THE RELATIONSHIP BETWEEN STUDENTS'LANGUAGE LEARNING MOTIVATION AND SELF-EFFICACY: A PRIVATE UNIVERSITY CASE

A THESIS SUBMITTED TO THE

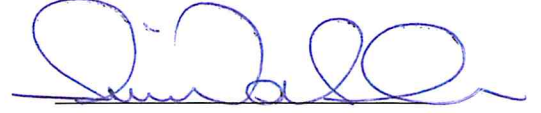GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

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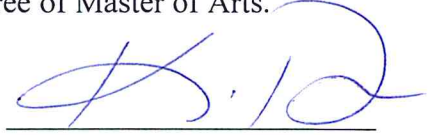Approval of the Graduate School of Educational Sciences

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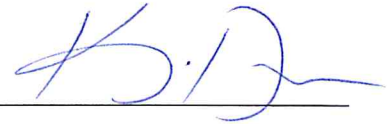
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ABSTRACT

**THE RELATIONSHIP BETWEEN STUDENTS'LANGUAGE LEARNING MOTIVATION
AND
SELF-EFFICACY: A PRIVATE UNIVERSITY CASE**

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The aim of this thesis was to search the relationship between students' language learning motivation and self-efficacy in a private university preparatory school students in Konya. It focalized on the students' motivation level towards English and self-efficacy level. One hundred A2 level preparatory school students attended voluntary to the survey. Because of the number of the participants who attended the study, this is a small-scale study. This descriptive cross-sectional study yielded quantitative data to gather information from the participants. The AMTB (Attitude, Motivation Test Battery) and a self-efficacy survey which was adapted from CEFR were organized on a 5 point Likert-scale. The domains used to investigate some purposes of the study for AMTB were: 1. Interest in English, 2. Desire to learn English, 3. Motivational intensity, 4. Attitudes towards learning English, 5. Integrative motivation, 6. Instrumental motivation. The domains for CEFR were: 1. Listening, 2. Reading, 3. Spoken Interaction, 4. Spoken Production, 5. Language Quality, 6. Writing. The results gathered on one session study with the participants. As the participants were A2 level students, the items in the survey was explained in their native language when it was needed. The results showed that there was a significant correlation between participants' motivation and self-efficacy. Also, it was revealed

that there was a significant relationship between gender and motivation and self-efficacy. Another result drawn from the data was that there was a relationship between students' educational background and motivation and self-efficacy.

Key words: Motivation, Intrinsic Motivation, Extrinsic Motivation, Instrumental Motivation, Integrative Motivation, Motivation and Gender, Self-efficacy, Self-efficacy and Gender

ÖZ

ÖĞRENCİLERİN DİL ÖĞRENME MOTİVASYONU VE ÖZ YETERLİLİKLERİ ARASINDAKİ İLİŞKİ: ÖZEL BİR ÜNİVERSİTE VAKASI

Gördü Aşıcı, Tuğba

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

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Bu çalışmanın amacı Konya 'da özel bir üniversitenin hazırlık okulu öğrencilerinin motivasyon ve öz yeterlilikleri arasındaki ilişkiyi incelemektir. Çalışma, öğrencilerin İngilizceye yönelik motivasyon yönelimleri ve öz yeterlilik seviyelerine odaklandı. Dil seviyesi temel durumda olan yüz gönüllü hazırlık okulu öğrencisi katıldı ankete. Çalışmaya katılan öğrencilerin sayısı sebebiyle bu çalışma küçük ölçekli bir çalışmadır. Bu betimsel kesitsel çalışma, katılımcılardan nicel veriler toplamak amacıyla yapıldı. Ankette Tutum Motivasyon Ölçeği ve Avrupa Konseyi Ortak Dil Kriterinden uyarlanmış, her ikisi de 5'li Likert Ölçeği kullanılarak anket haline getirilmiş araştırma ölçekleri kullanıldı. Çalışmada Tutum Motivasyon Ölçeği için kullanılan alanlar: 1. İngilizce diline olan ilgi 2. İngilizce öğrenme isteği 3. Motivasyon yoğunluğu 4. İngilizceye öğrenmeye yönelik tutum 5. Bütünleyici güdüleme 6. Araçsal güdüleme. Avrupa Konseyi Ortak Dil Kriteri alanlar ise; 1. Dinleme 2. Okuma 3. Karşılıklı konuşma 4. Sözlü anlatım 5. Dil kalitesi 6. Yazma. Sonuçlar katılımcılarla tek oturumluk bir anket çalışmasıyla alındı. Katılımcılar başlangıç seviyesi öğrencileri olduğu için anket soruları gerekli olduğunda katılımcıların ana dilinde açıklandı. Sonuçlar katılımcıların motivasyonları ve öz yeterlikleri arasında bir ilişki olduğunu ortaya koymuştur.

Aynı zamanda katılımcıların cinsiyeti ve motivasyonları arasında da bir ilişki olduğunu ortaya koymuştur. Çalışmadan çıkarılacak bir diğer sonuç ise katılımcıların eğitim alt yapıları ile motivasyonları arasında bir ilişki olduğudur.

Anahtar kelimeler: Motivasyon, Bütünleyici Güdüleme, Araçsal Güdüleme, Motivasyon ve Cinsiyet, Öz Yeterlilik, Öz Yeterlilik ve Cinsiyet.

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CHAPTER 1

Introduction

1.1 Introduction

As a result of globalization, it is inevitable to communicate with other people across the world and to get in contact with different cultures and languages. This brings some confusion as well. Therefore, language learning has become one of the main concern of the countries in the world. These needs resulted in the need to further research and studies on understanding of successful language learning. Yet, there are several questions need to be answered in the light of further studies to understand how we teach and learn in an effective way. One of these problematic issues is motivation and its effect on language learning. Motivation has a very crucial place in second language learning. It is an incentive to link language learning and the "booster to provide the long and usually tiring learning process" (Dörnyei 2005, p. 65). It can have a significant effect on our language learning. When the level of motivation gets higher, the language learners become more successful.

Motivating students to learn and engaging them in class has always been the main obstacle for language teachers, but when the situation is examined carefully, it can be easily deduced that there is logic for students' lack of motivation to engage in the activities given them or to concentrate the class. Motivation isn't the only reason on the issue. Many different excuses can direct students to these kinds of displeasure. Students' attitudes and the way they learn can be examples (Dörnyei, 2005). Other reasons like "being sick to attend class, some problems about administration, changing learning environment" or "intelligence" might be other reasons about engaging students on tasks (McDonough, 1989, p. 125). However, as every language teacher can easily admit, motivation is basically the main problem.

Motivational problems to learn English has drawn a lot of attention as it has a really significant role on students' success or failure. Dörnyei revealed that "nearly all of the learners who desire to acquire a second language may be able to learn it on a desirable rate"(Dörnyei, 2001, p.2).

The effect of motivation in language learning has been under discussion for over half a century; however its importance has been understood very soon. Scheidecker

and Freeman (1999) bring forward that motivation is a problem that people are looking for "a single and simple answer" (p. 117).

In social psychology, Robert Gardner and Wallace Lambert established the research on motivation. Lambert (1963) put forward a 'social psychological model'. In this model, he stressed some cognitive and affective factors. He also suggests that students' level that is acquired may depend on motivation. Gardner (1985), an expert in this field, gives description of second language motivation. According to him a learner studies or struggles to learn a language because s/he wishes to do it and because of the amusement experienced from the activity. Gardner's model reflects some aspects of language learning. They are:

- Cultural and social environment
- Personal distinctness
- Learning setting
- Linguistics outcomes.

Motivation is categorized in three constituents: motivation density, attitude towards learning the language and desire to learn the language.

Brown (2007) re-examined the definitions of motivation considering the three historical thoughts as:

1. Behaviorism: Motivation is explained concerning reward and punishment. Learner repeats the behavior to have reward.

2. Cognitivism: Motivation is regarded as choices, so *choice* is the main concern in here. It deals with the forces behind our decisions like the reason people decide to behave in a certain way and the factors that affect the choice people made.

    Ausubel (1968) named 6 needs for motivation: the need for

    a. activity
    b. exploration
    c. manipulation
    d. stimulation
    e. ego enhancement
    f. knowledge

3. Constructivism: It is concerned with events in people's lives and the way they built their own point of view on these events. Every learner is got

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motivated in a different way. Stress is usually on the personal choices, so every individual choose how to act himself/herself.

The other important success indicator in language learning is self-efficacy (Pajares, 1996). Even though some students share the same learning environment, some of them are more motivated and interested learning a second language than the students who are not interested much. It is hard to give a valid explanation to this situation (Schunk, 2003). Many factors can govern and regulate the achievement in learning second language. From these factors students' self-efficacy play an important role besides motivation. Self-efficacy is basically a learner's concern about his abilities on a given task (Bandura, 1997). What is important to perceive is that self-efficacy is peculiar to a task. Meaning that learners' past experiences about the tasks help them to label their self-efficacy level. It can be concluded that learners who see themselves adequate on a task may be interested with it more than the times when they don't perceive themselves expert enough (Ching, 2002; Jackson, 2002; Margolis & McCabe, 2003; Pajares, 1996).

It is a general idea that self-efficacy of the students has an undeniable influence on their aims and motivation (Bandura, 1993; Linnenbrink & Pintrich, 2003; Pajares & Valiante 1997; Yang, 1999). Self-efficacy beliefs support motivation. They specify the aims and effort the learner should spend on a given task and they struggle with difficulties and their standing against failures (Bandura, 1994). Those who have low self-efficacy consider a difficult task as a menace. Zimmerman (2000) declared that researches that have been conducted so far revealed that self-efficacy is real important for students' motivation and learning success.

Cain and Dweck's study (1995) backs the link between motivation orientations and self-efficacy of children who are in elementary school. Zimmerman and Kitsantas's (1997) study suggest that boosted self-efficacy is followed by increased intrinsic motivation (cited in Bong & Clark, 1999, p. 151). Likewise, in Pintrich and De Groot (1990)'s study it was seen that intrinsic motivation factors and self-efficacy beliefs were significantly related.

Chen, Warden and Chang (2005) analyzed the link between motivation orientation, self-evaluated skill and expectancy in the borders of process model. The results of the research showed that expectancy is an important figure between

motivation types and self-evaluation. Expectancy and the desired motivation are strictly connected; however integrative motivation does not have an important effect.

The relationship between motivation, gender and self-efficacy has always been under discussion even though there are not many studies on the issue. In one of the studies by Xiong (2010), it was revealed that the girls had higher interest in English than the boys and also female students' English learning motivations were stronger than the boys'. The results showed that the female students´ internal motivation was significantly stronger than the male students´ in second language learning.

Dörnyei and Csizér (2005) conducted another study with 14- year old Hungarian students. The results revealed that male students are not as motivated as female students to learn language. A study by Burden and Lanvers (2002) advocates the issue that males are not as motivated as females to learn French as a second language. The results expressed that females showed a stronger desire to learn French as a second language than males. It was seen in the study that the girls struggled more to learn the language. Ludwig (1983) revealed that German, French and Spanish male university students in the US were motivated instrumentally. The rates were higher than the rates of female students'. Also, according to the study by Gardner and Lambert (1972) it is revealed that in Canada girls were more motivated than the boys in learning French as a second language. Girls also had more positive attitudes towards learning language. Another study by Bacon and Finnemann (1992) also revealed that in the US female university students were more motivated than male students.

A study by Dweck and Gilliard (1975) also revealed that male students had more expectations about their educational career than female students. However, some of the recent studies show the contrary. However, Elizur and Beck (1994) do not revealed any special inclination for female students to achieve higher than men on the motivation questionnaire. Consequently, self-efficacy has a mediational role in motivation and gender.

1.2 Statement of the Problem

Motivation is a crucial factor and it plays a major role in achievement of a student's academic life. It is a kind of pushing wheel for students to reach their goals in their educational life. Lack of motivation to learn English has always been a problem for language teachers. The case is not different in this university as well. At the

university there were some informal talks with the instructors and these talks showed that motivation is a very big problem in here. Most of the instructors in this private university in Konya believe that if the students are not motivated for tasks, having high rates of failure and attendance problems are not surprise. All these beliefs are responsive with the idea Dörnyei (2005) says that motivation "supplies the main drive to start L2 learning" (p. 65). He also asserts that whether learners have good abilities on learning or not, they cannot continue this success without adequate amount of motivation. Masgoret and Gardner (2003) states that "a motivated learner enjoys the given activity, puts an effort on the given task and s/he is attentive and insistent. S/he can also make judgements about his/her failure or success and also uses different strategies to get help for being successful"(p. 128).

It is also believed that learners believe in their own capabilities to engage a given task via self-efficacy beliefs. These beliefs affects students' motivation. Motivation includes external and internal factors that trigger the passion to be successful. Both are the impulses that get people follow an aim. Learners tackle with problems depending their motivation as learners who have high self-efficacy and motivation than others do their best to achieve their goals and they do not surrender so readily when they are encounter difficulties.

Besides self-efficacy, instrumental and integrative motivation should be present to encourage the students to study second language. This may affect their achievement in learning a language. As the instrumental and integrative motivation are not searched among these students, it is not known if these types of motivation have an effect on the students' achievement or not. Besides, if the motivational factors are identified, it would be possible for the instructors to work on enhancing students' self-efficacy and motivation to develop their English proficiency level.

There is a very limited research in the field about the relationship between self-efficacy and motivation in learning English. That is why this study is meant to explore what motives this private university preparatory school students to study English and also to see if this motivation has any relationship with their self-efficacy beliefs.

1.3 Purpose of the study

Even though there were some studies about self-efficacy, motivation and their relationship with each other in different countries and schools, we were unaware of the

relationship between these in this private university in Konya where the study is conducted. The relationship between motivation and self-efficacy on this private university context is missing in the literature and this paper tries to fill. The purpose of this study is to investigate how gender, educational background and current educational status affect second language learning motivation and self-efficacy and the relationship between the two among the preparatory school students in a private university in Konya.

1.4 Research Questions

This study addresses the following questions:

1. To what extent do gender, educational background and current educational situation have an effect on students' second language learning motivation?
   a. Is there a relationship between gender and motivation?
   b. Is there a relationship between educational background and motivation?
   c. Is there a relationship between students' current educational situation and motivation?
2. To what extent do gender, educational background and current educational situation have an effect on students' self-efficacy?
   a. Is there a significant relationship between gender differences and self-efficacy?
   b. Is there a significant relationship between educational background and self-efficacy?
   c. Is there a significant relationship between current educational situation and self-efficacy?
3. Is there a correlation between the given domains of motivation and domains of self- efficacy?

1.5 Significance of the Study

Since learning another language apart from their native language is a big challenge for the learners, they need to feel a sense of motivation. Although it has always been an important issue, there is not much research on motivation in Turkey. Motivation is considered as one of the most important elements which has a direct effect on learner success (Dörnyei, 1994); but also it is undeniable that motivation is

associated with self-efficacy (Bandura, 1997). It is said that a learner's self-efficacy, which is an attitude toward self, influences his or her learning.

Although there are many studies that have searched students' attitude and there are studies that evaluate language learning motivation, and also studies on self-efficacy and language learning, there are very limited number of studies about self-efficacy and motivation toward language learning.

It is expected that this small scale research, at first, will diagnose learners' motivation level and self-efficacy in learning English. Since motivation and self-efficacy are important components in learning language, this study is an attempt to investigate students' motivation and self-efficacy level and it also attempts to explore the correlation between the two in a private university preparatory school where the medium of language is English. As this small scale study is a case study for a private university preparatory school students, it is not intended to generalize the results as, like any university, it has its own learning context and culture. Therefore, the aim of this study is to explore the relationship between self-efficacy and motivation of a private university preparatory school students in Konya, Turkey.

1.6 Definitions

Motivation: The term refers to a kind of instinct that guides a learner's behavior toward the achievement of an aim. Motivation is a purposeful behavior and states the readiness of the learners to achieve goals. There are types of motivation discussed in this research. There are two factors which are related to motivation. First one of them is integrative motivation (Gardner & Lambert, 1972). It is about the wish to be a member of the society and about the interest in learning a second language. That interest may be a need to learn or to speak with the speakers who use the target language.

The second one is Instrumental motivation (Gardner & Lambert, 1972). It deals with the practical side of learning language such as increasing learners' careers or passing a course in school. The motivation is grouped in two categories which are named as extrinsic motivation and intrinsic motivation.

Extrinsic motivation highlights an external drive to convince the learner to attend learning activity such as homework or doing something to make teachers happy.

Extrinsic motivation is based on external forces like reward and punishment. This type of motivation may give a negative impact to the students.

Intrinsic motivation is about a kind of learning that learning itself for the self-reward. It means that the learners are willing to learn what they think is important or worth for them. There is no rewards given and compelling in here. Intrinsically motivated students have a strong internal desire to learn. The desire to learn is innate.

Self-efficacy: The term refers to the some beliefs about learners' abilities to learn or behaviors at assigned levels (Bandura, 1986). It has control over learners' thoughts and actions. Namely, it is the belief that learners hold about their capability. The result of their efforts affect the way they behave in the future. In language education, self-efficacy can be interpreted as the learner's self-confidence on his capability on a given task which can influence the learning process. Bandura (1997) mentions that these self-efficacy sources can be increased by experience.

Educational Background: The term refers to type of high school from which students participated in this study graduated. There are two types given in this study: state school and private school.

Current Educational Situation: The term is about students' having full scholarship, partial scholarship or not having any scholarship in the university that this study conducted in.

CHAPTER 2

Literature Review

2.1 Defining Motivation

Motivation is always considered as the key element behind any success. It is also a crucial factor which has a positive effect on learning. Lambert (1963) introduced a 'social psychological model'. In this model he focused on language attitudes and intelligence as well as motivation and aptitudes. Lambert also states that an individual learner's success on second language is about attitudes towards the target society and attitudes towards motivation and language learning.

Gardner (1985) also describes second language motivation as "a struggle that a learner tries to learn the language as s/he wants to learn and the enjoyment gotten from this activity" (p. 10). Students' motivation is contain three elements; effort (the time spent studying and the drive of the learner), desire (willingness to be a proficient user) and affect (the reactions of the learning towards studying) Gardner (1982). Gardner does not mention integrative or instrumental elements in his motivation theory. There is an integrative or instrumental dilemma in Gardner's model, but this dichotomy is not a part of motivation. These two orientations include motivational antecedents which aids to enhance motivation to achieve goals either integratively or instrumentally.

Loewen and Reinders (2011) give their definition about motivation that "it is a psychological construct that is about the ambition and drive that a learner needs to perform in a particular task" (p. 119). That description gives a broad dimension for this study area. Whereas, Dörnyei (2005) reflects his understanding of the term by refreshing it. According to him motivation is a significant factor in language learning which affect the whole process as it is the drive to involve in second language learning. He says that it is also the driving force to continue the long and boring learning process. Dörnyei (2001) also explains the reason a learner wants to shoulder an action, how much effort they spend for it and how determined they are to finish it.

Furthermore, Williams and Burden (1997) declared that motivation is "a cognitive and emotional arousal situation" that "leads to a conscious judgement to act." (p. 120).

Another pioneer, Gardner, also holds the idea that students' motivation in language learning is influenced by learner attitudes and will to involve. This means that motivation is strongly related to attitude.

Apparently, Gardner and Lambert (1972) formed the body of the concept. They formed two types of motivation in language learning. They are integrative motivation and instrumental motivation. First of all, integrative motivation shows the student's wish to be a member of the target language society (Gardner & Lambert, 1972). The term also includes student's effort to learn the language in order to communicate with the group the language they learn belong to.

Furthermore, in integrative motivation there is an interest and desire and an attitude to learn learn the target language and the community (Gardner, 1982). Both of these types are crucial for second language learning context. A learner can learn a foreign language well when s/he is motivated integratively or instrumentally or they can learn with having both of them (Cook, 1991).

2.1.1 Intrinsic and extrinsic motivation. Intrinsic motivation is described as the wish to make something for the reason that it is worth to do (Williams & Burden, 1997). Ryan and Deci (2000) describes intrinsic motivation as "to do something as it is interesting or amusing by its nature" (p.55). Therefore, intrinsic motivation has an important role. When motivated intrinsically, the learner is learn for fun or challenge not because of external factors or prize. Students who have intrinsic motivation have internal desire to learn. Those students do not need any external rewards or push. Also, intrinsic motivation governs the student to learn without rewards as the need to learn comes from inside.

Lightbown and Spada (1999) put forth that "teachers do not have much impact on learners' intrinsic motivation because the students are from different cultures and motivating students is possible if the teacher creates a supportive classroom environment" (p. 56-57).

Extrinsic motivation is a desire to make something regarding its benefits such as getting a good salary and a promotion or simply passing a course. Ryan and Deci (2000) declared that "extrinsic motivation is about doing something as it gives way to a separable result" (p.233), meaning the learner needs an external impulse to be

motivated as the outcomes lead the learner a "profitable" outcome. Based on behaviorist school of idea, rewarding the learner can be the best way to motivating the desired behaviors. Thus, a behaviorist would see motivation as a crucial external factor and the specific one to encourage different behaviors. Instrumental motivation and extrinsic motivation are counterparts, however they aren't exactly the same. Extrinsic motivation emphasizes that the cause is about outside factors, but instrumental motivation is about one's own learning goal.

Furthermore, there are many differences between learners who motivated intrinsically or extrinsically in terms of their language development. Learners who are intrinsically motivated are better learners than extrinsically motivated learners. Maslow (1970) stated that intrinsic motivation is better than extrinsic motivation as learners get themselves motivated to succeed "self-actualization". Hall (2011) emphasizes, that second language learners should have both types of motivation.

Bruner (1966) declared that keeping learners away from the burden of prizes may be the most efficient ways to assist learners. Sometimes, these two kinds of motivation may coincide to a certain extent. Performance should be prevised by both forms of motivation. It is agreed that both forms of motivation are important in second language learning process as they are both related to each other (William & Burden, 1997).

Finally, existence of motivation may upgrade learning. Teachers should be aware of motivation types and their principles to face with the students' needs.

2.1.2 Instrumental and Integrative Motivation. According to Gardner and Lambert (1972), typically there is a division between instrumental and integrative learning. If a learner wants to learn a language for the sake of having a good job or an academic achievement, it can be concluded that this learner is motivated instrumentally. Namely, instrumental motivation is about learning a language to achieve goals like academic achievement or promoting. Spolsky (1989) declared that an instrumental motivation is about a targeted goal. If the learner continues with that goal, it is more likely that an instrumental motivation will continue as well. Whereas, integrative motivation is related with desire to be embraced by society. Integrative motivation is related with integrating learner's self in a society to be able to a part of them.

Integratively motivated learners desire to learn language as they want to communicate with the people who speak the target language. These learners are also curious about the culture of that target language. Gardner (1982) asserted that integrative motivation is crucial to learn a second language successfully. Depending of the learner's orientation, various needs have to be answered in second language teaching. Some learners can be a better learner when they are motivated integratively and other learners are more successful when they are motivated instrumentally. There is one more type of learners who learn better when they utilize both type of motivation.

That's to say, a learner can have both types of motivation. A learner may be motivated instrumentally to pass an exam, but he or she may also want to engage in and affiliate a culture at the same time.

Integrative motivation and intrinsic motivation are not the same as intrinsic motivation is about the things that make learners feel fine, but integrative motivation is about being a member in a community. Brown (2007) defined the relationship between the extrinsic/intrinsic and integrative/instrumental motivations (See table 1 below).

Table 1

Motivation dichotomies

	Intrinsic	**Extrinsic**
Integrative	Learner wants to integrate with the target language culture	Someone else wants the learner to learn language for integrative reasons
Instrumental	Learner wants to success goals using target language	An external power wishes the learner to learn the target language

2.2. Motivation Theories

2.2.1 Gardner's Social Psychological Theory. The original impulse in motivation is stemmed from social psychology. It is acceptable as learning another language cannot be spared from the learner's attitude towards the target language society. The first factor in this theory by Gardner is students' attitudes towards the target language speakers (Gardner, 1985). Namely, students are somehow related to

language learning. Williams (1994) says that learning a language is totally different from any other subjects as language is about an individual's whole social life: his/her identity, a tool to convey his/her being. Learning a language is more than learning only skills or grammar; it also includes changing self-image, behaviors and social conditions and nature of that individual (p. 77).

People should keep in mind that the world is getting crowded and as a result of that cultures and languages are intertwined. Hence, it is inevitable to communicate with other people across the world and to get in contact with different cultures and languages. In the world, the majority of the people speak at least one foreign language. This fact shows the significance of social side of second language motivation.

Gardner (1985) describes motivation as "a struggle which a learner tries to learn the language as he wants to learn and the satisfaction he got from this activity" (p.10). Gardner and Lambert (1972) state that the role of second language is "mediating factors between different populaces and they see the motivation as a leading drive to learn another community's language. It is liable to increase or block intercultural communication and affiliation" (p. 67). Based on this idea Dörnyei (2005) asserts that this social psychological approach is about the tenet that the students' attitudes have an important effect on them if they will be successful or not in learning language.

Gardner's motivation theory (1985) has three factors. They are "motivational intensity, desire to learn the language and attitudes towards learning a language" (p. 49). According to Gardner, a learner should have them all. Dörnyei (2001, p. 68) states that Gardner's motivation theory has four ranges:

1. *Integrative motive*
2. The *socio-educational model*
3. The *Attitude/Motivation Test Battery* (AMTB)
4. *Extended L2 motivation construct* (Tremblay & Gardner, 1995).

The first one that will be discussed in here is *integrative motive* which is explained as a "motivation to learn a second language because of positive feelings toward the community that speaks that language" (Gardner, 1985, p. 82-83). It has three components.

The first one is *integrativeness,* which is about attitudes to the target society, the second one is *attitudes towards the learning situation* that is about attitudes towards the teacher, the course and the course materials (Dörnyei, 2001) and the last motivation

that is about desire, effort and attitudes towards learning. Learners can have different reasons to learn a language, but if integrativeness is low, it would not be defined as an example of integrative motivation (See Figure 1 below).
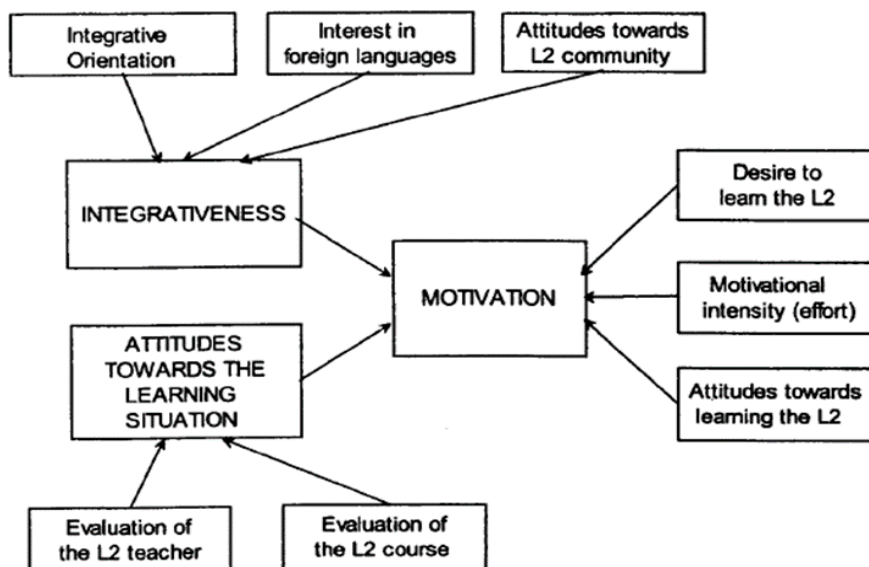
Figure 1. Gardner's integrative model (Dörnyei, 2001. p. 50).

Gardner's (1985) motivation theory criticized because of putting too much stress on integrativeness. The second area to be discussed is *the socio-educational model.* It is a kind of learning model that unites motivation as a fundament. Gardner declared that second language learners having positive attitudes to the target language will learn it more efficiently and easily than those who do not have positive attitudes.

Gardner and MacIntyre (1993) claim that individual-difference variables are affected by former factors, like biological factors and experiential factors. They influence both linguistic and nonlinguistic results (See Figure 2 below). Gardner (1985) stated that individual factors can be divided in two categories: cognitive factors and affective factors. He defined cognitive factors are intelligence, language aptitude, and learning strategies. These variables are not dependent to each other. Affective variables are described as of the learner's emotional characteristics. These characteristics designate learner's reactions towards language learning. Affective variables are language attitudes, motivation, and language anxiety.
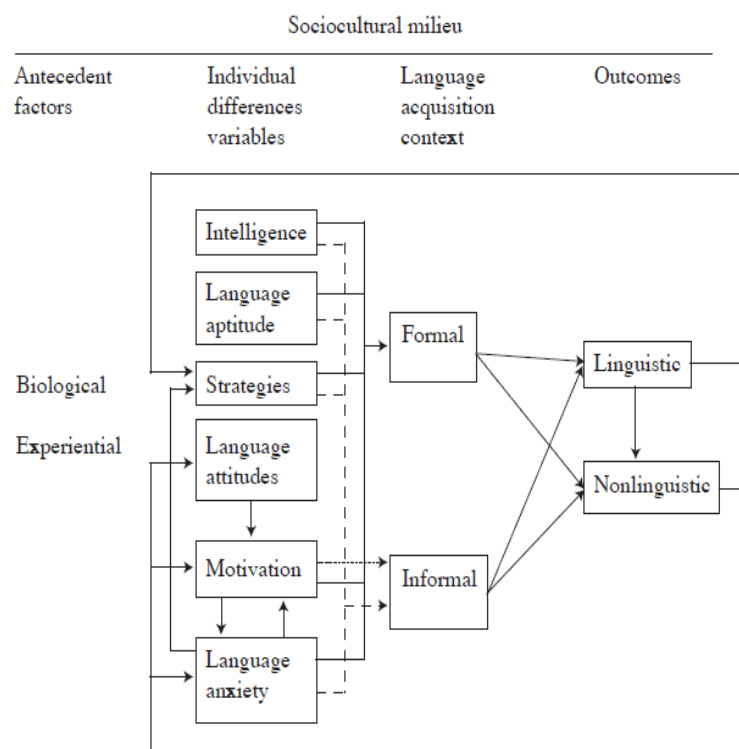
Figure 2. Socio-educational Model of SLA (Gardner & MacIntyre, 1993, p. 8).

In this model motivation is very important for three reasons. First of all, it compromises any connection between attitudes and language. Next, it is related to language anxiety. Third, it is directly related to the informal learning context. It indicates the motivated learners' participation in informal second language learning contexts.

The third area is Attitude Motivation Test Battery (AMTB). It is a benignant instrument. The AMTB was written to measure attitudes toward learning French and French Canadians. It is planned to pursue psychometric creeds which manage the questionnaire and includes over 130 items. Items are; attitudes towards the French community (10 items), attitudes towards European French people (10 items), attitudes towards learning French (10 items), interest in foreign language (10 items), integrative orientation (4 items), instrumental orientation (4 items), parental encouragement (10 items), French class anxiety (5 items), desire to learn French (10 items) orientation index (1 item), motivational intensity (10 items), evaluation of the French course (25 items) evaluation of the French teacher (25 semantic differential scale items) (Dörnyei, 2001; Dörnyei, 2005).

Tremblay and Gardner's revised model is the last area in Gardner's theory. This model focused on the importance of "integrativeness" (See Figure 3 below).

The term is used for an ambition to be like members of the target language society. This was a main constituent of motivation to learn a language (Clement, Dörnyei & Noels, 1994, p. 441). Later, this model was developed by Tremblay and Gardner (1995) to add more personal factors as;

• Goal setting. In here motivation is about setting goals and pursuing them.

 • Valence. The term motivation is linked with intrinsic and extrinsic value of a task.

• Self-efficacy, it relates to what the learners feel about their capacities to continue language tasks
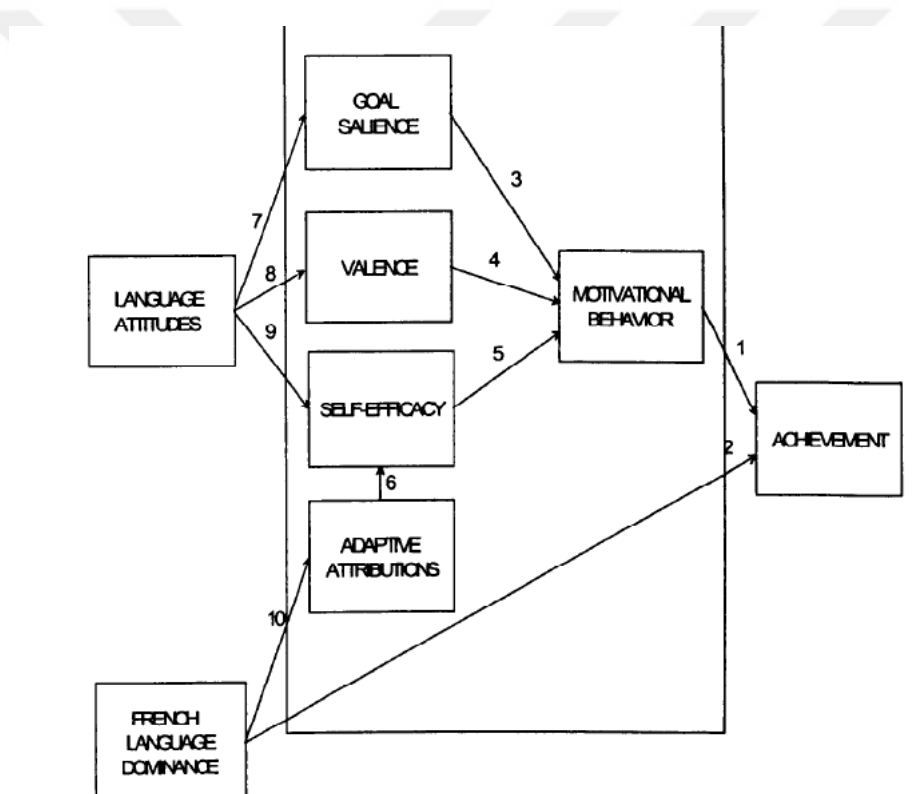
Figure 3. Tremblay and Gardner's model (1995, p. 510).

2.2.2 Cognitive- Situated Period. The 1990s witnessed a change from Gardner's Social-Psychological theory on motivation to incorporate theories from SLA field. While the comprehensive work of Gardner and his colleagues about integrative motivation was binding and useful, some other scholars said that it was necessary to

develop a useful approach to motivational models. There are two trends describe this period.

First one is focus on cognitive side of motivation. Second one is focus on the students' instant classroom learning situation. (Dörnyei, 2005). Situated approach highlighted language learning situation that affected the students. It also dealt with how that influenced students' motivation to learn language. Instructors were not much interested in the causes of their student learning language. They only concerned with the way their students' interest in the language tasks given in the class (Maclntyre, 2002).

2.2.2.1 Self- determination Theory. In 1900s *cognitive* aspects of motivational psychology became influential in SLA. One of that aspects of motivation theories is self-determination theory. It was founded by Deci and Ryan (1985). This new cognitive perspective integrated with social psychological side of motivation. This perspective concludes that a learner's ideas about his/her abilities and potential is related to their past experiences (Dörnyei, 2005). Deci and Ryan (1985) state that when learners are motivated, they desire to be successful. This action can be controlled or self-determined one.

In self- determination theory the action is chosen independently and it stems from the learner's self. It does not spring from any external force. In this theory, there are two types of motivation: intrinsic and extrinsic motivation. An action which is motivated intrinsically involves "curiosity, exploration and one's interest around" (Brophy, 1998, p. 7). It also indicates the positive effects obtained with the enjoyment of the activity. However, extrinsically motivated actions are governed to success "an instrumental end" (Noels, Clement & Pelletier, 1999, p. 24).

In extrinsic motivation, the task is carried out only for rewards which are not intrinsically linked to language learning (Husman & Lens, 1999).
Another concept is *amotivation* in this theory. It means that the learner does not have any reason to carry on the given task. In short, the learner does not have any kind of motivation to learn a second language.

2.2.2.2 *Attribution Theory.* This theory deals with the reasons that students connect their achievement or failure in language learning. This theory correlates learners' past experiences to their future success (Dörnyei, 2005).

Learners can bind their failure to their inabilities to learn and they can easily become demotivated. Attribution theory is especially important in language learning because not all learners reach proficiency level they want to be at and for many learners language learning is an activity which can include failure.

Weiner (1992), one of the pioneers of the theory, talked about the personal reasons which we ascribe our past achievements and failures form our motivation. Therefore, if a learner's past failure ascribed to unavoidable factors, it is certain to fail in the future. Whereas, if a failure in the past is ascribed to factors that may be able to changed, being successful in the future is possible. In this phase, teacher has a crucial role in the learner's expectation of success or failure. As there is a general failure situation in language learning in worldwide, attributional processes play an important role in motivational studies (Dörnyei, 2005).

2.2.2.3 *Self- Efficacy Theory.* Self-efficacy is described by Bandura (1986) as "learner's evaluation of their abilities to regulate and display courses of action necessitate to obtain planned types of performances" (p. 391). The term refers to one's assumption of finishing a task successfully regarding some factors like old experiences in a similar task and encouragement that comes from others (Dörnyei, 2001). It is stated by Oxford and Shearin (1994) that high self-efficacy "…highlights higher effort to achieve a goal even the learner gets a negative feedback" (p. 21). They also declared that high self-efficacy guides learners to set goals to gain self-satisfaction (Oxford and Shearin, 1994). Self-efficacy often affect achievement positively and is closely related to self-confidence that is about the learner's belief about his capability to use second language in different contexts in class and outside (Dörnyei, 2001).

Social cognitive theory stresses on how self-efficacy beliefs affect human behaviors. Bandura (1997) declares that efficacy is not "a fixed ability". It is "a productive capability. Social, emotional, cognitive and behavioral sub-skills must be organized in it" (p. 36).

Students who have higher self- efficacy are volunteer to achieve hard tasks, more flexible in learning foreign language and can comment on their academic performance themselves. However, learners with low self-efficacy are inclined to do simple tasks.

Those learner do not struggle with the task and show little patience; they may even be unwilling to complete the task (Mills, Pajares & Herron, 2007).

The reason for that situation can be that the learner can see challenging tasks as a personal threats. The learners can have some problems on focusing the task to carry out (Dörnyei, 2001). He also puts stress on that self-efficacy is not directly linked with learner's natural ability or even capability as these are the outcomes of "a self-persuasion process that is stemmed from cognitive processing of different sources. Those cognitive processing ideas include feedback, observing other students and what the learners know about task strategies "(p. 23).

2.2.2.4 Expectancy- Value Theory. After the 1900s, not only attribution and self-determination theories; but also expectancy-value theory became effective. Oxford and Shearin (1994) declared that individuals may attend activities and these activities are seen as tools to achieve some goals. Dörnyei (2001) asserts that there are two crucial reasons why learners determine whether it is necessary to spend energy to achieve a task: learner's expectancy of success, the value which the learner gives to be successful on that task (p. 20).

However, if the learners notice that they are not able to succeed however hard they try, they will probably not care about the value of the task or will not complete it. It is the same even the task cannot take them to the goal they value. Like most other cognitive theories, the underlying idea for expectancy-value theories is the belief that humans who are born with a natural curiosity are active learners and have the courage to meet challenges. The main thing in this theory is not about the factors that motivates learners, but about the factors governs and forms their inner motivation.

In conclusion, the theory states that motivation is affected by expectancy. Learners' perceptions about their own abilities has also an influence motivation. That's why attitude is significant only when it is supported by the expectancy and perceived ability.

2.2.3   Need Theories. This is another theory that came on the stage after the 90s. Oxford and Shearin (1994) mentioned about two need theories. The best one is launched by Maslow (1962), *hierarchies of need*. The hierarchy of needs by Maslow is;

1. Psychological needs (eating, sleeping, etc.).

2. Safety needs (to be in secure).

3. Love needs (acceptance from friends, teachers, friendship etc.).

4. Esteem needs (self-esteem, self-confidence etc.).

5. Needs for self-actualization (creativity, problem solving, self-expression etc.) (Brophy, 1998, p. 5).

Oxford and Shearin explains that there is a discrepancy between need theories and expectancy-value theories. They say that in need theories there is a kind of tension. On the contrary in expectancy-value theories, learners hope to get a reward. Oxford and Shearin (1994) said that this theory has associations with classroom. In these classes the needs are not connected with physical needs, they are connected with psychological or emotional needs. These two needs should be in classrooms as students are taking risks when they are trying to learn a foreign language. Also teachers are involved in this phase because they have to create a secure classroom environment to encourage students to take risks in learning. When these needs are satisfied, it will be easier to meet other needs. In need theories hierarchal nature and the needs are special, however in expectancy-value theories the nature of the rewards is generally uncertain.

The second theory is *need-achievement*. The theory is based on need for achievement as the name clearly asserts. The theory is connected to fear of failure. A learner's past success may guide him/her to show similar behaviors for the future tasks. On the other hand, past failure may yield learners to fear of fail to gain success (Oxford and Shearin, 1994).

In language teaching context, some students should feel success or to avoid failure. The important thing at this point is that students should be supplemented wtih some tasks that will make them feel confidence before it and later the success when they achieved it.

2.2.4 Goal theories. Many research about motivation stressed on learner *needs.* Maslow's (1970) hierarchy of needs is one of the most important of them. His hierarchy of needs ranks five groups of needs as physiological, safety, love, esteem, and self-actualization. Now that, the term "need" has been substituted by another term which is called "goal". A goal is regarded as the 'engine' to ignite and boost action. Hence, the term goal is seen as the ground of motivation in goal theories. Two goal-theories are especially effective, *goal-setting theory* and *goal orientation theory*.

Locke and Latham (1994) declared that, in *goal-setting theory,* for humans to act some goals should be set up and pursuit by choice. Specificity of the goal and difficulty are two particularly important areas where they differ.

Another important thing in goal theories is goal commitment. This theory can be compared to expectancy-value theories as commitment is regarded to be increased when the learner believe success is possible. There are four elements that affect goals' performance:

1. they govern attention and effort towards goal-relevant activities
2. they regulate effort according to the difficulty of the task
3. they encourage insistence till the goal is reached
4. they encourage doing research for appropriate plans or strategies

Goal orientation theory was improved to investigate student's learning and performance at school. This is one of the most researched subject about student motivation (Pintrich & Schunk, 1996).

Ames (1992) asserts that this theory underlines two goal orientations which learners may choose: they can pursuit a *mastery orientation* (learning goals) or pursue a *performance orientation* in the wake of performance goals (or ego-involvement goals) wishing to demonstrate ability or to get good marks. Therefore, mastery orientation and performance orientation goals have different criteria about achievement.

Central idea behind a mastery goal is that trying to be successful will bring the success. In here the stress is on learner's own development. However, for performance orientation the term learning is a way to success a goal. Ames (1992) argues that mastery goals are better than performance goals. Mastery goals are related to positive attitudes towards language learning.

2.2.5   Dörnyei's Motivational Framework of L2 Motivation. Dörnyei (1994) presented a model of second language learning. In this model, three distinct levels of elements were emphasized. The *Language Level,* the *Learner Level,* and the *Learning Situation Level*. These elements are will be mentioned in this section in a detailed way.

There are both integrative and instrumental motivational elements in Dörnyei's model. In the language level, those elements emphasize attitudes to the target language (See Table 2 below).

Table 2

Components of L2 motivation (Dörnyei, 1994a, p. 280)

L2 MOTIVATION	
Language Level	Integrative Motivational Subsystem
	Instrumental Motivational Subsystem
Learner Level	Need for Achievement
	Self-Confidence
	• Language Use Anxiety
	• Perceived L2 Competence
	• Casual Attributions
	• Self-Efficacy
Learning Situation Level	Interest
• *Course-Specific*	Relevance
• *Motivational Components*	Expectancy
	Satisfaction
• *Teacher Specific*	Affiliative Motive
• *Motivational Components*	Authority Type
	Direct Socialisation of Motivation
	• Modelling
	• Task Presentation
	• Feedback
• *Group-Specific*	Goal- orientedness
• *Motivational Components*	Norm & Reward System
	Group Cohesion
	Classroom Goal Structure

The first level is language level. In this level, the term is interested with some linguistic, cultural and intellectual values of the target language. All these values and attitudes are closely related to society in which the learner wants to engage in.

The second one is the learner level. That level stresses the individual's reaction to the language. In this level, some cognitive motivational theories are important.

For example, motivation is seen as learner's views, so the source of motivation is about a belief (Dörnyei, 1994). The third level, the learning situation considers some important motivational elements. These elements are strictly related to some personal interactions such as the course, the teacher and friends in the language learning environment (Dörnyei, 1994).

The most complicated part of the paradigm by Dörnyei is the learning situation level. It is related to situation-specific motives. *Course specific motivational components* are about the syllabus, the teaching materials and the teaching method. *Teacher specific motivational components* are about the teacher's behavior, personality and teaching style.

Finally, *group-specific motivational components* are about the learner group's dynamics. However, in Dörnyei's list there is not a sign of any kind of relationship between the components and that's why it cannot be regarded proper as being a motivation model.

2.2.6 Dörnyei and Otto's Process Model of L2 Motivation. Students' degree of motivation changes in time Dörnyei and Otto (1998). The reason for this change might be because of the activity or teacher. These scientists say that it may cause failure if this change continues throughout a year. Therefore, they put forth a theory. This theory stresses on the changing aspect of motivation.

This perspective examined with the help of a process-oriented approach. This theory may clarify the daily change of motivation level to get something new in terms of learning (Dörnyei 2005). This model of motivation sets three stages on motivation process (See Table 3).

1. *Preactional Stage:* Initially, motivation is needed to be *generated*. This first phase can be called *choice motivation* because it antecedes the action and that motivation will help the learner to choose a goal to fulfill.

2. *Actional Stage:* Second, the motivation is generated, it should be *maintained* and *protected*. This is called as *executive motivation*. It is especially relevant to sustained activities and learning in classroom. Learners are subject to a lot of distracting factors, such as anxiety or physical conditions in classrooms.

3. *Post Actional Stage:* This is the third stage that is called *motivational retrospection*. It is interested in the learners' *retrospective evaluation*. In this

stage students' actions that represent their past experiences will decide activities that they will be motivated in the future.

Table 3

A Process Model of L2 Motivation (Dörnyei, 2005. p. 85)

Pre-Actional	Actional	Post-Actional Stage
CHOICE MOTIVATION	**EXECUTIVE MOTIVATION**	**MOTIVATIONAL RETROSPECTION**
Motivational Functions	**Motivational Functions**	**Motivational Functions**
- Setting goals - Forming intensions - Launching action	- Generating and carrying out sub-tasks - Ongoing appraisal of one's achievement - Action control (self-regulation)	- Forming causal attributions - Elaborating standards and strategies - Dismissing the intention and further planning
Main motivational influences	**Main motivational influences**	**Main motivational influences**
- Various goal properties (e.g., goal relevance, specificity and proximity) - Values associated with the learning process itself, as well as with its outcomes and consequences - Attitudes towards the L2 and its speakers - Expectancy of success and perceived coping potential - Learner beliefs and strategies - Environmental support or hindrance	- Quality of the learning experience - Sense of autonomy - Teachers' and parents' influence - Classroom reward and goal structure (e.g., competitive and cooperative) - Influence of the learner group - Knowledge and use of self-regulatory strategies (e.g., goal setting, learning and self-motivating strategies)	- Attributional factors (e.g., attributional styles and biases) - Self- concept beliefs (e.g., self-confidence and self-worth) - Received feedback, praise, grades

2.2.7 Williams and Burden's Framework of L2 Motivation. Williams and Burden (1997) offered a new skeleton for motivation. It is alike with Dörnyei's (1994) list as it does not present any direct relationship with the listed items. However, some

parts of the list reflect a very particular help of the issue in the second language literature. In this framework the most important factor is decision. That's why choice and intention are inseparable elements in this theory and these elements influence future success of the learners. The framework presented motivation in two categories: internal and external. Internal factors can be included learner environment, and interaction with other learners whereas external factors include gender, the value given to the activity by the learner and attitude (See Table 4 below).

Table 4

Williams and Burden's (1997) Framework of Motivation

Internal Factors	External Factors
Intrinsic interest of activity • Arousal of curiosity • Optimal degree of challenge Perceived value of activity • Personal relevance • Anticipated value of outcomes • Intrinsic value attributed to activity Sense of agency • Locus of casualty • Locus of control RE process and outcomes • Ability to set appropriate goals Mastery • Feeling of competence • Awareness of developing skills and ability to choose and mastery in a chosen area • Self-efficacy Self- concept • Realistic awareness of personal • Strengths and weaknesses in skills required • Personal definitions and judgements of success and failure • Self-worth concern learned helplessness Attitudes language learning in general • To the target language • To the target language community and culture Other affective states • Confidence • Anxiety, fear Developmental age and stage Gender	Significant others • Parents • Teachers • Peers The nature of interaction with significant others • Mediated learning experience • The nature and amount of feedback • Rewards • The nature and amount of appropriate praise • Punishments, sanctions The learning environment • Comfort • Resources • Time of day, week, year • Size of class and school • Class and school ethos The broader context • Wider family networks • The local education system • Conflicting interests • Cultural norms • Societal expectations and attitudes

2.2.8   Dörnyei's L2 Motivational Self- System. Dörnyei presented another motivational approach in 2005. The actual model has developed from the combination of two important developments. One of these developments are in the field, and the other one is in psychology. It can be induced that in the second language field motivation researches have been focused on the term integrative motivation for years, so the term was actually presented by Gardner and Lambert at first (1959).

In Dörnyei's (2005) approach, there are three main parts which are, ought-to L2 self, ideal L2 self and L2 learning experience. Higgins (1987) gave a definition on ought-to self as the "representation of the attributes that someone believes you should or ought to have" (p. 320).

Dörnyei (2009) defines the ideal second language self is "the L2-specific facet of one's ideal self", ought-to self can be explained as "the attributes that the learner trusts one should have to protect themselves from probable negative results" (p. 29). The second language learning experience means "situation-specific drives which are about to the instant learning environment and experience" (Dörnyei, 2009, p. 29).

As it is clear form its name that learning experience has situation-specific drives which are about experience and learning context (Dörnyei 2005). He also asserts that ideal second language self has some instrumental motives. However, it has two categories. The internalized motives show the learners' ideal self and they also decide the intensity of the effort which the learner want to spend on a task.

Whereas, the motives which are external have close relationships with ought-to self. In this case there is a worry for the task or fear of being penalized. "Second language motivational self-system is changing motivational perceptions of the learners to acquire a language, reshaping language learning motivation in the shape of self-development or self-realisation" (Ryan & Dörnyei, 2003, p. 92).

2.3 Attitude Towards Language

Attitudes have a strong connection to motivation**.** There are many things that may be count as the reason about students' inefficacy in English. One of the factors can be learners' motivation towards the language. The second factor may be learners' attitude towards the language. Mohideen (2005) states that 'attitude is the term that has the most important effect in the improvement of social psychology (p.25).

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Bidin (2009) defined attitude as a mental readiness and it is given a form by experience. Montano and Kasprzyk (2008) declares that "attitude is mostly about the students' perceptions about the results or ascription of behavioral belief that are assessments of those results. Thus, a learner who has positive beliefs have also positive attitudes; whereas the one who has negative beliefs will have negative attitude" (p.71).

Lopez (2007) defines attitudes as learners' some beliefs on some factors such as culture of the target language and students' own culture. He also stated that as they are inner drives, attitudes are not about inheritance. Learners' attitudes to learn a foreign language can be positive or negative. The negative attitude of some learners towards the second language can be because of learning it to have dominance over the society, however generally positive attitude increases motivation. Some learners may have neutral feelings towards language learning. Gardner (1985) declares that learners' motivation may be affected negatively towards learning second language. He also states that attitude is a very crucial term as it has a very important role in second language learning. Malallaha (2000) conducted a study on the attitudes of Arab learners towards learning English. The results showed that students had positive attitudes towards learning English. It was also revealed that students' success in tests was directly linked to their attitudes towards English.

He also stated that learners who have positive attitudes towards the language will be successful. It has already accepted that having high motivation and holding positive attitudes towards a language help learners to be successful in second language. Gardner (1985) stated that attitudes towards the second language has an effect on the learners' motivation. When learners' attitudes are negative, it is really hard to motivate them.

2.3.1 Learner Attitude and Motivation. Learning a language has some aspects and it relies upon learner motivation and attitude (Padwick, 2010). It is stated by Gardner and Lambert (1972) that the students' language learning ability to learn a language is affected by language skills, learners' attitudes and sensation to the target language. When the learner does not interested in learning language to be able to speak with target language users, most probably s/he will sense a negative attitude towards the language and will not be eager to learn.

The attitude concept in second language learning has three constituents. These are depend on the three paradigms: behaviorism, cognitivism and humanism.

First of all, behavioral aspect of attitude is about the way a learner behaves and takes action when it is needed. Kara (2009) declared that learners' positive behaviors towards the course are the results of positive attitudes. That kind of students are more interested to learn and more eager to acquire information. Besides, those students are also encourage themselves to learn more skills that would be useful for daily life.

Second aspect is cognitive aspect of attitude which include language learners' beliefs about the information they get and their comprehension in the language learning process. This aspect can be divided in four steps which are;

    a.   binding the old knowledge with the new one

    b.   creating new knowledge

    c.   checking new knowledge

    d.   using the new knowledge in different contexts.

The last one is emotional aspect of attitude. It is stated by Feng and Chen (2009) that, learning is an emotional process. Different emotional factors affect this process. Attitude may help the learners to give their perceptions on the things they like or dislike. It is agreed that learners' feelings and emotions easily affect their attitudes and point of view to the target language.

Mantle-Bromley (1995) asserts that attitude is important for the learners and they are affected by them that's why teachers should know about attitudes to tackle with the problems about attitudes. Mantle-Bromley (1995) conducted a study to see the results of a 9-week language program which is given the participants to understand if the participants' attitudes towards French and Spanish speakers would change or not. The results showed the significant difference in students' attitudes. She declared that instructors may alter learners' attitudes towards the target language.

Tremblay and Gardner (1995) put forth a new model. The model consists some assumptions such as attention, goal specificity, motivation, and indices of success. This model showed that there are factors that involve the relationship between motivational behavior and language attitudes. These factors are self-efficacy, valence and goal salience.

That model explained that goal salience can be affected from language attitudes as learners who have positive attitudes design specific goals. However, students who

have negative attitudes do not care what they like to success. Language attitudes affect valence. There is a random relationship between valence and motivated behavior. This relationship says that if learning is valuable for the learners, the motivation will be higher. The last variable, self-efficacy is affected by language attitudes, so motivational behavior is affected too.

Some researchers also put stress on the relationship between attitude and achievement. A study by Boland (1988) clarifies that learners' reading attitudes considerably improved and it is because of the increase in their reading skill. Another research by Ruddel (1992) declares that readers who are motivated higher than the others accept themselves as being better problem solvers than the others. On the contrary, students who have negative attitudes towards learning perceive reading as something less valuable. Malallaha (2000) examined the Arab learners' attitudes towards English and the results showed that they have positive attitudes towards the English. Masgoret and Gardner's (2003) opinion on attitudes is that it is "the student's feeling to anything with regard to the language teaching context" (p. 127).

Djigunovic (2012) conducted research on attitudes and motivation to discuss early foreign language learning attitudes and motivations. The findings of this research showed that the young foreign language learners' attitudes and motivation are not constant learner characteristics. These attitudes can change in time. Üzüm (2007) conducted research about learner attitudes toward English and English speaking. Participants were chosen from five different universities' preparatory school students. The results revealed that most of the students were aware of the benefits of learning English. The participants were well aware of the privilege of learning English. Çakıcı (2007) conducted a study among freshman students of Dokuz Eylül University. The participants were selected from different departments and the results showed that the participants have negative attitudes toward English.

In the Attitude/ Motivation Test Battery (AMTB), the items about attitude are given under two titles. They are course evaluation and the teacher evaluation. Kormos and Csizér (2007) asserted that also having a connection with different cultures may affect language learners' motivation namely, the energy and effort they want to spend on L2 learning.

2.4 The Role of Motivation in Language Learning

The studies on SLA showed that one of the main elements which affects learner achievement is motivation. Gardner (1985) declares that motivation "is about an integration of effort and wish to be successful in learning the language and proper attitudes towards language learning" (p. 10). Since the introduction of the term, motivation, many studies have been conducted about it and many researchers admit the effect of motivation on language learning. Gardner (1985), Brown (2000), Ellis (1994) and Pintrich (2003) are only some of these researchers who praise the importance of motivation in language learning.

According to Brown (2000) there are a lot of perspectives on motivation. They are all somehow connected to the "needs" concept. When the learner's needs are fulfilled, this tends to motivate them and in the same way when they feel no fulfilment, their motivation level tends to decrease. Brown (2000) says that this "needs" concept is often included in social context. He says that "you may not be motivated to learn a language as you do not see the rewards, connect the learning to basic needs and do not see a social context in which this skill is useful" (Brown 2000, p. 161).

There are some discussions on the issue that if instrumental motivation is more effective than integrative motivation or not or the opposite. It is also still under discussion, but there are some incidences that both of them can be equally effective. Semmar (2006) conducted a study in which the results revealed that intrinsic and tendencies extrinsic both had an effect students' language learning motivation. He also revealed that students who are more successful than others showed also higher extrinsic and intrinsic motivation tendencies.

Gan, Humphreys and Hamp-Lyons (2004) put forth in one of their research that interestingly successful students were motivated both internally and externally. Students who are motivated intrinsically are more eager and they participate more. Whereas, students who are motivated extrinsically declared that they are more angry, and bored at school and they are also apt to miss school activities. They only studied to pass tests. Intrinsically motivated students get better grades than extrinsically motivated students. In the studies on motivation, gender is another factor that affects the learners' performance and motivation. Girls tend to have higher level of motivation and they have higher positive attitudes than male students in language learning.

This attitude difference between female and male learners may stem from their attitudes towards language learning. Studying a language is generally regarded as a girlish subject by the male learners (Csizér & Dörnyei, 2005). Coleman (2007) revealed that females showed higher levels of motivation and also they continued their motivation longer when compared with boys. Csizér and Dörnyei (2005) also stated that female learners are more prospering in language learning than male learners. A study by Mills, Pajares and Herron (2007) also showed that female students' level of self-efficacy, interest are higher and they value entertainment more in language learning.

Ellis (1994) states that "the incident of learning occurs by motivation. He also says that teachers are already aware of the role of students´ motivation." (p.508). Furthermore, the instructor should care, watch out and empower the students' positive behaviors stemming from all motivation orientations.

2.5 The relationship between Self-efficacy and Motivation in Language Learning

Self-efficacy is an expectation from one's own self or judgment concerning his capability to be successful on some task. Bandura (1986) stated that motivation is learners' expectations about their abilities to execute given tasks. Pintrich (2003) gives the definition as "learners' beliefs about their capability to achieve a task." (p.107). Schunk (1991) explains self-efficacy as "a learner's perception about his or her abilities to achieve a given task" (p. 207). He also states that "learners look for some signals to understand how well they are doing which they get benefit to evaluate their efficacy for future learning. It is important for learners to increase their motivation level to see their progress and to be more successful" (Schunk, 1991, p.209).

Students' sense of self-efficacy for a task is related to their motivation and willingness as well. When the students are more eager to learn, they will try to be more active in learning (Schunk, 1991). Both motivation and self-efficacy are triggers that get people follow a goal and get through the problems they confront because the learners who have higher self-efficacy and motivation do not surrender when they come across with difficulties and they try to do their best (Bandura, 1997). Students must have a healthy view to be able to focus on the task with full attention (Dörnyei,

2001). Self-efficacy is a motivational factor in second language learning. Also, some sides of human features like learning and motivation should not be underestimated (Pajares & Urdan, 2006). A study by Tilfarlioğlu and Ciftci (2011) with the participation of 250 students in Turkey revealed that there was a highly positive relationship between students' academic success and self-efficacy.

A study by Alderman showed the role of confidence and motivation in the classroom (Alderman, 1999). Researchers agreed that classroom teaching should meet students' language needs and interests (Schmidt, Boraie, & Kassabgy, 1996). It also needs to boost students' motivation. Ehrman (1996) explored self-efficacy and motivation. He declares that intrinsic motivation shows a strong parallelism with general motivation and self-efficacy. The author also states that motivation and anxiety enhances self-efficiency.

Mills, Pajares and Herron (2006) researched the relationship between self-efficacy and anxiety. The results showed that students had low self-efficacy and this affected students' reading and listening anxiety negatively. However, another study conducted by Çubukçu (2008) with the students from villages revealed that there was not a significant relationship between those students' self-efficacy and language anxiety. This can be about students' educational and cultural situation.

CHAPTER 3

Methodology

3.1 Research Design

As being a small-scale cross-sectional descriptive study, this study investigates Turkish non-native English speaking students' language attitudes towards learning English, motivation orientations and self-efficacy level in a private university Preparatory School. The study was conducted in a private university in Konya in Turkey on 2015-2016 academic year, in fall semester.

The cross-sectional research is a quantitative research study. Cross-sectional study is a type of quantitative research. It uses questionnaires or structured interviews for data collection to generalize results from a sample to a population (Babbie, 1990). Quantitative data is used for measurable information with some variables such as gender, age and background knowledge of participants. Conclusions are obtained from the data which are collected and statistical analysis (Creswell, 2002).

In cross-sectional studies, the researchers examine the state of events in a population at a certain point in time (Bethlehem, 1999). The researchers collect data from only a small part of the population to get information about the sampled elements of the population. The participants in the survey are selected at random to make inference about the population as a whole. Survey technique was used to search for the relationship between motivation and self-efficacy.

Cohen and Manion (1985) indicated that surveys can be used frequently to gather descriptive data in quantitative research design. Surveys can also be used for a range of content and from small studies to large-scale studies. There are some advantages to use surveys. One good reason to use a survey is that the researcher does nothing to change the situation. Also, the researcher does nothing to affect the participants' judgements on the situation. The participants can feel free to reflect their own ideas on the questions and the researcher monitor "without trying to change anything" (Jaeger, 1988, p.307). He also stated that to be able to get reliable data, researchers need participants to give their true perceptions on the questions especially when they are told that survey answers will be confidential (1988).

In this study, the subjects were even free not to write their names if they want to stay anonymous.

3.2 Universe and Participants

The university which the research is conducted is a private university in Konya in Turkey. To be able to study at some of the faculties such as engineering faculty, management faculty and ELT the students are expected to be proficient in English as the medium of education is English in the departments. The study was conducted in a private university in Konya in Turkey on 2015-2016 academic year, in fall semester.

The university follows a procedure which starts with a placement exam to diagnose the students' English level. The ones who can get minimum 60 can take the English proficiency exam. The other students who fail to get below 35 have to study at Preparatory School in A module at A1 level and the ones who get above 35 studies in B module.

The students who get over 60 in the placement exam have the right to take the proficiency exam. It is a multiple choice exam and has 4 parts, listening, grammar, reading and writing. There are about 100 questions in the exam. Also, the students take a 5 minutes one-session one-to-one speaking assessment after this multiple-choice proficiency exam. The students who pass the proficiency exam are allowed to start their departments; but the ones who fail have to study at Preparatory School in A or B module. If the student rejects or does not attend placement and proficiency exams, he is not allowed to start his department. He starts to study at Prep School at A1 level which is the beginner level. If the student has a passable score either from TOEFL (PBT: 561, CBT: 222, IBT: 88) or IELTS (6), he can start to study at his department. For proficiency, the grade to pass is 70.

At the Prep School, there are 27 hours of English classes per week, 11 hours for reading and writing, 11 hours for listening and speaking and 5 hours for grammar teaching which are designed and aimed to develop all the skills. There are 2 achievement tests and one module exam to finish each quarter and an exit exam which is held in every two quarter to be able to finish whole module, A1 and A2 or B1 and B2.

There are also 5 research projects and online homework (See Table 5 below). Students have to get at least 70 overall for achievements, a final out of 60 to pass the preparatory school.

In the exit exam, there are listening, grammar, reading and writing sections. After the students take the written exam, they attend a 5 minutes speaking assessment.

Table 5

The Criteria to Pass the Module

CRITERIA	PERCENTAGE
4 Achievements (2 for each quarter)	35 % (for each)
Module Exam	17 %
Exit Exam	18 %
5 Research Projects	7 % (for each)
Online Homework	8 %
Class Participation	15 %

As for participants, 100 A2 level prep school students participated in this small-scale descriptive study (See Table 6 below). Sixty-six of the participants were male and thirty-four of the participants were female students. The participants were composed of students from the researcher's four classes because of easy accessibility and having a control over survey the procedure. The participants' were mainly from the departments of ELT, Engineering and Management. All of the participants were A2 level prep school students.

Thirty-three out of sixty-six male students came from private school and the rest thirty-three of them came from state school. Also, twenty-two of the male students have full scholarship, forty-one of them have partial scholarship however three of them do not have scholarship.

As for female participants, fifteen out of thirty-four participants came from private school and nineteen of them came from state school. Also, eleven of the female participants have full scholarship, twenty of them have partial scholarship, as three of them do not have scholarship.

Table 6

Participant Profile

PARTICIPANTS	GENDER	EDUCATIONAL BACKGROUND		CURRENT SITUATION (SCHOLARSHIP)		
		PRIVATE SCHOOL	**STATE SCHOOL**	**FULL**	**PARTIAL**	**NO**
FEMALE (34 IN TOTAL)		15	19	11	20	3
MALE (66 IN TOTAL)		33	33	22	41	3

3.3 Procedures

3.3.1 Sampling. In this quantitative study, the sampling method was convenience sampling as it is the best option for the researcher. That's why the individuals may not be the representative for the whole population. Convenience sampling is the best sampling type in the case of when there is no other option to "select a random or a systematic nonrandom sample" (Fraenkel & Wallen, 2003, p.103). This sampling is used because of students' easy accessibility to the researcher. It is also fast and inexpensive and population is homogeneous.

Dörnyei (2007) explains that the population are chosen if they carry some criterion which can be accessibility, availability or the desire to take part in the study. Also it can be deducted that besides easiness to access participants have to have some certain characteristics related to purpose of the study. Mackey and Gass (2005) warn researchers that convenience sampling is not appropriate to be seen representative of the population.

3.3.2 Sources of Data. The instrument in this study had three sections. Section A asked information about students' name, gender, educational background and current educational situation. With the term 'educational background' the type of students' high school from which they graduated was meant in this study; state school or private school. Also, the term current educational situation was used to understand whether the students had scholarship or not in the university they continue their education. Section B was a motivation survey adapted from Gardner's Attitude/Motivation Test Battery Questionnaire (AMTB) (1985).

The original survey had 130 items but in this study the survey was adapted and consisted 48 items; lastly, section C was a self-efficacy survey adapted from Common European Framework of Reference (CEFR) (See Appendix A). Of the two scales which were used in this study, the first instrument was a motivation survey.

The survey had 48 items which were designed as 5- Likert-scale and a self-efficacy survey which consisted 40 items adapted as 5-Likert-scale. The motivation survey assisted the researcher to describe the participants' attitudes about English and also to define their motivation level on six domains. Some parts were excluded by the researcher from the original survey such as attitudes towards target language community, class anxiety, and parental encouragement as these parts were irrelevant to the purpose of the study. The domains used in this survey are;

1. Interest in English
2. Desire to Learn English
3. Motivational Intensity
4. Attitudes towards Learning English
5. Integrative Motivation
6. Instrumental Motivation

The second survey used for this study is the self-efficacy scale that is adapted to help students to assess their autonomy and self-efficacy levels. This survey also has six domains which are;

1. Listening
2. Reading
3. Spoken Interaction
4. Spoken Production
5. Language Quality
6. Writing

3.3.2.1 Gardner's Attitude/Motivation Test Battery Questionnaire (AMTB). The Attitude/Motivation Test Battery is a kind of research tool that was designed to evaluate the main components related to second language learning by Gardner (1985). Different adaptations of this survey have been used in many studies on motivation.

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Dörnyei (2001) declares that AMTB has "very good psychometric properties, including construct and predictive validity" (p. 52). In its original form the survey had a 7 point scale which was ranging from 'Strongly Agree' to 'Strongly Disagree' whereas in this study the survey was adapted in a 5 -Likert Scale. 5- Likert scale was used because of its usefulness and advantage over other scales (Tavşancıl, 2006). Also, the students' proficiency level considered to be low to understand the slight meaning differences on the scale. The AMTB has over 130 items in its original form. Also, its validity and reliability have been favored (Gardner & McIntyre, 1993). It was designed by Gardner to measure the attitudes toward French Canadians and learning French. Dörnyei (2005) states that the AMTB is a "useful self-assessment instrument and it has been adapted for many contexts and language throughout the world" (p. 71).

There were some items and domains of Gardner's AMTB which were not used in this study as they were considered irrelevant for the purpose of the study. These domains were; (a) English class anxiety, (b) English teacher evaluation, (c) English course evaluation and (d) English use anxiety, (e) Parental encouragement, (f) Attitudes toward English-Speaking people. In this study 6 domains were used instead of 12 domains. Hence, this study covered these 6 domains and 48 items (See Table 7).

Table 7

Motivation Domains and Number of Items

Motivational Domains	Number of Items
1. Interest in English	1, 6, 11, 16, 21, 26, 31, 36, 41, 45
2. Desire to Learn English	5, 9, 15, 19, 25, 29, 35, 39, 44, 47
3. Motivational Intensity	2, 7, 12, 17, 22, 27, 32, 37, 42, 46
4. Attitudes towards Learning English	3, 10, 13, 20, 23, 30, 33, 40, 43, 48
5. Integrative Motivation	4, 14, 24, 34
6. Instrumental Motivation	8, 18, 28, 38

Only these 6 domains given above were included statistically. For data collection, a Likert-scale that was adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (1985) was used ranging from 'Strongly Disagree' to 'Strongly Agree'.

3.3.2.2 The Common European Framework of Reference (CEFR) Self- Efficacy Questionnaire. The Common European Framework of Reference for languages (CEFR) is a European language frame which was formed by the Council of Europe. It was formed by the Council of Europe between 1991 and 2001 in Strasbourg.

It is not only about English language teaching but also German (GeRS), French (CERC), Italian (QCERC), Spanish (MCER). It is used as nearly 40 countries in the world as indicator of language competence on each level. It is more than a proficiency scale. It is also a tool used in nearly all the countries in the world with the aim of teaching, learning and language assessment.

It assigns six different language proficiency levels which ranges from, Basic User, A1 to Proficient User, C2. It may be utilized as a tool and both students and teachers can benefit from it for self-assessment or course planning. At present, it is being used in most of the countries around the world.

Every level describes the progress in language in five areas: Listening, Spoken Interaction, Spoken Production, Reading, and Writing. The CFR has, as a core element, focuses on the learner's knowledge and abilities at each level. Statements in the framework encourage students taking the responsibility for their own learning via personal goal-setting and self-assessment.

It helps learners to gain confidence about their language progress. In this descriptive study, CEFR self-assessment survey was slightly adapted and under the *Language Quality* sub-domain 4 more items were added. Cronbach Alfa coefficient was measured as 0,807 for Language Quality part which means that this part has a positive effect on reliability and validity of the total scale of CEFR.

There are 6 domains and 40 items in total in this survey and as the CEFR has 'international currency', validity and reliability of this survey is a global reference (See Table 8).

Table 8

CEFR Domains and Number of Items

CEFR Domains	Number of Items
1. Listening	1, 2, 3, 4
2. Reading	5, 6, 7, 8, 9, 10, 11, 12
3. Spoken Interaction	13, 14, 15, 16, 17, 18, 19, 20, 21, 22
4. Spoken Production	23, 24, 25, 26, 27, 28
5. Language Quality	29, 30, 31, 32
6. Writing	33, 34, 35, 36, 37, 38, 39, 40

3.3.3 Data Collection Procedures. The surveys were aimed to be carried out in English. Students were all volunteer to contribute the study. They were asked to read the questions and informed that if they had some problems about understanding the questions, they should have felt free to ask them in their native language as students' proficiency level was considered low by the researcher. By this way, the researcher assured to get reliable response from the students. Each item was explained in Turkish by the researcher and by that it was also assured that there was no missing data in the survey. The survey was distributed to total 100 students during their normal class time. The researcher was careful to give clear instructions and explanation to students to fill the survey.

Participants were given one and half hour to respond all the questions. All the participants were said that none of their names would be used, the answers would be confidential. Only the researcher would have a reach to the answers and the data would be used only for research purposes. After all the participants completed the process, surveys were collected back by the researcher.

3.3.4 Data Analysis Procedures. This descriptive cross-sectional study used quantitative data. It investigates a probable correlation between self-efficacy and language learning motivations of a private university A2 level preparatory school students. The study also appraises the outcomes in terms of some variables about the participants; educational background, gender and current educational status.

The statistics of the study is completed by an SPSS program. The collected data were entered into SPSS. The students' responses to the questionnaire are analyzed through different types of statistics.

First of all, Mann-Whitney U test is used to see the relationship between motivational domains and students' gender and educational background. However, some items reverse scaled in the attitude/motivation survey, as these items include negative attitudes and these items are re-examined not to affect the results. For example, when students choose that "I hate English" (item 10), they choose 1 to say that they are strongly disagree with the idea that is actually a positive attitude; therefore, those items reverse scaled. Those items in the motivation survey are 2, 6, 9, 10, 12, 16, 19, 20, 22, 26, 29, 30, 32, 39, 40, 42, 45, and 48.

In the self-efficacy survey, an analysis is carried out to evaluate the students' self-efficacy level for listening, reading, writing, spoken interaction, spoken production and lastly language quality skills and their relationship between gender, educational background and current educational status. Mann-Whitney U test and Kruskal Wallis tests were used to see the relationship between these. After these statistics, the correlation between students' motivation level and self-efficacy level is analyzed to see the correlation between the two. Structural Equation modelling was applied to evaluate the connection.

3.3.5 Reliability and Validity. The survey in this study had two sections. Section A asked information about students' name, gender, educational background and current situations. Section B was a motivation survey which consists 48 items. The first instrument used in this study was a 5 point Likert Scaled survey which was adapted from Gardner's Attitude/ Motivation Test Battery Questionnaire organized from 'Strongly Agree' to 'Strongly Disagree'.

The Attitude/Motivation Test Battery is an instrument which was developed to evaluate the main affective parts in second language learning. Total Cronbach Alpha coefficient is 0,929 for this survey. The reliability of the motivation survey with all the domains included is; (See Table 9).

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Table 9

Reliability of Motivation Survey

Qs	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Qs	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Desire to learn Eng: Alpha=,757 Grand Mean = 3,873 Item Variances=1,271					**Motivational intensity: Alpha=,718** Grand Mean = 3,38 Item Variances=1,349				
B5	4.08	,895	,441	,735	B7	3.78	,871	,449	,688
B9	4.02	1.239	,402	,742	B12	3.19	1.228	,376	,698
B15	3.16	1.212	,459	,731	B17	3.10	1.115	,470	,678
B25	4.34	.977	,456	,732	B22	2.93	1.365	,317	,715
B29	3.53	1.176	,503	,722	B27	4.03	1.068	,327	,706
B35	4.22	,980	,448	,733	B32	3.54	1.306	,550	,657
B39	3.93	1.297	,454	,733	B37	3.30	1.124	,486	,675
B47	3.70	1.176	,495	,724	B42	3.16	1.143	,345	,704
Interst in Eng: Alpha=,717 Grand Mean = 3.87 Item Variances=1.208					**Attitudes learning Eng: Alpha=,817** Grand Mean = 4.04 Item Variances=1,24				
B1	4.32	,863	,432	,689	B3	4.32	,886	,420	,810
B6	3.66	1.199	,358	,698	B20	3.36	1.202	,395	,817
B11	3.82	1.077	,455	,682	B23	4.38	,982	,551	,794
B16	4.08	1.203	,518	,669	B30	4.13	1.276	,569	,791
B21	4.14	1.073	,522	,671	B33	4.11	,898	,548	,796
B26	4.09	1.248	,541	,663	B40	3.80	1.393	,702	,768
B31	4.33	,888	,294	,707	B43	4.06	,973	,606	,787
B36	2.99	1.040	,103	,735	B48	4.14	1.189	,531	,796
B41	4.03	1.010	,276	,710	**Insrumental mot: Alpha=,647** Grand Mean = 4.31 Item Variances=1,02				
B45	3.49	1.299	,287	,713	B8	4.59	,842	,345	,630
Integrative mot: Alpha=,689 Grand Mean = 4.22 Item Variances=,887					B18	4.37	,884	,544	,509
B4	4.50	,732	,485	,629	B28	4.34	1.094	,529	,499
B14	4.27	,941	,526	,589	B38	3.93	1.174	,334	,660
B24	3.74	1.236	,428	,694	All:		**Alpha=,929** Grand Mean =3.890 Item Variances=1.204		
B34	4.37	,774	,537	,597					

In section C, Common European Framework Reference was used to measure students' self-efficacy beliefs. CEFR is a European framework which was improved by the Council of Europe for some purposes such as learning, teaching and assessment of languages. The framework gives definition of six levels of language proficiency that ranges from A1 to C2 level.

It can be used by teachers or students as a tool for the self-assessment and course planning purposes. At present, it is being used in most of the countries around the world. Cronbach Alpha coefficient is 0,956 for this survey (See Table 10). The reliability of the self-efficacy survey is;

Table 10

Reliability of Self-efficacy Survey

Qs	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Qs	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
List: Alpha=,781 Grand Mean = 4,045 Item Variances=,792					**Read: Alpha=,826** Grand Mean = 3,971 Item Variances=,757				
L1	4.18	,796	,501	,768	R5	3.94	,862	,527	,809
L2	4.11	,840	,688	,677	R6	3.72	,975	,628	,794
L3	4.16	,861	,561	,740	R7	4.45	,716	,570	,805
L4	3.73	1.043	,617	,717	R8	3.62	,908	,413	,824
Spoint: Alpha=,854 Grand Mean = 4.083 Item Variances=,847					R9	3.87	,960	,602	,798
SI13	4.21	,902	,575	,839	R10	4.09	,780	,492	,813
SI14	4.00	,932	,679	,830	R11	4.02	,899	,566	,803
SI15	4.19	,861	,665	,832	R12	4.06	,827	,610	,798
SI16	4.09	,877	,590	,838	**Lgual: Alpha=,807** Grand Mean = 4.083 Item Variances=,784				
SI17	3.94	1.043	,449	,852	LQ29	4.04	,887	,532	,800
SI18	3.84	,825	,507	,845	LQ30	4.36	,835	,628	,756
SI19	4.05	1.077	,599	,837	LQ31	4.18	,925	,736	,699
SI20	4.53	,834	,375	,855	LQ32	3.75	,892	,603	,768
SI21	3.88	,902	,581	,839	**Writ: Alpha=,878** Grand Mean = 4.303 Item Variances=,664				
SI22	4.10	,916	,584	,838	WR33	4.39	,827	,620	,865
Spopro: Alpha=,826 Grand Mean = 4.314 Item Variances=,675					R35	4.34	,794	,607	,867
SP23	4.61	,665	,622	,796	WR36	4.04	,887	,769	,845
SP25	4.17	,888	,645	,785	WR37	4.25	,845	,763	,846
SP26	4.03	,958	,590	,806	WR38	4.24	,754	,581	,870
SP27	4.48	,759	,659	,782	WR39	4.46	,784	,793	,843
SP28	4.28	,805	,631	,789	WR40	4.40	,804	,497	,880
All: Alpha=,956 Grand Mean = 4.126 Item Variances=,759									

3.4 Limitations

There are some limitations of this study. The first problem with the study was about the sampling and universe. The administration did not allow the researcher to study with B level students, so the study was conducted with a very limited number of A2 level private university preparatory school students. The study was carried out to define attitudes of the students towards learning English, level of motivation and their self-efficacy beliefs. That's why, the findings of the study cannot be generalized because the findings are appropriate to a specific setting. Another limitation for this study was that students' backgrounds, time and context the participants had been taught English, was not given attention, however that might have affect the results.

Another issue was about the use of survey. Spolsky (2000) declared that using questionnaires may direct the participants to "hide their real attitudes" (p. 161). As the school administration did not allow the researcher use other types of data collection tools, it was an obligation to use only surveys as data collection tool. On the other hand, it is said that using surveys in studies take down the potential of manipulation of the study and results (Cohen & Manion, 1985). In this study the researcher did nothing to affect the participants to manipulate them in a positive or negative way. All participants were free to give their own perspectives.

Third limitation about the study was about sampling. The study was conducted only with only 100 A2 level students as the researcher was not allowed to implement the survey with other students. Convenience sampling was used to gather the data because of the availability of the students and the researcher, so it does not generalize the results to the whole population in the school. Also, the researcher's not being able to implement the survey for different levels was another concern about the study. Forth issue to be claimed as limitation was time span after conducting the survey. Students' beliefs may change over time as their English level is progressing continuously.

3.5 Delimitations

There are a number of delimitations of this study. First of all, the researcher chose this specific area to study as it was an interesting topic to improve the standards of the preparatory school where the research was conducted by revealing certain findings with the results. There was a high percentage of nonattendance to classes and students' motivation was very low. Second issue about the study may be that the researcher included only closed-ended Likert scale questions to the survey, but did not add any extra open-ended questions. That may lead some students to be more volunteer to complete the given survey.

A further delimitation for this study is that it could have been conducted with all levels in the preparatory school, whereas it was not allowed by the school administration to conduct the study with larger groups. This fact also affected the population in the study and this is the last delimitation of the study. Convenience sampling method is used to conduct the survey because of availability of the students and quickness of data gathering. That's why the study does not represent the whole population in the preparatory school.

CHAPTER 4

Results

4.1 The Study

The aim of this thesis was to search the relationship between students' language learning motivation and self-efficacy of preparatory school students at a private university. Data gathered from the students were analyzed via SPSS program and some statistical tests were done. This chapter is organized around the research questions. The research questions and results are presented below.

Q1:1.To what extent do gender, educational background and current educational situation have an effect on students' second language learning motivation?

a. Is there a relationship between gender and motivation?

Table 11

The Relationship between Gender and Students' Language Learning Motivation

Domain	GENDER	N	Mean	Std. Deviation	Z	P
INTING	Female	34	4.1676	,51741	-3.795	,000
	Male	66	3.7545	,56872		
DESLE	Female	34	4.1949	,61252	-3.568	,000
	Male	66	3.7064	,66632		
MOTINT	Female	34	3.5037	,80804	-1.305	,192
	Male	66	3.3144	,58967		
ATLENG	Female	34	4.2868	,68709	-2.720	,007
	Male	66	3.9091	,73398		
INTMOT	Female	34	4.4706	,72238	-3.635	,000
	Male	66	4.0909	,61961		
INSMOT	Female	34	4.3676	,80537	-1.178	,239
	Male	66	4.2765	,64767		

Table 11 illustrates the relationship between gender and motivation, in all domains. The data is analyzed by Mann-Whitney U test. The scores are calculated for each domain. It is revealed that there are differences on the relationship between gender and motivation. Some meaningful relationships are identified.

However, Motivational Intensity (MOTINT) and Instrumental Motivation (INSMOT) did not demonstrate any statistically significant correlations. According to the data analyzed, it can be interpreted that female students' interest in English (INTING) is higher than the interest level of male students although the number of the male students outnumbered the female students (*z*=-3.795 *p*=0.001). Another relationship given on the table is between gender and Desire to Learn English (DESLE). It is easily seen from the result that female students' desire to learn English is higher than the desire of male students (*z*=-3.568 *p*=0.001). It can also be clearly inferred from the data that female students' attitudes towards learning English (ATLENG) is higher than male students (*z*=-2.720 *p*=0.001).

Lastly, according to the data there are some differences between female and male students' answers on integrative motivation (INTMOT). Statistically, female students' integrative motivation level is higher than Male students' (*z*=-3.635 *p*=0.001).

Q1: b. Is there a relationship between educational background and motivation?

Table 12

The Relationship between Students' Educational Background and Language Learning Motivation

Domain	Educational Background	N	Mean	Sd.	Z	P
INTING	Private School	49	3.7673	.60772	-2.158	.031
	State School	51	4.0176	.53655		
DESLE	Private School	49	3.7806	.69762	-1.350	.177
	State School	51	3.9608	.66965		
MOTIN	Private School	49	3.2755	.61660	-1.088	.276
	State School	51	3.4779	.71664		
ATLENG	Private School	49	3.9464	.75173	-1.275	.202
	State School	51	4.1250	.71937		
INTMOT	Private School	49	4.1429	.78062	-.694	.487
	State School	51	4.2941	.55836		
INSMOT	Private School	49	4.1684	.76782	-1.854	.064
	State School	51	4.4412	.61153		

Table 12 illustrates the relationship between students' educational background and motivation, in all domains. The data is analyzed by Mann-Whitney U test and the scores are calculated for each domain.

The results showed that the students who graduated from state schools are more interested in learning English than the ones who graduated from private schools ($t=2.158\,p=0.031$). It is also revealed that statistically the only meaningful relationship is on Interest in English (INTING). There is a meaningful relationship between Interest in English (INTING) and students' Language Learning Motivation.

Q1: c. Is there a relationship between students' current educational situation and motivation?

Table 13

The Relationship between Students' Current Educational Situation and Language Learning Motivation

Domain	Current Educational Status	n	Mean	Sd.	Chi-Square	P
INTING	I have a scholarship	33	3.8909	.62568	.471	.790
	I don't have a scholarship	6	4.0500	.53198		
	I have partial scholarship	61	3.8820	.57140		
	Total	100	3.8950	.58333		
DESLE	I have a scholarship	33	3.9356	.75462	.748	.688
	I don't have a scholarship	6	3.8542	.50260		
	I have partial scholarship	61	3.8402	.66971		
	Total	100	3.8725	.68603		
MOTIN	I have a scholarship	33	3.3220	.66587	.127	.939
	I don't have a scholarship	6	3.3333	.49791		
	I have partial scholarship	61	3.4139	.69916		
	Total	100	3.3788	.67384		
ATLENG	I have a scholarship	33	3.9962	.81699	.722	.697
	I don't have a scholarship	6	3.8958	.62957		
	I have partial scholarship	61	4.0738	.70945		
	Total	100	4.0375	.73716		
INTMOT	I have a scholarship	33	4.1818	.74286	1.188	.552
	I don't have a scholarship	6	4.5000	.63246		
	I have partial scholarship	61	4.2131	.64845		
	Total	100	4.2200	.67726		
INSMOT	I have a scholarship	33	4.2879	.85951	.580	.748
	I don't have a scholarship	6	4.4167	.68313		
	I have partial scholarship	61	4.3074	.61643		
	Total	100	4.3075	.70250		

Table 13 illustrates the relationship between students' current educational situation and language learning motivation. The data is analyzed by Kruskal Wallis test and the scores are calculated for each domain, but it is revealed that there is not a statistically significant relationship between the current educational situation and Language Learning Motivation.

Q2: To what extent do gender, educational background and current educational situation have an effect on students' self-efficacy?

> **a.   Is there a significant relationship between gender differences and self-efficacy?**

Table 14

The relationship between students' Gender and Self-Efficacy

Domain	GENDER	N	Mean	Std. Deviation	Z	P
LIST	Female	34	4.1397	,59414	-.674	.500
	Male	66	3.9962	,73575		
READ	Female	34	3.9926	,56904	-.394	.694
	Male	66	3.9602	,59532		
SPOIN	Female	34	4.0618	,70325	-.077	.939
	Male	66	4.0939	,55356		
SPOPR	Female	34	4.4353	,58147	-1.314	.189
	Male	66	4.2515	,65003		
LQUAL	Female	34	4.2868	,58105	-1.912	.056
	Male	66	3.9773	,74256		
WRIT	Female	34	4.4832	,50967	-1.973	.049
	Male	66	4.2100	,65212		

Table 14 illustrates the relationship between students' educational gender and self-efficacy, in all domains. The data is analyzed by Mann-Whitney U test. The scores are calculated for each domain of self-efficacy and the only meaningful difference is found on writing. According to the results seen on the table, Female students 'writing self-efficacy is higher than Male students' (*Z=-1.973 p=, 049*).

Q2: b. Is there a significant relationship between educational background and self-efficacy?

Table 15

The Relationship between Students' Educational Background and Self-efficacy

Domain	Educational Background	N	Mean	Std. Deviation	Z	P
LIST	Private School	49	3.9643	,73951	-1,066	,287
	State School	51	4.1225	,63909		
READ	Private School	49	3.7908	,57869	-3,015	,003
	State School	51	4.1446	,53931		
SPOIN	Private School	49	3.9837	,60185	-1,810	,070
	State School	51	4.1784	,59877		
SPOPR	Private School	49	4.2776	,53200	-1,448	,148
	State School	51	4.3490	,71648		
LQUAL	Private School	49	3.9592	,60240	-2,163	,031
	State School	51	4.2010	,77785		
WRIT	Private School	49	4.2653	,59405	-,812	,417
	State School	51	4.3389	,64521		

Table 15 illustrates the relationship between students' educational background and self-efficacy. Mann-Whitney U test is conducted to analyze the relationship and the most significant relationship is found on Reading and Language Quality among the other domains. As it can be seen from the table there is a relationship between Educational Background and Language Quality self-efficacy.

According to the data on the table, students who graduated from State High Schools have higher Language Quality self-efficacy beliefs than the students who graduated from Private High Schools ($Z=-2.163$ $p=0.031$). Another result to be inferred from the table is that there is a significant difference on reading skill as it can be seen from the table. Students who graduated from state high schools have better reading self-efficacy than the ones who graduated from Private High Schools ($Z=-3.015$ $p=0.003$).

Q2: c. Is there a significant relationship between current educational situation and self-efficacy?

Table 16

The Relationship between Current Educational Situation and Self-Efficacy

Domains	Current Situation	N	Mean	Std. Deviation	Chi-Square	P
LIST	I have a scholarship	33	4.2424	,63272	4.115	,128
	I don't have a scholarship	6	4.1250	,75416		
	I have partial scholarship	61	3.9303	,70138		
	Total	100	4.0450	,69120		
READ	I have a scholarship	33	3.9583	,51031	,211	,900
	I don't have a scholarship	6	3.9583	,94428		
	I have partial scholarship	61	3.9795	,59081		
	Total	100	3.9713	,58384		
SPOIN	I have a scholarship	33	4.0727	,71601	,041	,980
	I don't have a scholarship	6	4.1167	,46224		
	I have partial scholarship	61	4.0852	,55942		
	Total	100	4.0830	,60521		
SPOPR	I have a scholarship	33	4.3576	,53329	2.451	,294
	I don't have a scholarship	6	4.6667	,46762		
	I have partial scholarship	61	4.2557	,68521		
	Total	100	4.3140	,63070		
LQUAL	I have a scholarship	33	4.1818	,57375	1.203	,548
	I don't have a scholarship	6	3.9167	,58452		
	I have partial scholarship	61	4.0451	,77796		
	Total	100	4.0825	,70447		
WRIT	I have a scholarship	33	4.3203	,61344	,007	,996
	I don't have a scholarship	6	4.3571	,45848		
	I have partial scholarship	61	4.2881	,64232		
	Total	100	4.3029	,61864		

Table 16 illustrates the relationship between Current Educational Situation and Self-efficacy. Kruskal Wallis Test is used to analyze students' answers. The data seen

on the table is clearly shows that there is not a significance statistical relationship between Current Educational Situation and students' Self-efficacy beliefs.

Q3: Is there a correlation between the given domains of motivation and domains of self- efficacy?

Figure 4 below illustrates the correlation between the all the motivation domains and listening self-efficacy. Data was analyzed by Structural Equation Modelling. Cohesion criterion for the Structural Equation Modelling is $\chi2= 43.97$ *df.* =34; $\chi^2/df=$ 1.29, *RMSEA=0.054, NNFI=0.98 CFI= 0.98 IFI= 0.98, GFI =0.92 RMR=0.062.* The results showed that there is an acceptable relationship between the motivation domains and listening self-efficacy. According to the relationship one unit rise in motivation causes 0.33 unit rise in listening self-efficacy (*t=2.70 p<0.01*). The greatest relationship is seen on Attitudes towards learning English (ATLENG) with 0. 90 and the lowest relationship is seen on instrumental motivation (INSMOT) with 0.67 significance level.
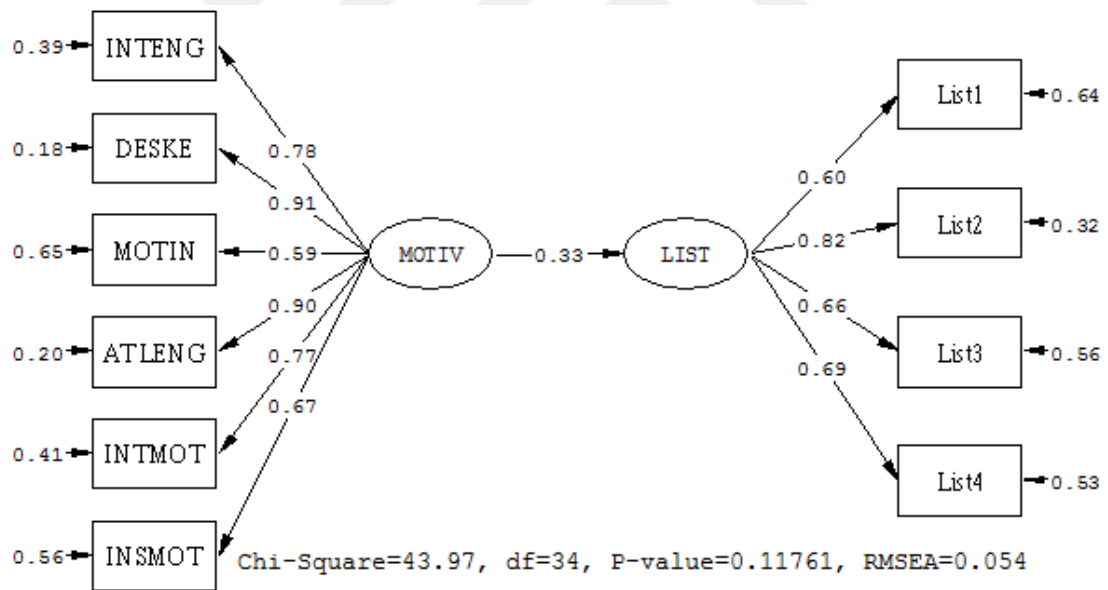

Figure 4. The correlation between motivation and listening self-efficacy.

Figure 5 illustrates the correlation between Motivation domains and Reading. The data was analyzed by Structural Equation Modelling. Cohesion criterion for the structural equation modelling is $\chi2= 85.34$ *df.* =75; $\chi^2/df=$ 1.14, *RMSEA=0.037, NNFI=0.98 CFI= 0.99 IFI= 0.99, GFI =0.89 RMR=0.068.*

The results proved that there is an acceptable relationship between the motivation domains and Reading self-efficacy with 0.29 significance level. The highest significance of motivation domains is on Attitudes towards Learning English (ATLENG) with 0.90 significance level and the lowest significance is on Motivational Intensity (MOTIN) with 0.54 significance level.

Figure 5. The correlation between motivation and reading self-efficacy.

Figure 6 shows the correlation between motivation and spoken interaction self-efficacy. Data was analyzed by Structural Equation Modelling and cohesion criterion for the modelling is $\chi2=$ 135.92 *df.* =101*;* $\chi^2/df=$ 1.36, *RMSEA=0.059, NNFI=0. 97 CFI=* 0.97 *IFI=* 0.97*,* *GFI* =0.85 *RMR=0.053.* According to the figure there is an acceptable relationship between the motivation domains and spoken interaction self-efficacy with 0.32 significance level. The highest significance of motivation domains is on Desire to Learn English (DESLE) with 0.90 significance level and the lowest significance is on Motivational Intensity (MOTIN) with 0.59 significance level.

Figure 6. The correlation between motivation and spoken interaction self-efficacy.

Figure 7 illustrates the correlation between motivation and Spoken Production. The data was analyzed by Structural Equation Modelling and cohesion criterion for the modelling is $\chi2=$ 49.56 $df. =42; \chi^2/df=$ 1.18, $RMSEA=0.043$, $NNFI=0.99$ $CFI=$ 0.99 $IFI=$ 0.99, $\underline{GFI}=0.92$ $RMR=0.029$. According to the figure there is an acceptable relationship between the motivation domains and spoken production self-efficacy with 0.45 significance level. The highest significance of motivation domains is on Attitude towards Learning English (ATLENG) with 0.90 significance level and the lowest significance is on Motivational Intensity (MOTIN) with 0.54 significance level.
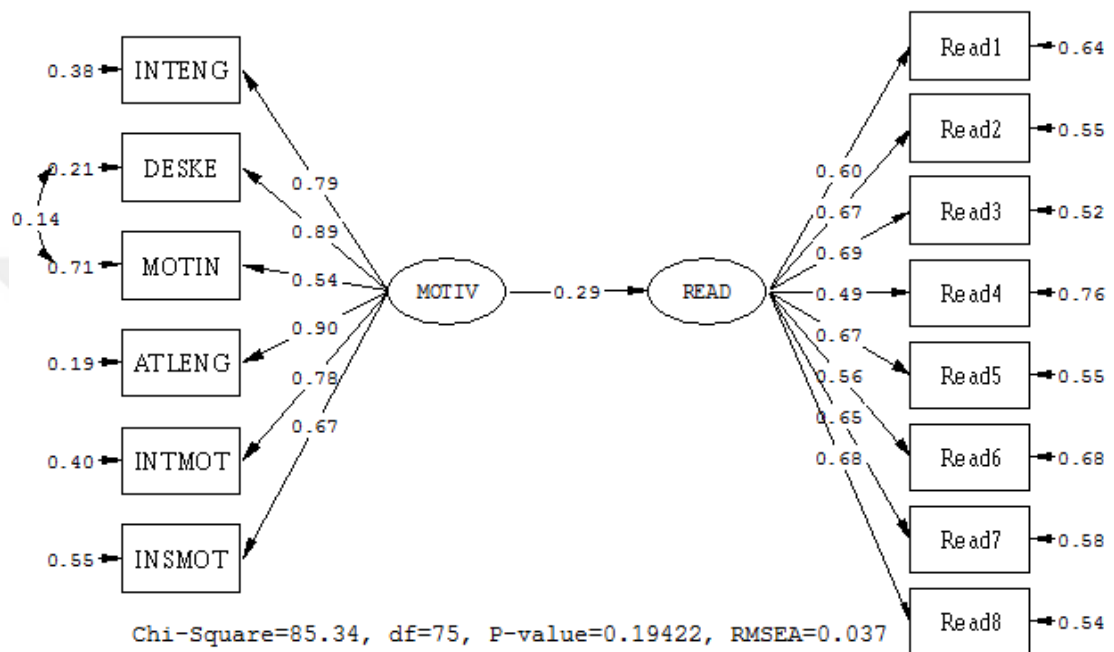
Figure 7.The correlation between Motivation and Spoken Production Self-efficacy.

Figure 8 shows the correlation between motivation and language quality. The data was analyzed by Structural Equation Modelling and cohesion criterion for the modelling $\chi2$=41.21 *df.* =34*; χ^2/df=* 1.21, *RMSEA*=0.046, *NNFI*=0.99 *CFI*= 0.99 *IFI*= 0.99, <u>*GFI*</u> =0. 92 *RMR*=0.030. According to the figure there is an acceptable relationship between the motivation domains and language quality self-efficacy with 0. 37 significance level. The highest significance of motivation domains is on Desire to Learn English (DESKE) with 0.91 significance level and the lowest significance is on Motivational Intensity (MOTIN) with 0.59 significance level.
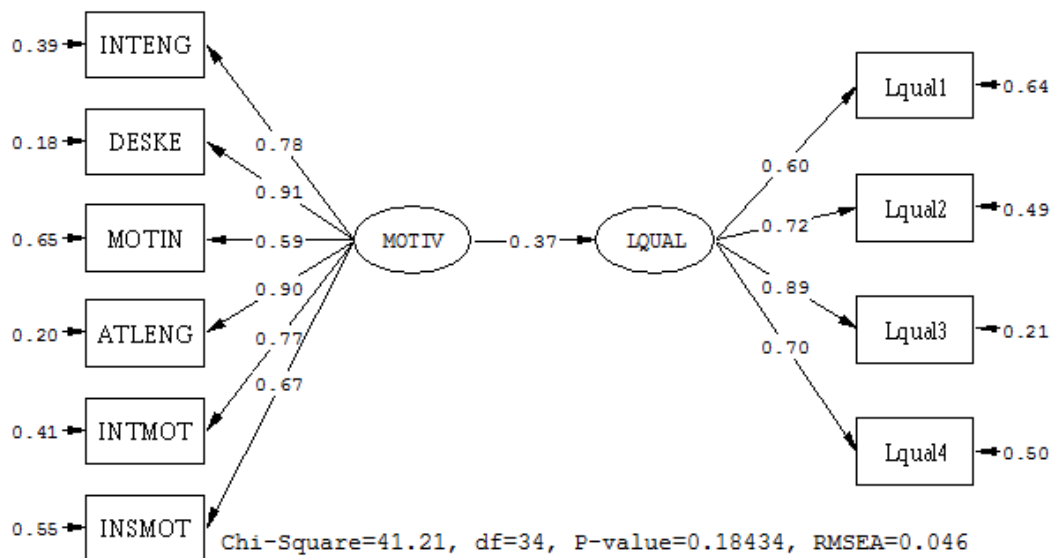
Figure 8. The correlation between motivation and Language Quality Self-efficacy

Figure 9 shows the correlation between motivation and writing self-efficacy. The data was analyzed by Structural Equation Modelling and cohesion criterion for the modelling $\chi2=63.65$ *df.* = 64; $\chi^2/df=$ 0.99, *RMSEA=0.00, NNFI=1.0 CFI=1.0 IFI=1.0,* <u>*GFI*</u> *=0.91 RMR=0.027.* According to the figure there is an acceptable relationship between the motivation domains and writing self-efficacy with 0.36 significance level. The highest significance of motivation domains is on Desire to Learn English (DESKE) with 0.91 significance level and the lowest significance is on Motivational Intensity (MOTIN) with 0.60 significance level.
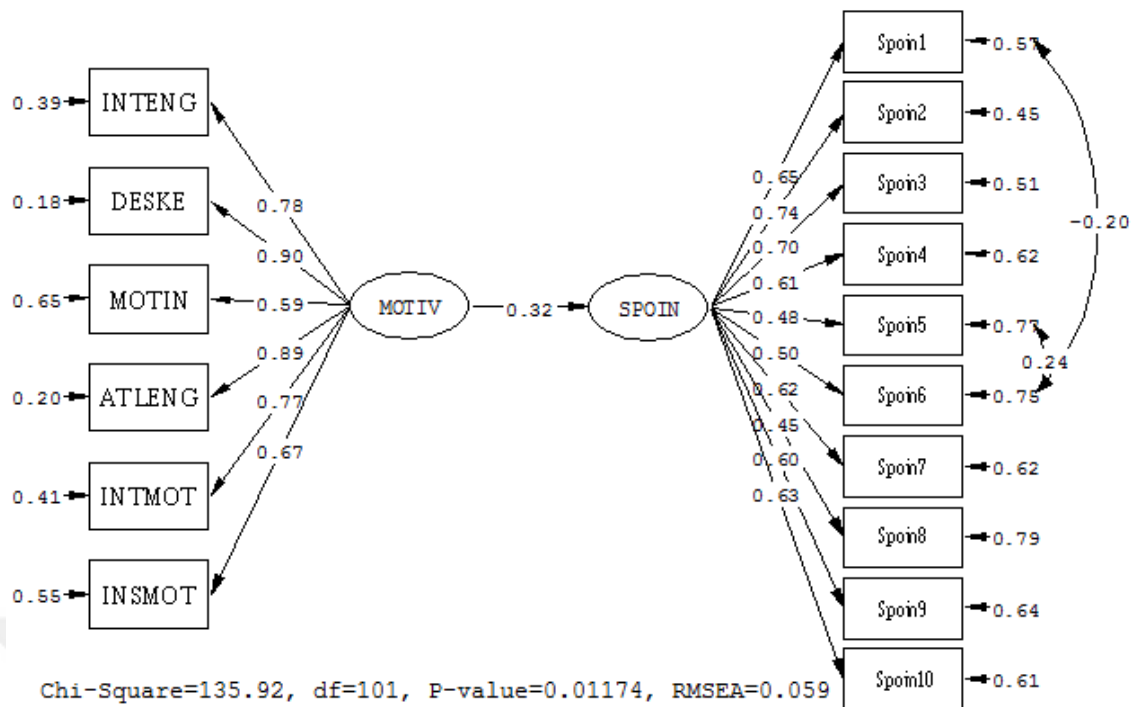

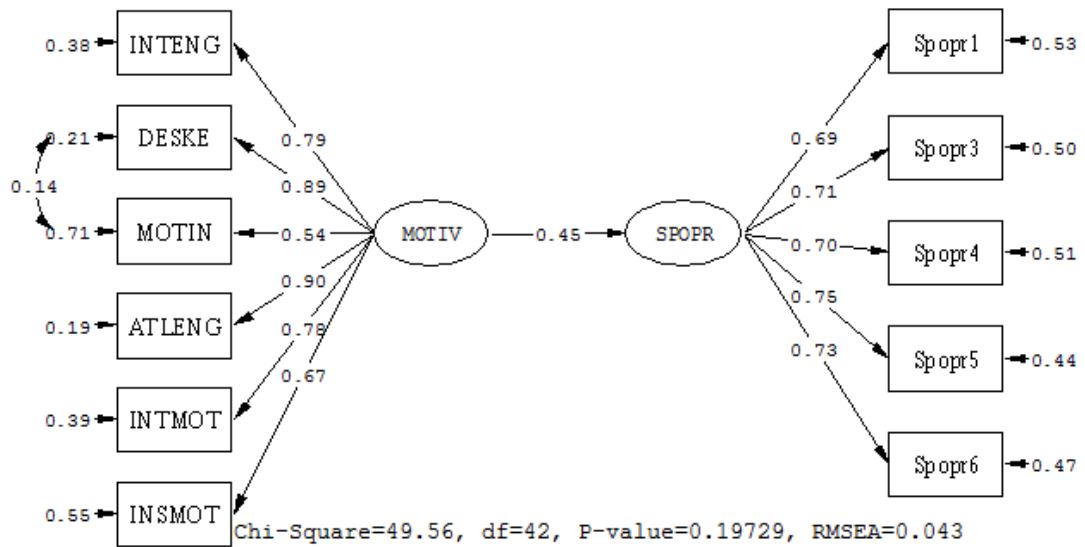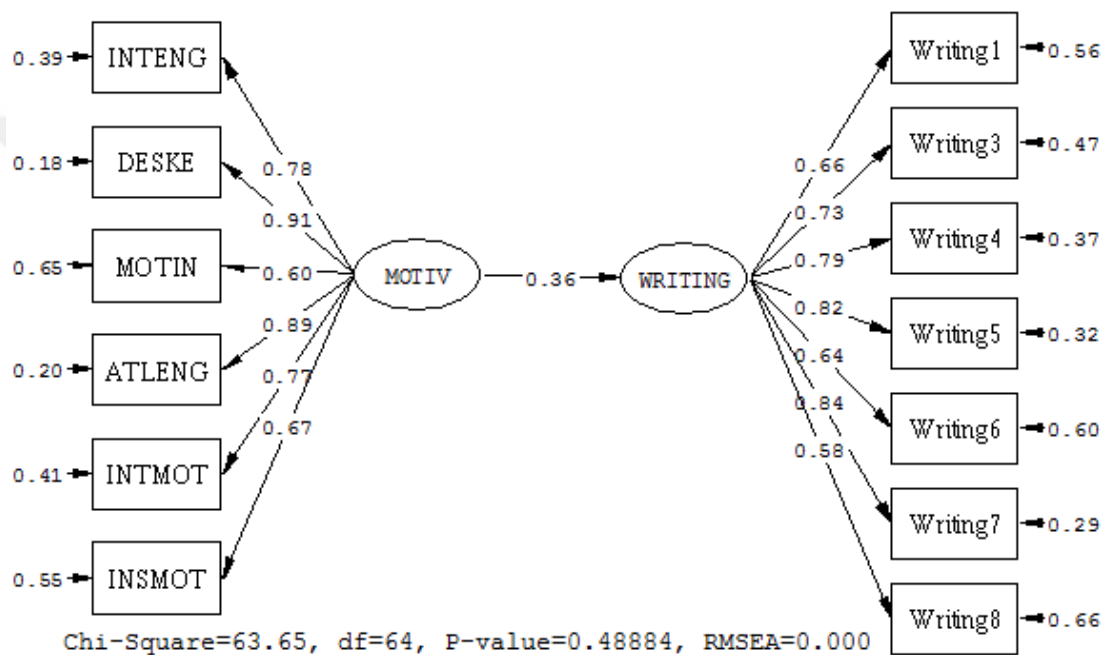Figure 9.The correlation between motivation and writing self-efficacy.

To sum up, the primary purpose of this study was to understand the relationship between motivation and self-efficacy level of the students' at a private university in Konya. The study also focused on the impact of gender, educational background and current educational situation on motivation and self-efficacy. All data gathered form the students are entered to SPSS and the results are presented in this chapter. In summary, results of this study showed that;

a) There is a relationship between gender and motivation. Female students' motivation is higher than the motivation level of the male students'.

b) There is a significant relationship between educational background and motivation. The students who graduated from a state school have higher motivation than the ones who graduated from private schools.

c) There is not a significant relationship between students' current educational situation and motivation.

d) There is a significant relationship between gender and self-efficacy. The only meaningful difference is found on writing self-efficacy. According to that female students' writing self-efficacy beliefs are higher than male students' self-efficacy beliefs.

e) There is also a relationship between educational background and self-efficacy. According to the results students who graduated from a state school have higher self-efficacy on reading and language quality than the ones who graduated from a private school.

f) There is not a significant relationship between current educational situation and self-efficacy.

g) Last of all, there is a meaningful correlation between motivation and self-efficacy domains.

CHAPTER 5

Discussion and Conclusions

5.1 Discussions of Findings for Research Questions

This study focused on the relationship between a private university preparatory school students' motivation and self-efficacy. The study also focused on the impact of gender, educational background and current educational situation on motivation and self-efficacy. All data gathered form the students are entered to SPSS. For the motivation part, Mann-Whitney U test was executed to be able to define students' motivation level, in all domains, and self-efficacy beliefs.

Next step was that a Mann-Whitney U test was conducted to understand if the participants' gender, educational background and current education situation affected their motivation and self-efficacy towards learning English. Finally, Structural Equation Modelling was used to be able to analyze the relationship between the self-efficacy and motivation of students.

Some items in the motivation survey were reverse-scaled. Those items were: 2, 6,9,10, 12, 16, 19, 20, 22, 26, 29, 30, 32, 39, 40, 42, 45, and 48 as they were negative sentences. For example, item 2 says" I don't pay much attention to the feedback I receive in my English class." and the participants' answers to this question were "Strongly Disagree". The value for this item was one, but this value was changed into five to get the accurate result. After these measurements, some figures and tables were designed to show the results.

The first sub-question of the first research question about the relationship between students' gender and motivation examined whether there was a relationship between the two. The results indicated that there was a statistically significant relationship between gender and motivation. According to the data analyzed, it can be interpreted that female students';

a) Interest in English (INTING) is higher than male students' interest in English although the number of the male students outnumbered the female students.

b) Desire to Learn English is significantly higher than the male students' desire to learn English.

c) Attitudes towards learning English (ATLENG) is higher than male students' attitudes towards learning English.

d) Integrative Motivation level is higher than male students' integrative motivation.

There are some important studies on the relationship between gender and motivation that shows girls are more motivated than boys. In one of the studies by Xiong (2010) revealed in her study that female students were more interested in learning language than male students and also female students' motivation were higher than the male students'. The students were asked their interest and motivation on learning English. Most of the female students declared that they liked English. They were willing to learn language while most of the boys who attended the study were not interested in which shows that the female students´ internal motivation is higher than the male students´ when studying a second language.

Another study conducted by Dörnyei and Csizér (2005) with Hungarian students showed that girls are more motivated than boys towards learning a language. These findings supports previous researches in which female students are more successful in language learning than male students. Dörnyei and Csizér stated that learning a second language is regarded as "girlish" by the boys.

A study by Burden and Lanvers (2002) also puts forth that male students are not as motivated as female students to learn French. In this study motivational differences were questioned between boys and girls who are from grade 7 to 9 towards learning French and German. The results proved that female students had a higher desire to learn French than male students. Female students also spent more effort to learn the language than male students.

In earlier studies, a study by (Dweck & Gilliard, 1975) revealed that male students' educational expectations were higher than female students. However, recent studies indicated totally opposite results because another study by Lupert, Cannon and Telfer (2004) conducted on 7th and 10th grade students in Canada. The results showed that girls want to graduate from high school and go on their education more than boys. It can be clearly seen that there is a change on the differences in gender. That can be the result of a cultural change throughout the years as women have higher social status now.

On the other hand, Elizur and Beck (1994) do not revealed any special inclination for female students to achieve higher than men motivation questionnaire. Their results showed that gender differences in motivation are basically stemmed from socialization processes rather than differences between female and male.

According to Ellis (1994) women may be outperform in second language learning than men do because they are more clear towards new linguistic forms in second language learning. A study conducted by Ludwig (1983) showed that Spanish, French, German male university students in the USA had higher instrumental motivation than female students. Gardner and Lambert (1972)'s study revealed that female students who learn French in Canada had higher motivation than the male students. Those female students had also more positive attitudes towards target language. Bacon and Finnemann (1992) revealed in their study that Spanish male university students who were in the USA had less instrumental motivation than female students.

In conclusion, the debate about the role of gender in language learning has always been discussed by lots of scholars. However, the results they put forth are still vague because only gender could not be a reliable factor to determine motivation.

The second sub-question of the first research question regarding the relationship between students' educational background and motivation examined whether there was a relationship between the two. The results showed that the students who graduated from state schools are more interested in learning English than the ones who graduated from private schools. Both public and private schools' students' high motivation in learning English will bring success to them.

Students in public and private schools naturally accomplish different levels of success. Learners who study in private schools outperforming public school students in different measures of success. Students who are in either one of these groups are possible to have different level of motivations. That is stem from their different experiences and school environments.

There are several comprehensive motivation theories in schools like attribution theory (Weiner, 1992), expectancy value theory (Wigfield, 1997), self-determination theory (Ryan & Deci 2000), and goal-orientation theory (Ames, 1992). According to social cognitive theory's some suppositions, it is declared by Bandura (2001) that learners' motivations are closely linked with their value and perception of support in

their social environment. This theory is a good one to find out the possible different motivations of learners who study in the public school or private schools. Hence, motivation and support has a strong relationship with students' beliefs about themselves. It is believed in Turkey that private schools encourage their students more than they encourage in state schools. This is one of the strongest motives for some parents in Turkey to send their children in private schools. However, it was strange that there was no correlation between students' motivation and educational background. Even the students who graduated from private schools has not stronger motivation than the students who graduated from state schools.

It is very surprising that in this research students who graduated from state schools outperformed the students who graduated from private schools. There can be some causes for this converse results to these theories such as the lowness of the entrance scores to the university, socio-cultural and socio-economic backgrounds of the students, geographical factors of the city that this study was conducted etc. none of these factors are included to the surveys and that's why the results should not be generalized.

The third sub-question was about the relationship between students' current educational situation and motivation. After the data gathered from the students, it is revealed that statistically there is not a significant relationship between the current educational situation and language learning motivation.

There are some environmental factors that affect language learning motivation such as socio-cultural, socio-economic effects. It was thought that having scholarship could be a positive factor on language learning motivation, as the setting was a private university preparatory school and the learners have scholarship, but strangely there was no correlation between them.

The first sub-question for the second research question dealt with the relationship between gender and self-efficacy. According to the results it was revealed that the only meaningful difference is found on writing. According to the results given in the table 14, Female students' writing self-efficacy is higher than male students. Some research revealed that gender can affect self-efficacy. Pajares and Valiante (2001) conducted a study to understand the effect of sex-stereotypic beliefs about gender differences in

writing motivation among middle school students. Namely, according to the students'
point of view some tasks are recognized to be feminine or masculine.

In this study it was revealed that girls had stronger writing self-efficacy than
boys. The answers on the research questions showed that the process of writing was
linked with a feminine task by the students because writing is generally seen as a girlish
task, so girls are expected to be successful in writing. Females are more advantageous
over males in second language acquisition. Previous studies showed that they seem to
be more successful. In terms of language skills it is scientifically proved that girls
generally start speaking earlier than boys. They also tend to use longer and complicated
sentences.

It is not easy to find a clear explanation for these results. According to Ellis
(1994), however, one obvious explanation for girls' higher achievement in second
language learning is because females have more positive attitudes. Perhaps this is said
like that because girls perceive the learning of a foreign language easily, whereas as
boys do not. Confidence differences are deciphered as gender differences in self-
efficacy. There has always been a focus on the relationship between gender and writing
self-confidence and researchers declared that female students have stronger self-
confidence in writing skills than male students and this phenomena supports the results
of this study. Researchers also have watched that females struggle with a decline in
their motivation and self-confidence as they study high school (Bruning & Horn, 2000;
Phillips & Zimmerman, 1990). This is probably about their engage with classroom.

The second sub-question of the second research question was about the
relationship between educational background and self-efficacy. According to the
results, students who graduated from State High Schools have higher Language
Quality self-efficacy beliefs and better Reading self-efficacy than the students who
graduated from Private High Schools. Bandura (1986) explained self-efficacy in the
social cognitive theory. The theory holds that learner success depends on interactions
between learners' behaviors, individual factors and environmental situations.

Considering this, it is generally believed that students who graduated from
private schools have higher self-confidence than the ones who graduated from state
schools. According to Taylor and Yu (2009) the majority of learners who grew up in
low socio-economic status families are mostly attend poorly resourced public schools,

receive poor language education, have negative reading experiences and are thus likely to perform poorly in reading. However, surprisingly the results were the opposite in this study. As there is not much research on the subject in the field, this research may help for further research.

The third sub-question for the second research question was about the relationship between current educational situation and self-efficacy. The data show that there is not a significance statistical relationship between Current Educational Situation and students' self-efficacy beliefs which means having a scholarship or not does not affect students' self-efficacy. As it was discussed earlier in this study, learners past experiences affects their future success (Oxford & Shearin, 1994). Those students who managed to get a scholarship from the university are expected to be successful in their university education as well. If students are successful they are also expected to continue this success.

Being successful is expected to be a strong motive for students to have higher self-efficacy and also have high motivation. It is a general belief about the students who have scholarship are expected to have a higher motivation and self-efficacy. It is about the idea that they are thought to be hardworking and successful students. It can also be thought that students who do not have scholarship might be motivated as well. This is because those students are expected to study more and need to be motivated to be successful. As a result, learners first create and then develop their self-efficacy because of the external inducements from others. They can be the verbal judgments that coming from others. However, in this study it was surprising that there was not any significant relationship between current educational situation and motivation.

The third research question was about the correlation between motivation and self-efficacy. In this study the results showed that there is a significant correlation between self-efficacy domains and motivation domains in this study. Self-efficacy is expectation in learners' ability to be successful on a given task. Another definition given by Schunk (1991) on self-efficacy is that it is "a learner's evaluation of his abilities to complete a given task" (p. 207).

One other important indicator of success is motivation. It is an internal stimulation. Students' self-efficacy has an ultimate effect on both their aims set to be reached and motivation (Bandura, 1993; Pajares & Valiante 1997; Linnenbrink &

Pintrich, 2003; Yang, 1999). Cain and Dweck (1995) side with the connection between motivation and self-efficacy about capability and success in elementary school students.

Dörnyei (1998) states that motivation boosts and govern learners' behaviors. Zimmerman and Kitsantas's study (1997) advocates that saying that heightened self-efficacy is gone along with increased intrinsic motivation. Likewise, it is seen in the study by Pintrich and De Groot (1990) that self-efficacy and intrinsic motivation are relevant. Students' self-efficacy does not guarantee achievement alone if there is no motivation and the results are efficient when "will" and "efficacy" meet. (McCombs & Marzano, 1990).

Bandura declares (1986) in his self-efficacy theory that a learner's behavior; environment and self-efficacy outcomes are all intertwined. Self-efficacy beliefs help motivation. It is accepted by the researchers that motivation has a very crucial role in affecting students' success. In general, students appreciate intrinsic and extrinsic rewards both. A student who is motivated intrinsically can say something like "The materials in the course are very difficult for me." Whereas a student who is motivated extrinsically might say something like "My aim is to get a good grade from the course." If a student is not motivated in class, he loses his desire to come the class. This leads to continuous absences and declining grades (Brewer & Burgess, 2005). Absences and declining grades may affect students' performance, self-efficacy and motivation. Thus, self-efficacy seems to be related to motivation and this relevance boosts the academic performance and attendance rates of the students.

5.2 Conclusions

This study has aimed to research the relationship between a private university preparatory school students' motivation and self-efficacy. The impact of gender, educational background and current educational situation on motivation and self-efficacy were also examined. SPSS was used to explain the relationship between those. For the motivation part, Mann-Whitney U test was used to state students' motivation level and orientation, in all domains, and self-efficacy beliefs. Next, a Mann-Whitney U test was conducted to evaluate whether the participants' gender, educational background and current education situation affected their motivation and self-efficacy

towards learning English. Finally, Structural Equation Modelling was conducted to see the relationship between the students' self-efficacy and their motivation orientations.

The locus of many motivation studies are about motivational orientations of English language learners and revealing a relationship between motivation and another variable in learning English. The results given in this study confirm that language learning motivation is not singular and also a multi-dimensional structure. In William and Burden's model (1997) those may be grouped as internal and external factors. Shahriar (2008) and Pathan (2011) conducted a study on Pakistani university students' English learning motivation and concluded that there were some elements that affect students. The study also concluded that girls are more motivated than boys. In the literature some other studies on this field say that girls are more motivated than boys. In this study gender has been studied in terms of motivational differences and it was revealed that female students had higher motivation than male students.

Another study by Williams and Burden (2002) studied on secondary students' motivation. More than 200 participants attended the research. It was a mix gender study with both males and females. The results showed that the integrative motivation level in females is higher than of males. In another study by Shaaban and Ghaith (2000) girls were more eager to put their effort than males among over one hundred participants. The study by Dörnyei and Clément (2001) also revealed that girls have higher motivation.

Self-efficacy is explained as a belief that one has ability to complete a task. It is also about at what level of success the learner will have at the task. The relationship between gender and self-efficacy was another concern of this study. It has been indicated that there is a relationship between gender and motivation. Some research revealed that even though gender may affect self-efficacy beliefs of the learners, this effect can be decreased when these beliefs in hand. Namely, some activities are regarded as being feminine or masculine. For example writing is seen as a feminine task by young students. In this study it is revealed that female students' writing self-efficacy among these population was higher than boys.

All gender differences which advocate girls in writing, motivation and success were interpreted as being not important when feminine self-efficacy beliefs are under control (Pajares & Valiante, 2001). The explanation about the idea that females have

greater achievement in second language learning is that females generally have more positive attitudes than males. It is said like that because girls perceive the learning of a foreign language easily, whereas as boys do not.

Other concern of this study was the relationship between educational background and motivation. It is a field that has not been explored a lot in the literature. However, there are some scientists and theories on the issue. In the present study it was revealed that students who graduated from state schools have better motivation than the ones who graduated from a private school. According to social cognitive theory (Bandura 2001) learners' motivations are related to their perspective and value they assign for education. This motivation is also closely linked with their social environments and self-efficacy beliefs. The theory is really effective in students' motivation who are from different backgrounds. It is also an effective theory to find out the different motivations of students who study in the public or private schools.

The relationship between motivation and self-efficacy was another question raised by the researcher in the present study. It has been suggested that a learner's self-efficacy is about an attitude toward self and it influences his/her learning motivation. Students' self-efficacy beliefs and motivation are used as tools of encouragement on the tasks and language learning. Bandura (1997) says about the relationship between self-efficacy, motivation, and performance that self-efficacy beliefs affect performance and the motivation level. Cain and Dweck's (1995) study back the relationship between motivation and self-efficacy. Self-efficacy has a motivational effect in learning and it is really important. It is not possible to underestimate the role of motivation and academic performance on the learners' self-efficacy (Pajares & Urdan, 2006).

5.3 Recommendation

This study shows that the universe that this study carried out should encourage self-efficacy and motivation of the students. Self-efficacy is an important factor in second language learning. For teachers, it is important to help students enhance their self-efficacy. Positive feedback and encouragement have a very crucial effect on self-efficacy. When teachers help students and the learners realized that their friends engage in a task with success, they will develop positive attitudes about their abilities

in engaging a task. Learners show higher self-efficacy on a task when they are given courage from their teachers who are valued for their expertise. Teachers in this setting, should enhance the students' self-efficacy level using some feasible teaching, such as activities lowering class anxiety, improve vicarious capability of the students.

Language learning is different from other learning types (Dörnyei, 2005) as it a conscious decision, takes much time, and requires intellectual effort (Burden, 1997). That's why more attention should be given to the issue on how learners develop self-efficacy and motivation in language learning contexts. Some researchers searched the role of self-efficacy in learning whereas there are not many research on self-efficacy and the relationship between self-efficacy and motivation. In foreign language learning field, there has been a limited number of research which investigate self-efficacy with a different variable such as performance, motivation and language anxiety.

Moreover, there are several studies which searched the relationship between learners' self-efficacy and achievement, but only some of them focused on the relationship between self-efficacy and language learning motivation. In this study the data showed that there was no relationship between students' current educational situation and self-efficacy. One of the most important factors to enhance self-efficacy is performance capability. Students who have experienced success more than once have higher self-efficacy than students who experienced failure. Positive feedback from the teachers increases students' motivation and self-efficacy (Bandura, 1986).

Teachers in this setting used the students' self-efficacy and motivation as tools to boost learning. Students' self-efficacy alone will never guarantee success if there is no motivation. When a feedback is given, students' self-efficacy is activated and this leads to increase in motivation level of the learner (Bandura, 1982). Techers should supply more oral or written feedback to the students as receiving feedback may be beneficial. Teachers again should arrange or plan tasks to increase cooperation and collaboration among students. They can also use some feasible teaching techniques to improve students' vicarious capability and most importantly, teachers should consider a variety of methods to help students construct knowledge and increase their self-efficacy and motivation.

Motivation was another concern in this study. The results clearly showed that students need to be more motivated. Improving students' self- efficacy will also increase their self- confidence and motivation. To assure this, the students should be

given the opportunity to experience the success. It is important for the instructors to ensure a relaxing learning environment. When the students perform successfully, they will be more motivated to learn and develop.

Also, surveys are used in this study to evaluate self-efficacy of the students and their motivation levels. It is an undeniable fact that students may have given desirable answers. That's why interviews with students after these surveys could have allowed students to give more honest responses.

Finally, it is needed to study further to search the relationship between self-efficacy and motivation in different levels in this setting.

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APPENDIX A

Attitude/ Motivation Test Battery (AMTB) and Self- Efficacy Surveys

SECTION A

STUDENT NAME:

GENDER

MALE ☐ FEMALE ☐

EDUCATIONAL BACKGROUND   **CURRENT EDUCATIONAL SITUATION**

Private School ☐   I have a scholarship ☐

State School ☐   I don't have a scholarship ☐

    I have partial scholarship ☐

SECTION B

The following questions in section B ask your language learning motivation and attitude towards English and in section C what you think you can do. There are no right or wrong answers. Please answer the questions truthfully. Use the scales below.

1= strongly Disagree
2= Disagree
3= Not Sure
4= Agree
5=Strongly Agree

1. I wish I could speak many foreign languages perfectly.	1	2	3	4	5
2. I don't pay much attention to the feedback I receive in my English class.	1	2	3	4	5
3. Learning English is really great.	1	2	3	4	5
4. Studying English is important because it will allow me to be more at ease with people who speak English.	1	2	3	4	5
5. I have a strong desire to know all aspects of English.	1	2	3	4	5
6. Studying foreign languages is not enjoyable.	1	2	3	4	5
7. I make a point of trying to understand all the English I see and hear.	1	2	3	4	5
8. Studying English is important because I will need it for my career.	1	2	3	4	5
9. Knowing English isn't really an important goal in my life.	1	2	3	4	5

10. I hate English.	1	2	3	4	5
11. I wish I could read newspapers and magazines in many foreign languages.	1	2	3	4	5
12. I don't bother checking my assignment when I get them back from my English teacher.	1	2	3	4	5
13. I really enjoy learning English.	1	2	3	4	5
14. Studying English is important because it will allow me to meet and converse with more and varied people.	1	2	3	4	5
15. If it were up to me, I would spend all of my time learning English.	1	2	3	4	5
16. I really have no interest in foreign languages.	1	2	3	4	5
17. I keep up to date with English by working on it almost every day.	1	2	3	4	5
18. Studying English is important because it will make me more educated.	1	2	3	4	5
19. I sometimes daydream about dropping English.	1	2	3	4	5
20. I'd rather spend my time on subjects other than English.	1	2	3	4	5
21. I would really like to learn many foreign languages.	1	2	3	4	5
22. I put off my English homework as much as possible.	1	2	3	4	5
23. English is a very important part of the school program.	1	2	3	4	5
24. Studying English is important because it will enable me to better understand and appreciate the English way of life.	1	2	3	4	5
25. I want to learn English so well that it will become natural to me.	1	2	3	4	5
26. It is not important for us to learn foreign languages.	1	2	3	4	5
27. When I have a problem understanding something in my English class, I always have my teacher for help	1	2	3	4	5
28. Studying English is important because it will be useful in getting a good job.	1	2	3	4	5
29. I'm losing any desire I ever had to know English.	1	2	3	4	5
30. Learning English is a waste of time.	1	2	3	4	5
31. If I planned to stay in another country, I would try to learn their language.	1	2	3	4	5
32. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.	1	2	3	4	5
33. I plan to learn as much English as possible.	1	2	3	4	5
34. Studying English is important because I will be able to interact more easily with speakers of English.	1	2	3	4	5
35. I would like to learn as much English as possible.	1	2	3	4	5
36. Most foreign languages sound crude and harsh.	1	2	3	4	5
37. I really work hard to learn English.	1	2	3	4	5
38. Studying English is important because other people will respect me more if I know English.	1	2	3	4	5
39. To be honest, I really have no desire to learn English.	1	2	3	4	5
40. I think that learning English is dull.	1	2	3	4	5

41. I enjoy meeting people who speak foreign languages.	1	2	3	4	5
42. I can't be bothered trying to understand the more complex aspects of English.	1	2	3	4	5
43. I love learning English.	1	2	3	4	5
44. I wish I were fluent in English.	1	2	3	4	5
45. I would rather see a TV program dubbed into our language than in its own language with subtitles.	1	2	3	4	5
46. When I am studying English, I ignore distractions and pay attention to my task.	1	2	3	4	5
47. I haven't any great wish to learn more than the basics of English.	1	2	3	4	5
48. When I leave university, I will give up the study of English because I am not interested in.	1	2	3	4	5

SECTION C

1= Never
2= Sometimes
3= Generally
4= Often
5= Always

1. I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.	1	2	3	4	5
2. I can generally identify the topic of discussion around me when people speak slowly and clearly.	1	2	3	4	5
3. I can catch the main point in short, clear, simple messages and announcements	1	2	3	4	5
4. I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary	1	2	3	4	5
5. I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.	1	2	3	4	5
6. I can identify important information in news summaries or simple newspaper articles	1	2	3	4	5
7. I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.	1	2	3	4	5
8. I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets	1	2	3	4	5
9. I can skim small advertisements in newspapers.	1	2	3	4	5
10. I can understand simple user's instructions for equipment (for example, a public telephone).	1	2	3	4	5

11. I can understand feedback messages or simple help indications in computer programs	1	2	3	4	5
12. I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	1	2	3	4	5
13. I can use public transport : buses, trains, and taxis, ask for basic information and buy tickets	1	2	3	4	5
14. I can get simple information about travel	1	2	3	4	5
15. I can order something to eat or drink.	1	2	3	4	5
16. I can make simple purchases by stating what I want and asking the price.	1	2	3	4	5
17. I can ask for and give directions referring to a map or plan.	1	2	3	4	5
18. I can ask how people are and react to news.	1	2	3	4	5
19. I can make and respond to invitations.	1	2	3	4	5
20. I can say what I like and dislike.	1	2	3	4	5
21. I can discuss with other people what to do, where to go and make arrangements to meet.	1	2	3	4	5
22. I can ask people questions about what they do at work and in free time, and answer such questions addressed to me	1	2	3	4	5
23. I can describe myself, my family and other people.	1	2	3	4	5
24. I can describe where I live.	1	2	3	4	5
25. I can give short, basic descriptions of events.	1	2	3	4	5
26. I can describe my educational background, my present or most recent job.	1	2	3	4	5
27. I can describe my hobbies and interests in a simple way.	1	2	3	4	5
28. I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).	1	2	3	4	5
29. I can make myself understood using memorized phrases and single expressions	1	2	3	4	5
30. I can link groups of words with simple connectors like "and", "but" and "because	1	2	3	4	5
31. I can use some simple structures correctly	1	2	3	4	5
32. I have a sufficient vocabulary for coping with simple everyday situations.	1	2	3	4	5
33. I can write short, simple notes and messages	1	2	3	4	5
34. I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).	1	2	3	4	5
35. I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).	1	2	3	4	5
36. I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.	1	2	3	4	5

37. I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).	1	2	3	4	5
38. I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody	1	2	3	4	5
39. I can write simple sentences, connecting them with words such as "and", "but", "because".	1	2	3	4	5
40. I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).	1	2	3	4	5

CURRICULUM VITA

PERSONAL INFORMATION

Surname, Name: Gördü Aşıcı, Tuğba

Nationality: Turkısh

Date and Place of Brith: 11 July 1986, Adana

Marital Status: Married

E-mail: tugba.gordu@gmail.com

EDUCATION

Degree	Institution	Year
BA	Celal Bayar University	2010
High School	Sunar Nuri Çomu (FLI) High School	2004

WORK EXPERIENCE

Year	Place	Duty
2010-2011	Şehzade Mehmet College	English Teacher
2012-2015	Şifa University	Instructor

FOREIGN LANGUAGES

Advanced English, Intermediate German

CERTIFICATES

Name	Place	Year
CELTA (PASS B GRADE)	İzmir International House	2014
Pedagogical Formation	Celal Bayar Unıversity	2009

HOBBIES

Windsurfing, Cycling, Movies, Puzzles, Reading.