



Turkish Studies

International Periodical for the Languages, Literature and History of Turkish or Turkic
Volume 12/14, p. 411-430

DOI Number: <http://dx.doi.org/10.7827/TurkishStudies.11395>

ISSN: 1308-2140, ANKARA-TURKEY

Article Info/Makale Bilgisi

✍ **Referees/Hakemler:** Doç. Dr. Ahmet AKKAYA – Yrd. Doç. Dr. Mehmet GÜRLEK

This article was checked by iThenticate.

THE FACTORS THAT AFFECT LANGUAGE LEARNING MOTIVATION OF ADULT LEARNERS WHO LEARN ENGLISH AS A FOREIGN LANGUAGE IN TURKISH UNIVERSITY CONTEXT

*Halit TAYLAN**

ABSTRACT

Motivation is such a complex term which cannot be explained just with one word. There are many factors that affect language learners' motivation. Based on my own experience in English language teaching university level English language learners in Turkey seem very willing to learn English. They regularly attend English classes and they seek for private English language courses. For this reason, it sounds interesting to understand which scales contribute to the English language learning motivation of the participants. This study aims to find the factors that affect adult language learners' motivation at a university – affiliated vocational school in the west of Turkey through a questionnaire with 26 items and 200 participants. The results of the study indicate that instrumental orientation for future expectations, integrative orientation, like, enjoyment and desire, foreign residence, favourable attitudes to target culture, instrumental orientation to be respected by others and anxiety are the factors that affect participants' motivation in language learning. In addition to this, factor scores indicate that the most important factor for the participants is instrumental orientation for future expectations and the least important factor is anxiety. The results of the study provide an insight related to instrumental and integrative orientations of the participants and some other motivational factors related to foreign residence, like and enjoyment of learning English and anxiety.

STRUCTURED ABSTRACT

Motivation is such a complex term which cannot be explained with just one word. There are many factors that affect language learning motivation. Therefore, the study is designed to find the factors that affect adult language learners' motivation in a university – affiliated as

* University of Exeter Ph.D. Student, El-mek: halittaylan@hotmail.com

vocational school in the west of Turkey who learn English as a foreign language. In order to do this quantitative research design was adopted, the researcher designed a questionnaire which consisted of 6 factors and 26 items to reach the intended aim.

In Turkey language learning starts in the second grade of primary school and the hours of English language teaching expands in the curriculum in high school context. However, learners seem to lose their motivation to learn English at high school level because of the national university entrance exam. In contrast to this, there is another reality in Turkey, when learners are successful in the university entrance exam and come to university environment most of them are in a worry to learn English. It will be interesting to understand which factors contribute to the English language learning motivation of the participants.

The problem to define the components of motivation in an individualistic perspective constitutes the basis of the study. The determined factors and their importance according to the participants may help us to understand L2 motivation in that particular context.

Oxford and Shearin (1999) state that motivation is important because it has direct influence on understanding how much language learners use language learning strategies, how much they would like to communicate with the target language speakers, how well they would like to achieve curriculum related-achievement tests and how much effort they would like to invest into target language learning.

One of the leading theories in language learning motivation was put forward by Gardner and Lambert (1972) with a study conducted in Canada. The emphasis was on social psychology, a key element of this theory is the attitudes of an individual towards target culture. The positive attitudes of an individual to the target culture has a great directive influence on the individual behaviour, the attitudes are accepted as the primary force in hindering or facilitating individuals' behaviour in terms of being in the positive or negative direction.

Gardner (1985) suggests that the integrative motive includes three main components; the first component is the integrativeness which refers to the interest in foreign languages and attitudes towards the target language, the second component is the attitudes towards the learning situation which includes the attitudes towards the language teacher and the L2 course itself and the last component is motivation which is referred as the desire, effort and attitudes towards learning.

In Gardner's (1985) socio educational model intelligence, language aptitude, language learning strategies, language attitudes, motivation and language learning anxiety appear as the main variables and these variables affect the learners second language learning in formal and informal learning contexts.

However, as Oxford and Shearin (1994) explain it would not be good to confine motivation studies just to integrativeness concept because motivation has many aspects such as the nature of the task, the individual's attribution of success and the kinds of rewards.

Ely (1986) also mentions that there are more than integrative and instrumental motivation and the results of some studies indicate that a desire to learn second language matches with neither integrative motivation nor instrumental motivation.

As Crookes and Schmidt (1991) mention the major approach in motivation studies is on social-psychological perspective which means attitudes toward the target language speakers are the primary constituent for the success of the language learner and their desire to interact with the target language speakers and becoming the member of the target culture determine the level of success in the target language.

In that sense as Crookes and Schmidt (1991) show language learning motivation can be very well explained in terms of some certain set of individual behaviours but actually what is missing is the motivational life of actual classrooms.

Even though there are contextual influences in language learning motivation and today more than contextual influences such as the self of the learners, it will be nice to see what directs language learners' behaviour in a particular university context for L2 learning in an individualistic perspective. It can provide a good insight for teachers for the orientations of the participants in language learning in a broad social environment.

The results of the study indicate that there are 7 meaningful factors that affect the participants' motivation. These factors are labelled based on the reading of the relevant items in the factor analysis. The factors are as follows: **Instrumental orientation for future expectations, Integrative orientation, Like, enjoyment and desire, Foreign residence, Favourable attitudes to target culture, Instrumental orientation to be respected by others and Anxiety.**

Factor scores results indicate that factor6 "**instrumental orientation for future expectations**" is the most important factor whereas "**anxiety**" is the least important factor according to participants.

As it is mentioned before Gardner (1985) states the importance and great effect of integrative orientation and he refers integrative orientation as the most important factor in determining how actively the learner works to learn the target language.

In a way there is a contradiction in this study because what is the most important for learners in this study is their "**instrumental orientation for future expectations**" not integrative orientation.

Even though there are a lot of criticisms about Gardner and Lambert's 'integrativeness' concept it will be good to mention that integrative orientation is the second most important factor according to the results of factor scores and has very close descriptive statistics with the first rank.

What I think is that, the overgeneralization of integrative orientation for the success of a learner in L2 learning is in fact true but what is remarkable is the fact that it is an important factor that affects L2 learning motivation for it still appears as one of the most important factors that affect foreign language learning motivation in many studies.

Turkish Studies

Important researchers such as Schmidt et al (1999) and Dörnyei (1999) indicate that 'instrumental motivation is an important factor and Schmidt et al (1999) emphasise that instrumental aspects of foreign language maybe the most important aspect for adult language learners. However, the most important detail that factor scores indicate for instrumentality is that; even though factor6 "**instrumental orientation for future expectations**" has the first rank, another factor about instrumentality factor7 "**instrumental orientation to be respected by others**" has the sixth rank. The interesting result regarding instrumentality suggests that instrumentality has two domains for the participants. Instrumentality regarding the future expectations of the participants and instrumentality to be respected by others.

The traditional focus of my study and many studies conducted in Turkey may just explain motivation in social-psychological perspective, what is missing is the 'contextual influences' and the variables beyond contextual influences such as the self of language learners.

However, in an individualistic perspective determining the factors for learners' L2 motivation in that particular context may provide an insight for English language teachers in terms of the orientations of the learners.

Keywords: motivation, attitudes, anxiety, integrative orientation, instrumental orientation, foreign residence.

TÜRKİYE'DE ÜNİVERSİTE BAĞLAMINDA YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN YETİŞKİMLERİN DİL ÖĞRENME MOTİVASYONLARINI ETKİLEYEN FAKTÖRLER

ÖZET

Motivasyon tek bir kelimeyle açıklanamayacak kadar karmaşık bir terimdir. Yabancı dil öğrenenlerin yabancı dil öğrenme motivasyonlarını etkileyen birçok faktör bulunmaktadır. Yabancı dil olarak İngilizce öğretiminde kendi deneyimimden yola çıkarak üniversite seviyesindeki öğrencilerin İngilizce öğrenmeye çok istekli olduklarını gördüm. Söz konusu öğrenciler düzenli olarak İngilizce derslerine katılmaktadırlar ve özel İngilizce dersleri almak istemektedirler. Bu yüzden de hangi değişkenlerin üniversite seviyesindeki öğrencilerin İngilizce öğrenme motivasyonlarına katkı yaptığını anlamak ilginç olacaktır. Bu çalışma üniversite seviyesindeki yetişkinlerin dil öğrenme motivasyonlarını etkileyen faktörleri Türkiye'nin batısında bulunan bir üniversitenin meslek yüksek okulunda 26 sorudan oluşan ve iki yüz kişiyi içeren bir anket ile bulmayı amaçlamaktadır. Çalışmanın sonuçlarına göre gelecek beklentileri için faydasal yönelim, aidiyetsel yönelim, sevmek, eğlenmek ve isteklilik, yabancı ülkelerde yaşamak, hedef kültüre karşı olumlu tavırlar, başkaları tarafından saygı duyulmaya yönelik faydasal yönelim ve endişe katılımcıların motivasyonu etkileyen faktörler olarak ortaya çıkmaktadır. Tüm bu sonuçlara ek olarak faktör skorları gelecek beklentileri için faydasal yönelimin en önemli faktör olduğunu ancak endişenin ise en az öneme sahip faktör olduğunu ortaya koymaktadır.

Turkish Studies

Çalışmanın sonuçları faydasal ve aidiyetsel yönelimler ile ilgili ve yabancı ülkelerde yaşamak, İngilizce öğrenmekten hoşlanmak ve endişe gibi diğer motivasyon faktörleri için bir bakış açısı sağlayacaktır.

Anahtar Kelimeler: motivasyon, tavırlar, endişe, aidiyetsel yönelim, faydasal, yönelim, yabancı ülkelerde yaşamak

Background to the study

In Turkey language learning starts in the second grade of primary school and the hours of English language teaching expands in the curriculum in high school context. However, learners seem to lose their motivation to learn English at high school level because of the national university entrance exam. In order to be successful in this exam students seem to focus on other modules but not English, because the national university entrance exam does not include questions from English. In contrast to this, there is another reality in Turkey, when learners are successful in the university entrance exam and come to university environment most of them are in a worry to learn English. They attend regularly to English classes and they seek for a private course to learn English and in my experience I encountered with many university level students who ask for advice how to learn English. For this reason, it will be nice to see what makes university level students so willing to learn English, the factors that affect university level students' motivation to learn English.

The problem to define the components of motivation in an individualistic perspective constitutes the basis of the study. The determined factors and their importance according to participants may help us to understand L2 motivation in that particular context in an individualistic perspective.

Literature review

2.1 Introduction

This part includes three sections, in the first section I will present L2 motivation in an individualistic perspective and its weak side. In the second section I will try to find out the similarities between studies. In the last section I will present some important studies in the field.

2.2 Language learning motivation in an individualistic perspective and its weak side

Oxford and Shearin (1999) state that motivation is important because it has direct influence on understanding how much language learners use language learning strategies, how much they would like to communicate with the target language speakers, how well they would like to achieve curriculum related-achievement tests and how much effort they would like to invest into target language learning.

As Gardner and Trembley (1994) show it is true that Gardner and Lambert (1972) has focused on integrative orientation and they claimed that if the learner has more positive attitudes toward target culture then the learner will be more successful in the target language. They also state that Gardner and Lambert's (1972) study also focuses on instrumental orientation and the emphasis is on the concept of motivation rather than the concept of integrativeness. Therefore, Gardner and Tremblay (1994) try to show that the concept of integrativeness is important but at the same time the goal and effortful behaviour of the learner is also important for language learning motivation.

Oxford and Shearin (1994) mention that some research indicates that integratively motivated learners are more volunteer to answer questions in the classroom and they are more willing to practice the target language, therefore Gardner's (1985) integrativeness concept keeps important space for

motivation studies. However, as Oxford and Shearin (1994) explain it would not be good to confine motivation studies just to integrativeness concept because motivation has many aspects such as the nature of the task, the individual's attribution of success and the kinds of rewards.

Ely (1986) mentions that Gardner and Lambert's (1972) integrativeness is related to the desire to learn more about the target culture and instrumental motivation reflects more utilitarian value such as career opportunities. Ely (1986) mentions that there are more than integrative and instrumental motivation and the results of some studies indicate that a desire to learn second language matches with neither integrative motivation nor instrumental motivation.

As Crookes and Schmidt (1991) mention the major approach in motivation studies is on social-psychological perspective which means attitudes toward the target language speakers is the primary constituent for the success of a language learner. Their desire to interact with the target language speakers and becoming the member of the target culture determine the level of success in the target language.

In that sense as Crookes and Schmidt (1991) show language learning motivation can be very well explained in terms of some certain set of individual behaviours but actually what is missing is the motivational life of actual classrooms. Here I want to refer to Dörnyei (2001) for he states the importance of *'the challenge of context'*. As he suggests Traditionally and generally what motivational psychology did to explain motivation is its simple focus on individual in order to be able to define why a person behaves in the way s/he does. For this issue, he mentions that human beings are social and in that sense human action is certainly affected by many physical and psychological contexts and for sure the physical and psychological context will have great effect on the cognition behaviour and success and effort of a person.

What I talked about motivation up to now directs me to talk about two leading motivation theories in psychology. As Dörnyei (2001) explains the research traditions which investigates the causes of human behaviour in motivational psychology in terms of *human mental process* and *social psychology* which explore human behaviour in social and interpersonal context which is mainly mirrored by the attitudes of the individual.

At this point one of the leading theories in language learning motivation was put forward by Gardner and Lambert (1972) with a study conducted in Canada and the emphasis was on social psychology. As they show a key element of this theory is the attitudes of an individual towards target culture. They state that the positive attitudes of an individual to the target culture has a great directive influence on the individual behaviour, the attitudes are accepted as the primary force in hindering or facilitating individuals' behaviour in terms of being in the positive or negative direction.

As Gardner (1985) mentions in his theory of motivation, the most important issue is the relationship between motivation and orientation of the individual. Actually Dörnyei (2001) mentions that 'orientation' term of Gardner (1985) can be accepted as the 'goal' of the individual. Here at this stage I want to talk about the goal theories in language learning motivation. Dörnyei (2001) mentions that early research on human motivation focused on basic human needs as taking base the humanistic psychologist Maslow's (1970) need hierarchy which includes the five needs; physiological, safety, love, esteem, self-actualisation. However ongoing research trends replaced the concept of need with goal and Dörnyei (2001) mentions that the goal is the "engine to fire the action and provide the direction in which to act" (Dörnyei, 2001, p. 25). Two goal theories have become influential and these are; goal setting theory and goal orientation theory. Goal setting theory belongs to Locke and Latham (1990) and it is claimed that goal constitutes the basis of human action, to be able to start the action the person needs to set goals and these goals can bring choice and success.

If we relate the theory of Gardner and Lambert (1972) to expectancy value theories as Dörnyei (2001) underlies, it is easy to understand that the components of expectancy value theories ‘intrinsic and extrinsic utility value’ can be accepted as consistent with Gardner and Lambert’s theory (1972) in the sense that intrinsic value is measured by the attitudes towards target culture and extrinsic utility value is measured by integrative and instrumental orientation. Actually as he states the definition of intrinsic value in this theory can be the interest and the enjoyment an individual gets in doing the activity and extrinsic utility value can be defined as how the particular activity will contribute to the future goal and life of a person.

The reason why I wanted to mention all these theories is the fact that their consistency with Gardner and Lambert’s (1972) ‘integrative and instrumental’ orientation. Gardner (1985) defines integrative orientation as the positive feelings towards target community and the ambition to be a part of that community. However, the instrumental orientation is explained by Gardner (1985) as the utilitarian aspect of individuals’ motivation in language learning such as getting a better job or better salary.

Gardner (1985) suggests that the integrative motive includes three main components; the first component is the integrativeness which refers to the interest in foreign languages and attitudes towards the target language, the second component is the attitudes towards the learning situation which includes the attitudes towards the language teacher and the L2 course itself and the last component is motivation which is referred as the desire, effort and attitudes towards learning.

In his socio-educational model Gardner (1985) talks about the role of individual difference characteristics of learners in language learning and Dörnyei (2001) mentions that “the importance of this model lies in its clear differentiation among four distinct aspects of second language acquisition; antecedent factors (which can be biological or experiential such as gender, age or learning history), individual difference (i.e. learner) variables, language acquisition contexts, learning outcomes” (Dörnyei, 2001, p52). In Gardner’s (1985) socio educational model intelligence, language aptitude, language learning strategies, language attitudes, motivation and language learning anxiety appear as the main variables and these variables affect the learners second language learning in formal and informal learning contexts.

The Attitude /Motivation test battery (AMTB) of Gardner (1985) is a motivation test which includes 130 items, it includes items for attitudes towards French Canadians, interest in foreign languages, attitudes towards European French people, integrative orientation, instrumental orientation, desire to learn French, parental encouragement, French class anxiety, Evaluation of French teacher and Evaluation of the course. Dörnyei (2001) states this test has been used in all over the world. He also states that Trembley and Gardner (1995) extended Gardner’s social Psychological construct by incorporating new elements from expectancy value and goal theories such as goal salience, valance and self efficacy so that the revised model includes recent cognitive motivational theories.

Dörnyei (2001) explains that the individualistic side of Gardner’s (1985) socio-educational model prevents the model to address the contextual influences, the immediate learning environment (micro context). He mentions that “competition with peers, power (like group leadership), affiliation (cooperation with peers) social concern (caring for each other) recognition (to please teacher and receive praise from friends, teacher, peer group, and school) gained importance and in addition to this, parents, teachers, learner group, school started to be seen as important variables to define motivation” (Dörnyei, 2001, pp34-78). Ushioda (1996) states that the shift in motivational studies is a friendly shift which does not fully discard the components of Gardner’s (1985) socio-educational model but the one which adds the contextual variables and temporal dimension.

Turkish Studies

In short as I tried to show in this section studies in L2 motivation traditionally focused on motivation in an individualistic perspective which sought the beliefs, attitudes, thoughts of individuals and one of the most important model for motivational studies is Gardner's socio-educational model and its integrativeness concept. Even though there are contextual influences in language learning motivation and today more than contextual influences, it will be nice to see what directs language learners' behaviour in a particular university context for L2 learning in an individualistic perspective. It can provide a good insight for teachers for the orientations of the participants in language learning in a broad social environment.

2.3 Common parts of the studies

Gardner and Lambert (1985) includes variables as; attitudes toward French Canadians, desire to learn French, integrative orientation, instrumental orientation, anxiety, parental encouragement in their study. Schmidt et al (1999) includes these factors in their study; anxiety, instrumental motivation, intrinsic motivation, foreign residence, attitudes to culture, enjoyment, determination. As the literature is checked one can see that these researchers nearly ask the same items to find an answer for motivation. Dörnyei(1999) suggests that attitudes play an important role in motivation and he states that although social factors are important in motivation there are factors beyond social factors. Dörnyei (1999) conducts a correlation study between motivational components and four criterion measures; instrumental motivational subsystem, integrative motivational subsystem, need for achievement, attributions about past failures. He states that integrative and instrumental motivation was less effective in language learning than was another aspect of motivation. Okada et al. (1999) focus on intrinsic motivation and extrinsic motivation, desire to use the language outside the classroom, interest, willingness to learn the target culture in Spanish and Japanese contexts. Okada et al. (1999) also states that the two types of motivation were insufficient to explain reasons why learners learn a language. They conduct a correlation study between language learning strategies and motivation. In another study conducted by Williams et al. (2002) the focus was on these factors; desire, need and importance, integrative orientation, intrinsic motivation, perceived success, perceived ability, teacher, parents, group.

The common parts of these studies in the literature direct me to include these factors in my study; anxiety, attitudes towards English speaking countries, integrative orientation, instrumental orientation, foreign residence, like, enjoyment and desire.

2.4 Studies conducted on motivation

In their study Gardner and Lambert (1972) found that the motivation of learners is thought to have close relation with the attitudes of a learner towards target language and they proposed "*integrative*" and "*instrumental*" motivation for language learning. In their study they tried to find the success of a language learner in terms of how a learner is motivated, this means "*integrative*" or "*instrumental*". They had various studies, the most remarkable study was the one conducted in Montreal at an English speaking high school where students learn French. According to the results of this study they found that the learners who are integratively motivated are more successful than the learners who are instrumentally motivated. In a follow up study Gardner and Lambert (1972) tried to get attitudes of parents towards French community and they found that the orientation of learners towards target culture comes from family, the attitudes of families affect the motivational orientation of students.

Dörnyei (1999) conducted a similar study on motivation in the mid-1980s and this study was also determined by a social psychological approach rooted in Canadian tradition. The study resembles as a response to Gardner and Lambert's study. The study was conducted with Hungarian learners of English to investigate the difference between motivation in foreign language learning and

Turkish Studies

a second language acquisition environment. When the results of these two studies are compared, the results of Dörnyei (1999) indicate that the contextual differences also keep important role in motivation, classroom level of the learning process keeps an important part for the motivation of learners. In a follow up study he finds out that language learning motivation in classroom environment is something more than a social and pragmatic aspect.

In a similar study Julkunen (1989) focused on motivation orientation and distinctively Julkunen (1989) focused on situation specific motivation, the nature of learning situation was important. Different learning situations affect motivation of students differently. The study took the model of Boekaerts as its base and this model was about motivational traits, states, demands, competence, and attribution of students. Julkunen (1989) mentions that according to Boekaerts the learner's general motivational orientation, motivation as trait and the situation specific motivation, motivation as state interact and produce the situation specific action tendency and this contributes to learner's readiness to attribute his/her personal resources to complete a task. According to this model as Julkunen (1989) mentions the content of situation specific motivation is determined by appraisal processes and appraisal processes refers to an individual's well being and appraisals processes can be divided into two 'primary and secondary appraisals'. Julkunen (1989) indicates that primary appraisals can be exemplified by the question am I all right or in trouble? For this reason, we can say that a situation may contribute to an individual's well being or it may promote well being. In this model, in addition to the learner's experiences, learner's cognitive abilities which refer to competence, emotions and task demands should be taken into consideration. Secondary appraisals are illustrated by Julkunen (1989) with the question what if anything can be done about it? The individual must evaluate the situation in terms of his/her coping resources and to define a coping strategy so that the situation will give rise to self efficacy expectations. The purpose was to understand how this model works in Finnish L2 language learning and teaching context. In the study there were 292 sixth graders and 301 eighth graders. The students performed three closed and three open ended vocabulary tasks and this was done as pre task and post tasks and the attributions were recorded. The results of the study indicated that the sixth grade students had more positive attributions and dispositional characteristics than the eighth graders. In addition to this it was found that the model works well for this context. Julkunen (1989) mentions that the results confirmed that the situational factors (state motivation and emotional states) accounted for most of the variance and these factors have an important role in L2 learning. Furthermore, the results confirmed that the assumption that students' motivation decreases with age and this applies both trait and state motivation, students' attributional styles are almost applicable for the maintenance of their motivation, it may be accepted as self enhancing strategy. In addition to this, cooperative preferences of participants provide an evidence for successful communicative language teaching.

The studies in Turkish language teaching context about L2 motivation indicate the characteristics of traditional studies mentioned before, a typical study about L2 motivation was conducted by Başaran and Hayta (2013) named as "a correlational study of Turkish university students' motivation to learn English". They ask three research questions and the aim is to find the motivation level of ELT department students, the type of motivation that ELT department students have and whether there is a statistically significant relationship between age, gender, grade and motivation. The study included 81 participants studying in ELT departments at a Turkish state university and the age of the participants changed between 18 and 34. The study collected quantitative data through a 20 item questionnaire. In order to determine the motivation level of the participants the researchers used descriptive statistics and the results indicated that the participants have higher scores for 'instrumental motivation' than 'integrative motivation', they have motivation to manage their future expectations. In addition to this the results indicated that there is not a significant relationship between age, grade, gender and motivation.

Turkish Studies

Köseoğlu (2013) conducted a similar study and the name of the study was “motivational orientations for learning English: the case of Turkish university students”. The study aims to identify the motivational orientations of undergraduate students who study at an English medium university through a questionnaire and open ended questions with 523 participants. In order to do this Köseoğlu (2013) uses a factor analysis and he finds three factors for motivation and they are; instrumental, integrative and educational. For Educational factor Köseoğlu (2013) does not give a specific definition. However, Dörnyei (2001) mentions that Educational context related dimension refers to the characteristics and appraisal of the immediate learning environment, and when the related items are checked in the Table 5 principle factors in Köseoğlu’s study it can be said that it is related to understanding and being able to work on the tasks with the teacher in the classroom environment. Factor scores indicate that instrumental motivation seems the most important factor for the participants and integrative motivation seems the least important factor and the results of open ended questions support the importance of instrumentality for students. What is remarkable in these two studies conducted in Turkish language learning context is the fact that ‘instrumental’ motivation appears as the most important factor according to learners.

To sum up the studies of Gardner and Lambert (1972), Dörnyei (2001), Julkunen (1989) were reviewed as they represent the contrasting views in language learning motivation as it is shown in the section 2.2 and the two studies conducted in Turkish university contexts have great similarities with my study especially the study conducted by Köseoğlu (2013) has great similarities with my study. The studies which have an individualistic perspective to study L2 motivation are good examples to make some comparisons for the results of my study and also the contrasting views can provide an insight what is missing for L2 motivation in that specific context.

Methodology

3.1 Research paradigm, the postpositivist worldview

My worldview starts with being objective and objectivity cannot be achieved in studying motivation with a subjective ontology so that the measurable side of motivation in a quantitative research design in an individualistic perspective to study L2 motivation can help me to achieve the needed objectivity. Dörnyei (2001) mentions that one of the hardest business of the L2 researcher is to keep the level of subjectivity to a minimum, so that my worldview and this idea makes me adopt a quantitative research design and position myself in a postpositivist worldview.

3.2 Ethical considerations

Anonymity and confidentiality keeps important part in ethical considerations. I as a researcher included in only volunteer participants in the study, before the study I designed informed consent form and an information sheet. In informed consent form I stated that only volunteer participants can take part in the study. In addition to this, I stated that even if the participants participate in the study voluntarily, the participants have some rights such as “I may at any stage withdraw my participation and may also request that my data be destroyed”. For any case I included my e-mail address in the consent form. In order to be clear about the consent form I translated every item into Turkish. In addition to this, a very clear information sheet was prepared which included the aims of the study and some clear information about anonymity and confidentiality issues. Here, again I translated the content of the form from English into Turkish. In addition to this, I approved all my ethical considerations by filling in detail the certificate of ethical research approval form. The needed permission from the head of the vocational school was taken by the researcher by telling exactly what this research study aims and how anonymity and confidentiality issues will be achieved.

3.3 The design of the study

This study is designed to find the factors that affect adult language learners' motivation in a university – affiliated as vocational school in the west of Turkey who learn English as a foreign language. In order to do this quantitative research design was adopted, the researcher designed a questionnaire which consisted of 6 factors and 26 items to reach the intended aim and as a result the research study obtained quantitative data.

3.4 The setting

The study was carried out in a university – affiliated vocational school in the west of Turkey. The year of study at this school is for 2 years and the mission of this school is to provide educated and trained members for business management, tourism and hotel management, foreign trade and public relations and advertising. The medium of the language at this school is Turkish, students learn English as a foreign language. English course keeps an important part of their studies; they have general English courses and professional foreign language courses in English which requires to learn the technical terminology about the related field. The school provides 8 hours of English courses in total for each area of study and 4 hours is used for general English courses and 4 hours is used for professional English courses by the English teacher. The age of the students generally changes between 19 and 24 and the total number of students at school is 450. English course is assessed with two exams in a term, a mid-term and a final exam. The English teacher is responsible for giving lectures, providing materials and designing and marking exams.

3.5 Participants

In this study the aim is to find the factors that affect adult language learners' motivation in a university affiliated vocational school in the west of Turkey. 200 students participated in the study. All participants were English language learners. The total population of the school is 450 and the study includes 200 of the population which is equal to 44. 44% of the total population. The study includes volunteer participants from grade 1 and grade 2 and the participants from business management, tourism and hotel management, foreign trade and public relations and advertising areas.

3.6 The instrument

In this research study I looked at the factors defined in table 3.1 as possible factors that affect the motivation of adult language learners in the particular Turkish university context:

Table 3.1 Factors and related items designed according to literature review

FACTOR	LABEL	ITEM
Factor1	Anxiety	1-2-3-4-5
Factor2	Attitudes towards English speaking countries	6-7-8-9-10
Factor3	Instrumental orientation	11-12-13-14-15
Factor4	Integrative orientation	16-17-18-19-20
Factor5	Foreign residence	21-22-23
Factor6	Like, enjoyment and desire	24-25-26

The items in the questionnaire were written by the researcher by examining the questionnaires of Gardner and Lambert (1972), Schmidt et al (1999), Dörnyei (1999). I tried to write similar items as the researchers have written in their studies for the same factors. I asked for help from my colleagues to have an idea about the questionnaire and I made some changes, for instance, in the beginning of the study I designed the items for target culture as 'England' but with the feedback of my colleagues I decided to change it as 'the attitude towards target culture' and the final

questionnaire included 26 Likert scale items. The questionnaire was translated into Turkish and applied in Turkish, the translation was controlled with the feedback of my colleagues.

3.7. Procedures for data collection

It was the final exams time of the school so that all the students from business management, tourism and hotel management, foreign trade and public relations and advertising were at the school everyday for all of them have an exam or more than one exam. I went into each class and my colleagues gave me the needed time after the exam and I asked for the volunteer participants for my study. On that particular week the researcher was everyday at the school to reach the needed sampling adequacy. In that way the study included in volunteer participants from each area of study from grade 1 and grade 2.

3.8. Procedures for data analysis

In this study the researcher obtained quantitative data. In order to obtain quantitative data the researcher used SPSS statistical program. The data were coded to SPSS statistical program as;

5= *strongly agree*

4= *agree*

3= *undecided*

2= *disagree*

1= *strongly disagree*

Then the researcher used factor analysis to get quantitative data.

RESULTS

4.1. Introduction

In this part I will present the results and findings of my study, I will present the results and findings of my study under 5 headings; this will include preliminary analysis section, factor extraction section, factor rotation section, factor scores section and finally a section that summarises the all results of the study.

4.2. Results of the questionnaire

RQ: What are the factors that affect adult language learners' motivation?

4.2.1. Preliminary analysis

Table 4.1 KMO and Barlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.840
Approx. Chi-Square	2242.626
Bartlett's Test of Sphericity Df	325
Sig.	.000

The data presented in table 4.1 is about sampling adequacy and assumption testing. As the table 4.1 indicates in this study the Kaiser- Meyer- Olkin measure verified the sampling adequacy for the analysis, KMO= .84 which is accepted as good according to the criteria defined by Kaiser

(1974) and therefore as a researcher I can be confident that the sample size is adequate for factor analysis in this study.

In order to work in factor analysis as Field (2009) shows we need to have some relationships between variables but this relationship must not be so high, what we expect is to have a relationship to some degree. For this data Barlett's test is highly significant ($p < .001$), $\chi^2(325) = 2242.626$, $p < .001$ indicated that the correlations between items were sufficiently large for PCA (Principal Component Analysis) and therefore factor analysis is appropriate.

4.2.2 Factor extraction

According to Eigen values as Field (2009) states we can apply criteria to determine which factors to retain and which factors to discard, this table also presents the eigenvalues in terms of the percentage of variance explained before rotation and after rotation.

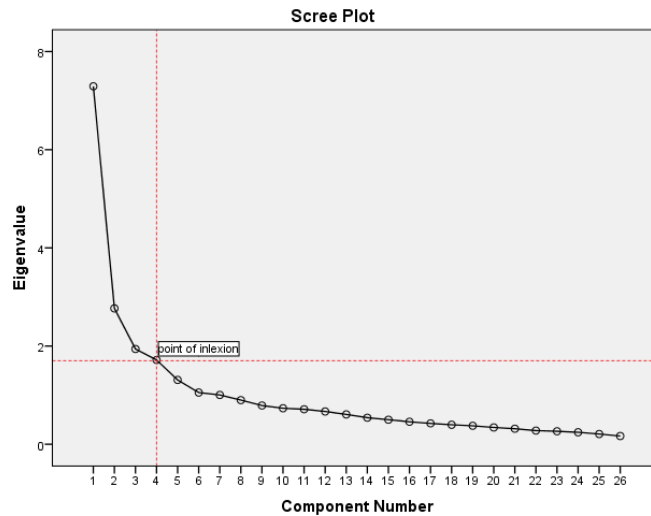
Table 4.2 Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.292	28.047	28.047	7.292	28.047	28.047	3.227	12.410	12.410
2	2.767	10.644	38.691	2.767	10.644	38.691	2.807	10.798	23.208
3	1.940	7.463	46.154	1.940	7.463	46.154	2.541	9.772	32.980
4	1.717	6.603	52.757	1.717	6.603	52.757	2.451	9.429	42.408
5	1.309	5.036	57.793	1.309	5.036	57.793	2.184	8.399	50.807
6	1.053	4.050	61.843	1.053	4.050	61.843	2.138	8.224	59.031
7	1.004	3.862	65.705	1.004	3.862	65.705	1.735	6.674	65.705

Extraction Method: Principal Component Analysis.

As table 4.2 indicates, seven factors had eigenvalues of greater than Kaiser's criterion of 1 before rotation factor1 accounted considerably more variance than the remaining 6 factors when 28.047% compared to 10.644% for factor2, 7.643% for factor3, 6.603% for factor4, 5.036% for factor5, 4.050% for factor6 and 3.682% for factor7 but after extraction factor1 accounts only 12.410% compared to 10.798, 9.772, 9.429, 8.399, 8.244 and 6.664% respectively. It is clear that especially the first factor explains large amounts of variance whereas the subsequent factors explain small amount of variance.

Graph 4.1 Scree plot



As the graph 4.1 indicates the point of inflexion appears in the fourth component so that the components on the left of point of inflexion can be accepted as components but given the adequate sample size and Kaiser’s criterion I as a researcher want to accept seven components here at this stage.

4.2.3 Factor rotation

Rotated component matrix indicates the factor loadings for each variable onto each factor. The variables which load highly in a factor is accepted as related to that particular factor.

Table 4.4 Rotated component matrix

	Component						
	1	2	3	4	5	6	7
Item7- The friendly way of English speaking countries people make me learn English	.810						
Item8- I want to learn English for I find the culture of English speaking countries interesting	.764						
Item10- The favourable attitudes I have towards English speaking countries people make me learn English	.739						
Item9- The more I get to know English speaking countries people the more I want to be fluent in that language	.716						
Item6- Liking the culture of English speaking countries makes me learn English	.660						
Item2- It embarrasses me to volunteer answers in my language class		.827					
Item4- I have the feeling other students will laugh at me if I speak in English		.768					
Item5- I have the fear of making mistakes when I speak in English		.747					
Item1- I feel uncomfortable if I have to speak in my language class		.707					

Item3- I often have difficulty in concentrating in my language class	.615					
Item22- I want to learn the target language because I would like to emigrate		.746				
Item21- I learn English because I want to spend time in an English speaking country		.723				
Item23- I want to learn the target language so that I can study at the university of that country		.658				
Item20- I will improve my English until I speak like a native speaker		.447				
Item26- I like learning English			.833			
Item25- I enjoy the I activities I have while learning the target culture			.746			
Item24- I am so willing to learn English			.726			
Item16- Being good at in English language learning will help me better to be a part of English language speaking society				.774		
Item17- Learning English will help me to meet with new people				.671		
Item18- Learning English will help me to take part in social activities				.548	.441	
Item19- Learning English will help me to learn a lot about English speaking countries culture				.447		
Item12- I want to learn English for my future career					.696	
Item14- I learn English to be successful in exams that I will take in coming future					.660	.425
Item15- Increasing my proficiency in English language will provide financial benefits for me					.648	
Item13- I learn English to be successful in classroom activities						.781
Item11- I want to learn English only to be respected by other people						.586

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 22 iterations.

I named the factors in table 4.4 based on a reading of the relevant items and that the factors are summed up in the table 4.4.

Table 4.5 Factors and related items designed according to literature review in the beginning of the study

FACTOR	LABEL	ITEM
Factor1	Anxiety	1-2-3-4-5
Factor2	Attitudes towards English speaking countries	6-7-8-9-10
Factor3	Instrumental orientation	11-12-13-14-15
Factor4	Integrative orientation	16-17-18-19-20
Factor5	Foreign residence	21-22-23
Factor6	Like, enjoyment and desire	24-25-26

Turkish Studies

In the beginning of the study I defined six factors according to literature review that may affect adult language learners' motivation and I designed 26 items related to these six factors as shown in table 4.5 but it seems that after rotation some items appeared to be related to different factors than I expected and the results indicate that there is one more factor.

Table 4.6 Factors and related items according to rotated component matrix

FACTOR	LABEL	ITEM
Factor1	Favourable attitudes to target culture	7-8-10-9-6
Factor2	Anxiety	2-4-5-1-3
Factor3	Foreign residence	22-21-23-20
Factor4	Like, enjoyment and desire	26-25-24
Factor5	Integrative orientation	16-17-18-19
Factor6	Instrumental orientation for future expectations	12-14-15
Factor7	Instrumental orientation to be respected by others	11-13

Table 4.5 refers to the original scale and table 4.6 refers to the factors which emerged from the analysis. In the original questionnaire item 20 "I will improve my English until I speak like a native speaker" appears in the items related to integrative orientation but according to the loadings in rotated component matrix table item 20 appears in foreign residence factor. In addition to this, in the beginning of the study I defined 5 items for instrumental motivation as it can be seen in table 4.5 but the loadings in rotated component matrix table 4.4 indicates that item 11 "I want to learn English only to be respected by others" and item 13 "I learn English to be successful in classroom activities" had high loadings under factor7 and these two items constitutes a meaningful factor to define motivation.

To sum up table 4.4 shows the factor loadings after rotation and the items that cluster on the same components suggest that component1 represents *favourable attitudes to target culture*, component2 represents *anxiety* component3 represents *foreign residence*, component4 represents *like, enjoyment and desire*, component5 represents *integrative orientation*, component6 represents *instrumental orientation for future expectations* and finally component7 represents *instrumental orientation to be respected by others*.

4.2.4 Factor scores

After retaining and defining factors descriptive statistics give some ideas about factor scores, by doing that it is easy to see which factor is important than the other one. In order to get the overall mean scores for per factor first compute variable section is used and then descriptives section is used in SPSS.

Table 4.7 Descriptive statistics for factor scores

FACTOR	RANK	DESCRIPTIVE STATISTICS		
		N	THE OVERALL MEAN SCORES FOR PER FACTOR	THE OVERALL STD. STD. DEVIATION FOR PER FACTOR
<i>Factor6 Instrumental orientation for future expectations</i>	1	200	4.0117	.84366
<i>Factor5 Integrative orientation</i>	2	200	3.9925	.84134
<i>Factor4 Like, enjoyment and desire</i>	3	200	3.9500	.97755
<i>Factor3 Foreign residence</i>	4	200	3.7288	.96996
<i>Factor1 Favourable attitudes to target culture</i>	5	200	3.6540	.95290
<i>Factor7 Instrumental orientation to be respected by others</i>	6	200	2.6250	1.07361
<i>Factor2 Anxiety</i>	7	200	2.4490	.95286

As the table 4.7 indicates the highest mean is for factor6 *Instrumental orientation for future expectations*. The mean for factor6 is 4.0117 and the standard deviation is .84366, these descriptive statistics prove that factor6 is the most important factor that affects adult language learners' motivation. In contrast to this, factor2 *Anxiety* has the lowest mean among 7 factors. The mean for factor7 is 2.4490 and the standard deviation is .95286, these descriptive statistics prove that factor7 is the least important factor that affects adult language learners' motivation.

To sum up factor scores indicate that factor6 is the most important factor and has the highest rank and it is in the first rank, then factor5 appears in rank2, in rank3 factor4 appears, in rank4 factor3 appears, in rank5 factor1 appears, in rank6 factor7 appears and finally factor2 has the last rank.

Discussion and conclusion

The results of the study indicate that there are 7 meaningful factors that affect the participants' motivation, and factor scores results indicate that factor6 "*instrumental orientation for future expectations*" is the most important factor whereas "*anxiety*" is the least important factor according to participants.

As it is mentioned before Gardner (1985) states the importance and great effect of integrative orientation and he refers integrative orientation as the most important factor in determining how actively the learner works to learn the target language. In a way there is a contradiction in this study because what is the most important for learners in this study is their "*instrumental orientation for*

future expectations” not integrative orientation. The results of Gardner and Lambert’s (1972) Montreal study indicate that learners who are integratively oriented are more successful than instrumentally motivated learners. However, the future studies indicate that the concept of ‘integrativeness’ was overgeneralized to explain motivation, researchers such as Dörnyei (1999, 2001), Okada et al. (1999) Schmidt et.al. (1999), Dörnyei and Ushioda (2009), try to indicate that there is something beyond integrative orientation. Even though there are a lot of criticisms about Gardner and Lambert’s ‘integrativeness’ concept it will be good to mention that integrative orientation is the second most important factor according to the results of factor scores and has very close descriptive statistics with the first rank. What I think is that, the overgeneralization of integrative orientation for the success of a learner in L2 learning is in fact true. However, what is remarkable is the fact that it is an important factor that affects L2 learning motivation for it still appears as one of the most important factors that affect foreign language learning motivation in many studies.

Important researchers such as Schmidt et al (1999) and Dörnyei (1999) indicate that ‘instrumental motivation is an important factor and Schmidt et al (1999) emphasise that instrumental aspects of foreign language maybe the most important aspect for adult language learners, in a way this idea supports the results of my study and the two studies conducted in Turkish university context. However, the most important detail that factor scores indicate for instrumentality is that; even though factor6 ***“instrumental orientation for future expectations”*** has the first rank, another factor about instrumentality factor7 ***“instrumental orientation to be respected by others”*** has the sixth rank. The interesting result regarding instrumentality suggests that instrumentality has two domains for the participants. Instrumentality regarding the future expectations of the participants and instrumentality to be respected by others. The other two studies conducted in Turkish context did not find two factors for instrumentality but in the study there are two factors regarding instrumentality, one is related to future expectations and the other one is related to being respected by others. I tried to show the contradiction between factor 6 and factor 7 because both are related to instrumentality. Gardner (1985) defines instrumental motivation as the utilitarian aspect of individuals’ such as getting a better job or better salary or even appraised by others. However, it seems that to be respected by others is not as important as the future expectations of the participants to direct their language learning behaviour in that particular context for instrumentality.

The results of the studies conducted in Turkey also support my results and my ideas. For example, the study conducted by Köseoğlu (2013) indicates that the most important factor for L2 motivation is ‘instrumental motivation’. Even though ‘integrative orientation’ appears as the least important factor, it appears as a factor for L2 motivation in the study and he states that future expectations direct students’ motivation. In another study conducted by Başaran and Hayta (2013) the results also indicate that ‘instrumental motivation’ is more important than ‘integrative orientation’ and they also state that future expectations direct students’ motivation. In these two studies and in my study ***“instrumental orientation for future expectations”*** appears as the most important factor that directs students’ motivation and these three studies are conducted at a Turkish university language learning context. The limitation of my study and these two studies may be the fact that other language learning contexts may give different results, for example the primary school or high school contexts may give different results or in an another country the results may be different. The traditional focus of my study and these two studies conducted in Turkey may just explain motivation in social-psychological perspective, what is missing is the ‘contextual influences’ and the variables beyond contextual influences.

Turkish Studies

To sum up in an individualistic perspective determining the factors for learners' L2 motivation in that particular context may provide an insight for English language teachers in terms of the orientations of the participants.

REFERENCES

- Başaran, S. & Hayta, F. (2013) A Corroletaional Study Of Turkish University Students Motivation to Learn English, *Electronic Journal of Educational Sciences*, Vol. 2, Issue. 3, 2013, pp. 104-115.
- Crookes, G. & Schmidt, W. R. (1991) *Motivation: reopening the research agenda*, Language Learning. Vol. 41, No. 4, 1991, pp. 469-512.
- Dörnyei, Z. (1999) *Moving language learning motivation to a larger platform for theory and practice*. In Oxford, L. R. (1999) *Language Learning Motivation: Pathways to the new century pp. (71-80)*. Hawai: University of Hawaii Press Order Department.
- Dörnyei, Z. (2001) *Teaching and Researching Motivation*. Essex: Pearson Education Limited
- Dörnyei, Z. & Ushioda, E. (2009) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.
- Ely, M. C. (1986) Language Learning Motivation: A Descriptive and Casual Analysis, *The Modern Language Journal*, Vol. 70, No. 1 (Spring, 1986), pp. 28-35.
- Field, A. P. (2009) *Discovering statistics using SPSS*. London: Sage
- Gardner, C. R. (1985) *Social Psychology and Second Language Learning. The Role of Attitudes and Motivation*. London: Edward Arnold Publishers.
- Gardner, C. R. & Lambert, E. W. (1972) *Attitudes and Motivation in Second Language Learning*. Massachusetts: Newbury House Publishers.
- Gardner, C. R. & Tremblay, F. P. (1994) On motivation, research agendas and theoretical frameworks, *The Modern Language Journal*. Vol. 78. No. 3, 1994, pp. 359-368.
- Gardner, C. R. (2010) *Motivation and Second Language Acquisition: The Socio –Educational Model*. New York: Peter Lang Publishing.
- Julkunen, K. (1989) *Situation and Task Specific Motivation in Foreign Language Learning and Teaching*. Joensuu: University of Joensuu.
- Köseoğlu, Y. (2013) Motivational Orientations for Learning English: The Case of Turkish University Students, *Journal of Emerging Trends in Educational Research and Policy Studies*. Vol. 4 (5), ISSN: 2141-6990, 2013, pp. 800-806.
- Locke E. A. and Latham G. P. (1990) *A Theory of Goal Setting and Task Performance*. Prentice Hall: Englewood Cliffs, NJ.
- Okada et al. (1999) *Not all alike: motivation and learning strategies among students of Japanese and Spanish in an exploratory study*. In Oxford, L. R. (1999) *Language Learning Motivation: Pathways to the new century pp (105-119)*. Hawai: University of Hawaii Press Order Department.
- Oxford, L. R. (1999) *Language Learning Motivation: Pathways to the new century*. Hawai: University of Hawaii Press Order Department.
- Oxford, L. R. & Shearin, J. (1994) Language learning motivation: expanding the theoretical framework, *The Modern Language Journal*. Vol. 78, No. 1, 1994, pp. 12-28.

-
- Oxford and Shearin (1999) *Language learning motivation in a new key*. In Oxford, L. R. (1999) *Language Learning Motivation: Pathways to the new century*. Hawai: University of Hawaii Press Order Department.
- Schmidt et al. (1999) *Foreign language motivation: Internal structure and external connections*. In Oxford, L. R. (1999) *Language Learning Motivation: Pathways to the new century* pp. (9-70) Hawai: University of Hawaii Press Order Department.
- Ushioda, E. (1996) *The Role of Motivation*. Dublin: Authentic Language Learning Resources.
- Williams et al. (2002) 'French is the Language of Love and Stuff': Student Perceptions of Issues Related to Motivation in Learning a Foreign Language, *British Educational Research Journal*, Vol. 28 No. 4 (AUG., 2002), pp. 503-528 <http://www.jstor.org/stable/1501438>