educational programs. It might be true for those who are obliged or forced by their parents. Instead of forcing them to do something they are not interested in, it is better to find some ways of providing encouragement to continue. They should be guided so that they find their way correctly in this process. Once they are there for fulfilling a kind of

educational task, they could be guided so that they could be more successful than if they are left to their own destiny. Motivating learners, by providing interesting classes is of a great importance. Every learner, in every age and with every background and culture, would carry some sorts of interests. These interests should be discovered by the teacher to be dealt with and worked on. The learners should be made clear about the goals they could hand if they are aware of it and led towards. Here the educator's part would be motivating the proposed students or learners in the right way while providing a condition that the learners are fully and rightly motivated towards the goals considered. Encouraging learners in its full form by means of their interests is the very first duty of the teachers. It could generate the fully motivated learners with learning a foreign language. In this way, the teachers should try to provide favorable and optimistic impressions for learners through the acquisition challenge of the foreign language. Reducing the negative feelings and separating them from negative energy sources while motivating them positively towards learning the foreign language is also important. Providing learners and their learning conditions with some interests and motives and at the same time identifying their kind of motivation being instrumental or integrative is also of vital importance.

Other promotion they could also provide for their learners is to raise some expectations for them to get it as an anchor to continue their attempt in the way of learning the foreign language. They could also explain to their students what they could grasp if they try the most in this way. This could be seen as a kind of motivation raising duty for the teachers.

The teachers' main role could be to have the capability in clarifying the core aims of the classroom activities concerned with the foreign language being taught. They should be able to separate learners away from the misinterpretations taken and chosen by the learners without the help of the teachers and guide them in identifying the main goals and aims of their studies in this respect. This could help them in relating the activities to the real goals of them in the process of learning and consequently provide a successful learning procedure. A positive identification of the classroom activities' goals and the outcomes related to them would also provide a positive sort of motivation for the learners in this direction. It would require the teachers getting directly into the main goals with the major life values and stop using the redundancies. They should also avoid using those aspects of the language that carry no value for the EFL learners, which could show no positive advantage in their forthcoming employment of the language under study. Tasks or materials emphasized with no value for learners could cause in inhibiting the interest in the task and in the long run would inhibit their motivation to continue the task. In this respect the task designers and syllabus writers

could also help the teachers in a parallel form to the task taken by the teachers. It could in turn guarantee a better interest and getting true motivation towards fulfilling the tasks.

One more duty of the teachers would be acting lifelike and authentic for the purpose of raising the motivational intentions. It would be an explanation of the task difficulty as learning a foreign language in the threshold and giving a sort of encouragement for the purpose of fulfilling the task. For the visual learners, for instance, the teachers could make use of some visual activities and ask them to explain about them. Using some forms of media could also be another sort of activity provided for such learners. This of course could increase the learners' interest in the topic and make them encouraged to pursue and in turn increase their motivation for the task. So, paying attention to such aspects would be of value as an end. Such so called visual learners could get the most benefit as they could make a confident situation in their learning experience.

Providing the interest and creating motivation is one side of the success coin for the teachers' effective techniques and procedures provided in the classroom activities. The other side of the coin would require the teachers and task designers or even the syllabus writers to maintain such a motivation or interest that it is not extinguished so easily and in a short period of time. The attempt should be having longitudinal procedures and efforts for keeping the so called motivation type in mastering any language live and steady through the process of mastering English as a foreign language. For fulfilling such a condition of making EFL learners to hold their motivation, ambition, and desire to the final point of the learning phenomenon, the teachers could manage the classroom activities so that it would provide an enjoyable condition or atmosphere. This could keep the learners enjoy being there and would not like to end the process in the middle. They enjoy and like to continue this enjoyment, as it would give them a motivation to follow it. Guessing and anticipatory activities would be of great influence in this way. It is like the activities that can let them induce even the current of the activities as well. Variety and changing the monotone activities would also provide motivation and an interesting condition for the learners. Activity change, task change, and teaching material change would also be useful.

Another trend would be letting the learners get the handle of the door themselves and strengthen their self-confidence by showing off what they know and what they have learnt in the classroom condition. Self-confidence is a strong step that could provide the opportunities for a more suitable and steady learning motivation for learning purposes. Learners with no barriers in acting upon their learned materials and those who feel free in showing their

mastered abilities would keep their interest and motivation to the highest. They could develop a higher confidence in what they perform and continue.

One more technique, which could the teachers employ for the continuance of their students' motivation to the highest extent, would be letting them free in expressing their own mentalities and revealing their ideas freely with no restriction. This should be kept so even if they make mistakes or errors in the run of the process. Doing so, the learners could also develop some more opportunities in guiding their other classmates or peer in learning. It is kind of getting responsibility in learning and letting others learn as well. It gives them a feeling of responsibility in providing good conditions for the other classmates and would add up to the motivation of their interest in following the language learning process. This would provide a psychologically positive feeling of being a teacher, as they are also a student learning the same topics or tasks. It is the enjoyable learning condition of learning through teaching experience. Learning and repeating, as they teach their friends, would all the time result in better outcomes. This kind of activity provided by free acting conditions and letting them teach what they learned, would provide the chances of self-confidence, autonomy, and independence for the learners. It can be considered as a kind of encouragement for group work activities.

All these attempts and activities are the best things to do provided that the circumstances are also available for the learners' own abilities' self-raising conditions in getting motivated for the mastery of English as the so called foreign language here, and provide the process pursue through some creative techniques and or methods.

The suggestions made here could be multiplied, of course, if the teachers are made prepared from the beforehand to provide the conditions so that motivating, maintaining the motivation, and keeping it alive for all the time of learning is available. All the above mentioned aspects could be taken as those very important features among many, not to be taken by the teachers as granted, and utilizing them could be of great effect in motivating the foreign language learners. However, not only the creation of the motivational causes, but also keeping the learners' motivation live to the end of the process, either instrumental or integrative, is vital for a successful, comfortable, accommodating, and supported foreign language learning.

### **Strengths, Limitations, and Delimitations of the Study**

The current study, like any other research studies in all the science fields and especially in the ELT field would have some strengths, limitations and delimitations. One of

the advantageous points of the study would be the kinds of instruments being used for collecting the needed data for the sake of the study. Two quantitative and one qualitative instrument were used. It could be recognized as the positive and pros of the study as they could guarantee the validity and reliability of the study in a higher position and degree. As the first instrument, the researcher would use a questionnaire for the sake of collecting data on both old and young learners concerned with their preference to the kind of motivational orientation they might hold internally. The second instrument, the qualitative instrument, would be a sort of interview with the randomly chosen participants, taken accidentally from the interviewed subjects in the first phase of the questionnaire. The aim of this second instrument and the following collected data are to verify the collected data through the first instrument, assigning the instrumentality or integrated orientation of the motivation to either older learners or the younger ones of English as a foreign language. All in all, these two instruments would be followed by a final quantitative instrument of a proficiency test of English as a criterion to show the probable effect of age on the foreign language learning. It could be attached to the previously found data, to compare and contrast the adult and young learners, not only based on their motivational orientation, but also the effect of any of the mentioned orientations mixed with their age factor and the result in the proficiency level of their foreign language.

One more advantage as a strength of the current study would be the kind of information it could provide for different users such as students, teachers and those engaged in designing the book texts of teaching English as a foreign language and those who are responsible in writing the topic matters and timetables for the learners. This would be the kind of the motivation, towards the language of younger learners present at school, and those who are voluntarily learning it outside or as a part of their career schedule.

However, there were also some limitations and delimitations of the study. Based on the research environment, the researcher was forced to choose some subjects available to him. This population was the only group of the learners in access in the studied environment of the considered institute. Hence, the subjects were limited compared to the vast majority of EFL learners in the study society. Another delimitation provided by the researcher was the gender choice that was due to the more female numbers of the learners than the male ones. As a matter of fact, the subjects' population was also limited to only one nationality for the sake of the availability and opportunities. This could also be considered as one of the limitations of the research.



## **Future Research or Studies**

The current study was based on some instruments and testing procedures. They were limited and delimited to some facts. It could be improved by changing some of the opportunities and facilities available. Therefore, some other instruments could be added for a more valid and reliable methods of collecting the data. Other than the research design, the subjects could also be chosen from a different population in a much wider community. The current study was limited to a population of subjects in a range of 180 subjects, while this could be enhanced to a bigger population in the research designs of the future for getting a more reliable result reports. Also the study could take its sample subjects from different social and cultural backgrounds and not limited to one society or one cultural background of one nationality or tribal group. One more idea to put forward would be the subjects' English background level for taking part in the study. As it is mentioned in the methodology chapter, the subjects of this study were all taken from the intermediate level learners of English as a foreign language, while it could be broadened to take them from all level backgrounds to make a comparison, better than just limiting it to a mere intermediate background. One more issue to consider could be the problem of the dichotomy between the English learning as a foreign or second language. It could be performed in both of these areas than just doing it on the foreign language learning settings. However, the gender of the subject population could also be expanded to be from both sexes in order to have a better ground to have the comparison between both genders. It could provide a wider and better point to compare and contrast in inter and intra gender fields as well. One more issue would be the first and second language background of the foreign language learners. It could be expanded to be from different ones as well as to be studied over those population subjects whose number of the first and other second languages as bilinguals and multi-linguals differ both in number and in the kinds of the languages. However, the foreign language under the study could also vary to get a more comprehensive answer about all the languages learned as a foreign language in case of the motivational orientation provided.

As it was discussed in the previous part of this chapter (see 5.3) the difference between the effect of the subject provided internal or external sort of motivation and that of the motivation originated by the teacher in the classroom setting for easing the learning procedure could be also compared and contrasted in other studies for any probable results concerned with the EFL learners' motivational efficiency.

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## APPENDIX

### Appendix-1. The Questionnaire Form

<i>I want to learn English because:</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1. I think it will someday be useful in getting a good job.	5	4	3	2	1	
2. It will allow me to gain good friends more easily among English-speaking people.	5	4	3	2	1	
3. It will enable me to understand the English life style and culture.	5	4	3	2	1	
4. I love the language as it is such a beautiful language.	5	4	3	2	1	
5. Other people will respect me more if I know English.	5	4	3	2	1	
6. I will be able to search for information and materials in English for my assignments on the Internet.	5	4	3	2	1	
7. It will enable me to understand better and appreciate more English art as well as literature.	5	4	3	2	1	
8. I need English language to pass my examination.	5	4	3	2	1	
9. English language is a basic university requirement.	5	4	3	2	1	
10. I need English language to integrate with the Western Culture.	5	4	3	2	1	
11. It will enable me to further my education.	5	4	3	2	1	
12. I am interested in English movies or songs.	5	4	3	2	1	
13. It will allow me to seek better job opportunities abroad	5	4	3	2	1	
14. It will enable me to keep up with development of , and world economy. science, technology	5	4	3	2	1	
15. I would like to make friends with people from other countries especially those from English speaking countries.	5	4	3	2	1	
16. It will help me on overseas trips.	5	4	3	2	1	
17. I need the language in order to take a test in future (e.g. TESL, TOEFL, TOIEC, ETC).	5	4	3	2	1	
18. I enjoy having a conversation with people who speak in English language as well.	5	4	3	2	1	
19. It will enable me to involve or go into an international business.	5	4	3	2	1	
20. I will be able to participate more freely in the activities of English cultural groups.	5	4	3	2	1	
<b><i>To help us get further information on this topic would you like to discuss this topic in greater details with the researcher?</i></b>						
		<b>Yes ①</b>				<b>No ②</b>

## Appendix-2. Permission emails for using the Questionnaire Form and Queries

-----original message-----  
From: "Seyyedtaghi Yaghoubi" <syaghoubi@atauni.edu.tr>  
Date: On 4/30/13 08:53 AM  
To: "Todd A. Hernández" <todd.hernandez@marquette.edu>  
Subject: Using Questionnaire

>Dear Professor Dr. Hernandez,  
>  
>I would like to mention my desire to make use of your questionnaire >used  
>for measuring the motivational orientation in learning a foreign >language  
>published in Applied Language Learning, vol. 18 (2008) >titled as  
>"Integrative Motivation as a Predictor of Achievement in >the Foreign  
>Language Classroom" in my study for the fulfillment of >my PhD Thesis. I  
>might see some needs in changing some parts such as >the scales to fit my  
>study.  
>  
>Looking forward to hearing from you soon.  
>  
>Faithfully Yours,  
>  
>Seyyed Taghi YAGHOUBI  
>PhD student  
>Ataturk University,  
>Erzurum, Turkey

-----original message-----  
From: "Todd A. Hernández" <todd.hernandez@marquette.edu>  
Date: On 4/30/13 07:10 PM  
To: "Seyyedtaghi Yaghoubi" <syaghoubi@atauni.edu.tr>  
Subject: Re: Using Questionnaire

>Dear Seyyed  
>  
>Thanks for your message. Please use and adapt the questionnaire as  
>you like. You might want to use my 2006 article on integrative  
>motivation that appeared in Foreign Language Annals. Best of luck  
>with your research.  
>  
>Thanks  
>  
>Todd  
>  
>Todd A. Hernández, Ph.D.  
>Associate Professor of Spanish  
>Coordinator of First- and Second-Year Spanish  
>Marquette University  
>Lalumiere Language Hall, 446  
>Milwaukee, WI 53201-1881  
>414 288-6828>

### Appendix-3. Permission Letter Request to the Language Institute

To: Sama International Institute of Foreign Languages

Dear Sir/Madame,

I would like to inform my request on the using your institute classes and language learners in the intermediate level for the purpose of my study. However, in the process of the study, some different phases would be performed from a questionnaire, to an interview and also a final PET test. It should be mentioned that all the information taken would be merely used for the study project aimed for writing and completing my dissertation and would be kept as secret from the public.

Seyyed Taghi YAGHOUBI

Faculty Member of FAU, Marand Branch

10<sup>th</sup> of October 2014

به مسئول محترم انستیتو بین المللی زبانهای خارجی سما

مدیر محترم

با عرض سلام

احتراما بدین وسیله معروض میدارد اینجانب سید تقی یعقوبی عضو هیات علمی دانشگاه آزاد اسلامی جهت اجرای پروژه رساله دکتری مستدعی است همکاری آن موسسه در خصوص در اختیار داشتن کلاسها و دانشجویان آن موسسه را اعلام دارید. موارد اجرایی در این رساله اجرای پرسشنامه مصاحبه و آزمون عمومی زبان خواهد بود. لازم به ذکر است تمامی اطلاعات و داده های بدست آمده صرفا جهت اجرای پروژه مذکور بوده و کاملا محرمانه تلقی خواهند شد.

با تشکر و سپاس

سید تقی یعقوبی

عضو هیات علمی دانشگاه آزاد اسلامی مرند

#### Appendix-4. Study Permission Letter from the Language Institute



Sama International Institute of Foreign Languages

Dear Mr. SeyyedTaghi YAGHOUBI

We would like to inform our agreement and acceptance of conducting your study project for the fulfilment of your study here in this institute. All the classes are ready to be used for your study purpose as well as the administration of the questionnaire, interview and the PET test. However, it would be suggested to make all the preparations done before the administrations for reducing any probable non-coordination.

Sama International Institute of Foreign Languages would wish a good job for you.



به: آقای سید تقی یعقوبی

بدینوسیله باستحضار میرساند این موسسه موافقت کامل خود جهت اجرای پروژه رساله دکتری جناب علمی را اعلام میدارد. تمامی کلاسها و دانشجویان این موسسه برای اجرای پروژه مذکور در راستای برگزاری پرسشنامه مصاحبه و آزمون عمومی زبان در اختیار جنابعالی میباشد. خواهشمند است جهت عدم هرگونه ناهماهنگی قبل از اجرای هر مرحله هماهنگی های لازم را برقرار دارید.

این موسسه آرزومند موفقیت جنابعالی در اجرای این کار علمی است.



## Appendix-5. Informed Consent Form

Title: "Individual Differences in EFL Learners: The Motivational Orientation and Age Factor

Supervisor: Ass. Prof. Dr. M. Yavuz KONCA  
Ataturk University  
English Language Teaching Department

Ph.D. Student: Seyyed Taghi YAGHOUBI  
Ataturk University  
English Language Teaching Department  
Email: syaghoubi@atauni.edu.tr  
Phone: +905345103765

The following information is provided to help you decide whether you wish to participate in the interview to be carried out by the aim of collecting the data required for the doctoral thesis study the title of which was given above. You should be aware that you are free to decide not to participate or to withdraw at any time you wish.

The purpose of the study is to explore your views on the motivational orientation that you have in learning English as a foreign language. Your responses to the interview questions will be audio recorded and subsequently transcribed into text format.

Do not hesitate to ask questions about the study before participating or during the interview. I would be happy to share the findings with you after the research is completed. Information resulting from this interview will be kept strictly confidential. You will be identified with a pseudonym.

There are no known risks and/or discomforts associated with this study.

Please sign in this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

.....  
.....

Date  
Participant's Signature

.....  
.....

Date  
Researcher's Signature

## **Appendix-6. Questions for the Interview**

- 1. Are you interested in learning English?*
- 2. Why do you learn English?*
- 3. What are you aiming at in your English level? How good do you want your English to be? (e.g., to be able to read newspaper, to watch TV, to listen to radio, etc.)*
- 4. Are you interested in the culture of the people who speak English?*
- 5. What is more important to you? Reading, Writing, Speaking, or Listening?*



**Appendix-7. English Proficiency Test Items Adopted from CPE**

*Reading, Writing, Listening, Speaking*

***English Proficiency Test Items***

***CPE***

***(Cambridge Proficiency English)***

***Reading***

***Writing***

***Listening***

***Speaking***



## English proficiency Test

### Paper One

### Reading Comprehension

You are going to read a magazine article about an author. For questions 1-6, choose the correct answer A, B, C, D.

'A good book for children should simply be a good book in its own right' these are the words of Mollie Hunter, a well-known author of books for youngsters. Born and bred near Edinburg, Mollie has devoted her talents to writing primarily for young people. She firmly believes that there is always and should always be a wider audience for any good book whatever its main market. In Mollie's opinion it is essential to make full use of language and she enjoys telling a story, which is what every writer should be doing: 'If you aren't telling a story, you are a very dead writer indeed,' she says.

With the chief function of a writer being to entertain, Mollie is indeed an entertainer. 'I have this great love of not only the meaning of language but of the music of language', she says. This love goes back to early childhood. 'I told stories all my life. I had a school teacher who used to ask us what we would like to be when we grow up and, I was very good at handling them, I said I wanted to work with dogs, and the teacher always said "Nonsense, Mollie dear, you will be a writer." So eventually I thought that this woman must have something, since she was such a good teacher – and I decided when I was nine that I would be a writer.'

This childhood intention is described in her novel, *A Sound of Chariots*, which although written in the third person is clearly autobiographical and gives a picture both of Mollie's ambition and her struggle towards its achievement.

Thoughts of her childhood inevitably brought thoughts of the time when her home was still a village with buttercup meadows and strawberry fields – sadly now covered with modern houses. 'I was once taken back to see it and I felt that somebody had lain dirty hands all over my childhood. I'll never go back,' she said.

To this day, Mollie has a lively affection for children which are reflected in the love she has for her writing. 'When we have visitors with children the adults always say, 'If you go to visit Mollie, she'll spend more time with the children.' They don't realize that children are much more interesting company. The children have something new.'

1. What does Mollie Hunter feel about the nature of a good book?

- A. It should not aim at a narrow audience.      C. It should be based on original ideas.      B. It should be attractive to young children.      D. It should not include too much conversation.

2. In Mollie Hunter's opinion, one sign of a poor writer is

- A. lifeless character.      C. the weakness of the description.  
B. complicated ideas.      D. the absence of a story.

3. What do we learn about Mollie Hunter as a very young child?

- A. She didn't expect to become a writer.      C. She didn't have any particular ambitions.  
B. She didn't enjoy writing stories.      D. She didn't respect her teacher's views

4. How does Mollie feel about what has happened to her birthplace?

- A. confused      C. disappointed  
B. ashamed      D. surprised

5. Mollie's adult visitors generally discover that

- A. She is a very generous person.      C. She talks a lot about her work.  
B. She is an interesting company.      D. She pays more attention to their children.

6. What is the writer's purpose in this text?

- A. to describe Mollie's most successful books      C. to provide information for Mollie's readers  
B. to share her enjoyment of Mollie's books      D. to introduce Mollie's work to a wider audience



## English proficiency Test

### *Paper Two*

### *Writing*

*Write an answer to one of the following questions (choose A or B). Write your answer in 120-180 words in an appropriate style.*

**A.**

*You borrowed a very good camera from an English-speaking friend for a special occasion, but it was stolen from you. Write to your friend, explaining what happened and telling him what you intend to do now.*

**B.**

*Your class has been working on a project on language learning and your teacher has asked you to write a composition, giving your views on the following statement:*

*"It is better to concentrate on learning one language very well than to learn a little of several languages."*

# English proficiency Test

## Paper Three

## Listening Comprehension

You will hear people talking in six different situations. Choose the best answer for the questions 1-6, A, B or C.

### 1. You overhear this conversation in a café.

#### Tapescript

First voice: Have you seen that film that's on at the moment? You know, the one about a child who discovers the box in the attic?

Second Voice: Yes, yes, we took the kids. It wasn't quite as I had expected though. I thought the children would enjoy it, but they spent nearly the whole time under their seats. It scared them silly. I was a bit upset about it and told the manager they should have put out a warning on the advertisement. It's just not right to mislead the public like that.

How did the man feel during the film?

- A impatient
- B frightened
- C annoyed

### 2. You hear a young woman talking about a pop concert.

#### Tapescript

Woman: I really wanted to see them live, I wanted to be sure that this time I'd be there ... so I bought a ticket months ago ... Anyway, my parents said I was crazy to spend all that money, but of course they've no idea, that's the sort of price you pay ... Anyway I got there, you could hardly move, so many people, everyone so happy, we couldn't wait, you know, I've got all their albums and now I was going to see them play all that. So what do you think happened? None of my old favorites, you know, ... it was all their latest stuff ...

Why is she complaining?

- A The songs were new.
- B The ticket was expensive.
- C The hall was crowded.

### 3. You hear a radio announcement which gives details of a future program about books.

#### Tapescript

Announcer: Before we go let me mention a program we're recording on Tuesday May 30<sup>th</sup> at the Hay-on-Wye Festival of Literature, when we're inviting you to bring along your favorite children's books of the past; be they prized first editions, old annuals or well-thumbed picture books from years ago. If you think, or hope, their collector's items; whether they belong to granny or whether you picked them up in a second-hand bookshop, join us for the program when our guest experts will be putting a value on the books you bring. So that's Tuesday May 30<sup>th</sup>, at 2 o'clock and tickets are available from the Festival box office

What will the experts on the program tell you?

- A how old the books are
- B how much the books are worth
- C where you can sell the books

**4. You hear a woman talking on the phone.**

**Tapescript**

**Woman:** Yes, you see, I bought this very comfortable pair of shoes, or at least, well, I thought they were ok, I wore them to the office once, and then this terrible pain in my right foot started. Oh, I thought, I must return them at once, they are no good at all, a good thing I had kept the receipt. But then friends said, there may be something wrong with your foot, you should have it seen, too. So I thought I'd better come and see you, find out if there is a broken bone or something.

**Who is she talking to?**

- A a doctor**
- B a shop assistant**
- C a friend**

**5. You overhear these two friends.**

**Tapescript**

**First Voice:** Have you agreed where we're going to meet Dave and Jack on Sunday?

**Second Voice:** Well I talked to the others and nobody seemed to have any idea about it.

**First Voice:** I thought we're going to the stadium.

**Second Voice:** The football match! I suggested it a long time ago.

**First Voice:** Well, I think we should agree on that.

**Second Voice:** Ok, I'll phone the others.

**What does the first speaker want the second one to do?**

- A suggest a place to meet**
- B confirm an arrangement**
- C change a decision**

**6. You hear a school teacher talking about a new system called 'Homework Hotline'.**

**Tapescript**

**Teacher:** When children don't do their homework, sometimes it's the teacher's fault. Because at the end of the lesson, the teacher will write the information on the blackboard at the last minute, the bell goes, buses and friends are waiting and children haven't got time to write it down properly. Having a hotline means they can go home and they, or their parents can phone the school and information they need is pre-recorded on a tape in the answering machine. We get around 300 calls a month and we've noticed the completion rate of homework has increased quite dramatically.

**Why does he think the system has been successful?**

- A It makes teachers more careful.**
- B Parents can check their children's progress.**
- C Children can find out what is expected.**

# English proficiency Test

## Paper Four

## Speaking

*The students are asked the following questions:*

*Well, I'd like to have more information about you, so I would ask you some questions.*

### *Home Town*

- \* Speak a bit about your town or village.*

### *Family*

- \* Do you have a large family or a small one?*
- \* Can you tell me something about them?*

### *Work/Study*

- \* Can you tell me something about yourself?*
- \* Do you work or are you a student?*
- \* What do you enjoy most about your work/studies?*
- \* What qualifications did you need/ will you need for job/for the job you hope to have?*

### *Leisure*

- \* Do you have any hobbies?*
- \* How did you become interested in?*
- \* Which do you prefer more, watching television or going to the cinema? What sorts of programs / films do you like to watch?*
- \* What kinds of sports are you and your friends interested in?*
- \* How do you usually spend your holidays?*
- \* Is there anywhere you would particularly like to visit? Why?*

### *Future Plans*

- \* What do you hope to do in the next few years?*
- \* How important English is for your future plans?*

## CURRICULUM VITAE



He was born in 1972 in Shiraz, Iran. He completed the primary and high school studies in Bushehr, and Tabriz. In 1990, he attended the ELT department of Islamic Azad University of Marand and graduated from this department in 1994. In the same year he started the MA program of ELT of the Islamic Azad University of Tabriz, and at the same time started to work as an interpreter in Tabriz Petrochemical Company in a Korean Contracting Company, called DAELIM. Simultaneously he was assigned as a research assistant at the ELT department of Islamic Azad University of Marand. In 1997 he completed his MA studies and started his military service at the same university teaching English. In 1999 he was employed as the research assistant in the same university. He later founded the ESSCA (English Students' Scientific and Cultural Association) and stays its managing director up to now. He continued his career as the Head of ELT department of Marand IAU in 2003. In 2005 he was assigned as the Managing Director of the Educational Affairs of the Islamic Azad University of Marand. Since then he has been assigned twice as the Vice President of the Islamic Azad University of Marand, for a period of about 7 years, between 2006–2010 and 2012–2014. In 2010 he was appointed to Ataturk University, in Erzurum, Turkey, to complete his PhD studies in ELT. Since 2014 he is the Dean of the Social Sciences Faculty of the Marand Islamic Azad University. He has published several ISI research papers in different journals and presented some in international conferences and symposiums. He has also published a book titled "British or American English" in 2006.