

# Motivational Orientations of Turkish EFL Students: The Case at a State University<sup>1</sup>

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## **Abstract**

This study investigated the motivational orientations of Turkish university students in their foreign language learning process. 383, 225 female and 158 male, pre-intermediate students studying in the English preparatory program of a state university participated in the study. A questionnaire having 30 items was administered to the students and 19 of them were also interviewed. Quantitative data were analyzed through descriptive and inferential statistics and qualitative data were analyzed via content analysis. The quantitative results revealed that students had a moderate level of foreign language learning motivation. Besides, it was found that students had a moderate level of integrative orientation and a high level of instrumental orientation. The qualitative findings showed that participants had generally instrumental reasons for learning English and their motivational level fluctuates during the learning process. Finally, it was demonstrated that instrumental orientation and integrative orientation were interrelated phenomenon.

***Keywords:** Motivation, motivational orientations, EFL learning, university students*

## **1. Introduction**

One of the affective factors that is crucial in language learning process is motivation. In general, in all kinds of learning, motivation is among fundamental factors which a learner should maintain throughout learning process. For language learning, Dörnyei (1998:117) argues that “motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process.” L2 motivation has been thought as one of the most important factors that determine the rate and success of L2 learning (Dörnyei, 1998). For that reason, several studies have been carried out to determine the nature and the role of motivation in foreign language learning. Research studies in the literature reveal that language learners who really have the motivation to learn a foreign language will be able to learn a considerable amount of it regardless of their aptitude, ability

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<sup>1</sup> This study is summarized from the thesis “Foreign language speaking anxiety and learner motivation: A case study at a Turkish state university” written by Gökhan Öztürk in 2012.

and intelligence (Dörnyei, 2001a; Spaulding, 1992). Besides being an individual learning factor, motivation is also a factor that affects classroom learning. Without motivation, student achievement cannot be ensured.

## **2. Literature Review**

### **2.1. Definitions of Motivation**

Motivation is among basic factors which a learner should maintain in a learning process. It is accepted as one of the most important individual variables affecting the achievement in all kinds of learning. For this reason, motivation has been researched in many different ways in different areas and disciplines but there has been no clear consensus on the definition of it.

According to Dörnyei and Otto (1998:65), "motivation is a dynamically changing arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out." Brown (1994:114) defines motivation as "inner drive, impulse, emotion or desire that moves one to a particular action."

In his broader definition, Heckhausen (1991; cited in Dörnyei and Otto, 1998:64) sees motivation as "a global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behaviour because of expected consequences, and then implements it with some measure of energy, along a particular path." In their construction of motivation, Williams and Burden (1997:120) define motivation as "mental and emotional arousal leading to a conscious decision to act, which promotes sustained intellectual and/or physical effort for attaining a goal or goals." As it can be seen, motivation is a broad term which has various definitions shaped by different disciplines and research contexts.

### **2.2. Foreign Language Learning Motivation**

Studying motivation in connection with foreign language learning makes the researchers focus on the topic in a more restricted manner by taking the unique principles of language learning into account.

As in other learning processes, motivation is also regarded a fundamental affective factor in language learning. Foreign language learning motivation has been perceived as a key factor by researchers which "provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998:117). Gardner (1985) assures that motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. Thus, foreign language learning motivation is a complex set of variables covering the efforts and energy to learn a new language.

### **2.3. Gardner's Motivation Theory**

In the area of foreign language learning, the most influential theory on motivation was considered to be proposed by Robert Gardner. Gardner (1985; cited in Kim, 2009:141) defines L2 learning motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.”

According to Gardner (1985; cited in Dörnyei, 2001b) an individual’s attitude towards the L2 and L2 community is regarded as of great importance because people’s attitudes towards a target have an impact on their response to the target, and learning L2 involves taking on the behavioural characteristics of the L2 cultural group.

According to Dörnyei (2001b:68), Gardner’s motivation theory has four areas:

1. the construct of the integrative motive,
2. a general learning model, labeled the socio-educational model, which integrates motivation as a cornerstone
3. the Attitude/Motivation Test Battery (AMTB),
4. a recent extended L2 motivation construct developed together with Paul Tremblay

In his integrative motive, Gardner (1985:82) suggests that “motivation to learn a second language depends on the positive feelings towards the community that speaks the language.” This integrative motive is made up of three main components: The first one is integrativeness, which includes interest in foreign languages, attitudes towards the second language community reflecting willingness and interest in social integration with members of other groups. The second one is attitudes towards the learning situation, which covers attitudes towards the teacher, the course, course materials, and extra-curricular activities (Dörnyei, 2001b). The third one is motivation, which includes effort, desire and attitudes towards learning.

The second area, the socio-educational model, is concerned with the role of individual differences in the learning of a second language. It focuses on four different aspects of second language acquisition process:

1. antecedent factors (which can be biological or experiential such as gender, age, or learning history)
2. individual difference variables such as intelligence, language aptitude, motivation, language anxiety.
3. language acquisition contexts
4. learning outcomes

(Dörnyei, 2001b:52)

The third area of Gardner’s motivation theory is Attitude Motivation Test Battery (AMTB). AMTB is a research instrument which has been developed to assess the major affective components shown to be involved in second language learning. It functions as the major components of Gardner’s theory and includes over 130 items.

The last area of Gardner’s theory is the revised and extended model constructed by Gardner and Tremblay. This model contains added variables originating from the fact that consideration of constructs from other areas would be very useful in researching motivation

in L2 acquisition (Tremblay and Gardner, 1995). They added three new elements to the construct. One of them is goal salience which is related to learner's using specific goals in their goal setting strategies. The other one, valance refers to the desire and attractiveness towards learning the second language. The last one is self-efficacy which comprises learner's beliefs on reaching a certain level of capability on language performance or achievement.

#### **2.4. Instrumental and Integrative Motivation**

In the socio-educational model, Gardner and Lambert (1959) identified two types of motivation: integrative orientation and instrumental orientation. Dörnyei (2009) defines integrative orientation as the desire to learn an L2 of a valued community so that one can communicate with members of the community and sometimes even become like them. On the other hand, instrumental orientation is defined by Dörnyei (1990) as learner's interest in learning the foreign language associated with the pragmatic, utilitarian benefits of language proficiency, such as a better job or a higher salary. Gardner and Lambert (1972) state that the orientation is said to be instrumental in form if the purposes of the language study reflect the more utilitarian value of linguistic achievement, such as getting ahead one's occupation. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community and he is interested in it in an open-minded way to the point eventually of being accepted as a member of that group.

In addition to this, Lukmani (1972) notes that many learners wish to learn a new language in order to become part of a new social group and integrate themselves into the culture of a new language group. Other learners may have desire to use the language only for career purposes, for reading texts in the original language, or for trade purposes, etc. Therefore, the type of orientation explains why the learner is studying that specific language. Zhang and Liang (2008) state in their article that when learners would like to integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society, an integrative motive is employed. On the contrast, they state that instrumental orientation is the utilitarian counterpart of integrative orientation in Gardner's theory, pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. Instrumental orientation reflects practical value and advantages of learning a language. An instrumentally motivated person has very limited interest in the people and the culture of the target language community.

According to Ely (1986), integrative orientation is related to a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. However, instrumental orientation is associated with to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. Norris-Holt (2001:2) states in his article, "when someone becomes a resident in a new community that uses the target language in its social interactions, integrative orientation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members." He defines instrumental orientation as;

“the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.”

Norris-Holt (2001:3)

In the light of this theoretical background which emphasizes the importance of motivation and its orientations in language learning process, this study aims to investigate the motivational tendency of a sample of Turkish university students in their language learning process. The following research questions were addressed during the study:

1. What is the level of foreign language learning motivation of Turkish university students in an English preparatory program?
2. What are the levels of integrative and instrumental orientations of Turkish university students?
3. Do integrative orientation and instrumental orientation correlate in a Turkish university context?

### **3. Methodology**

#### **3.1. Overall Design of the Study**

The study is a case study conducted in a Turkish university context. Berg (1998:212) claims that “a case study methods involve systematically gathering enough information about a particular person, social settings, event, or group to permit the researcher to effectively understand how it operate or function.” Yin (1994:1) also reports that “case studies are preferable when investigators have little control over events; and focus is on a contemporary phenomenon within some real-life context.” For those reasons, it was thought that case study was an appropriate method for this study.

This study is also a descriptive research which examines the motivational orientations of university students in a Turkish EFL context. It was carried out with students at an English preparatory program. In this study, both qualitative and quantitative data were utilized by the researcher because the researcher believes that having data which have been collected through different methods provide more reliable results and reduce potential biases. Qualitative data were gathered through face to face interviews, and quantitative data were collected by administering a questionnaire. The data collected through questionnaires were analyzed through descriptive and inferential statistics.

#### **3.2. Participants**

The participants of the study included 383 Turkish university students at English preparatory program of a state university in Turkey. The questionnaires were originally administered to 400 students, but 17 papers were eliminated due to missing answers and incomplete papers. For this reason, 383 participants were included in the study, which is

more than half of total the number of students in the program, and 19 of them, 10 female and 9 male, were also interviewed. These 383 participants composed of 225 female and 158 male students aged between 17 and 22. Although they were all learning English in the preparatory program of the university, the students were from different departments such as business administration, economics, tourism management, chemistry, physics and biology. The group of participants included pre-intermediate students in the preparatory program. Although their level of English was accepted as pre-intermediate in the program at the time of the study, the group included both successful and unsuccessful students.

### 3.3. Setting

English preparatory program in the school of foreign languages is a compulsory program which aims to develop the English skills of students for their academic programs. There are 28 instructors working in this program and 650-700 students on average every year. Students have 25 hours of English every week. English is taught integratively in this preparatory program. Students study 15 hours main course and 10 hours of writing and reading skills with a different instructor.

### 3.4. Data Collection Instruments

The instruments of this study included the motivation and attitude questionnaire, and two interview questions.

The Motivation and Attitude Questionnaire (MAQ), which was developed by Dörnyei (1990) to measure the motivational level in foreign language learning context, was used in this study to measure the motivational level of participants. It was adapted by Mendi (2009), and the adapted version was used in the study. In the adapted version there were 30 items, 21 of which were related to integrative motivation, and 9 of them were related to instrumental motivation.

The MAQ is a 5 point Likert scale composed of 1, strongly disagree; 2, disagree; 3, neither agree nor disagree; 4, agree; 5, strongly agree. The participants were asked to read the statements carefully and circle the appropriate choice which appealed to them best. Choosing the appropriate number would indicate the degree of motivation implied in each statement. In order to prevent misunderstanding and increase the reliability of the study, Turkish translation of the questionnaire was administered. The translation of the adapted version which was done through back translation method in Mendi (2009)'s study was also examined by the researcher, and a colleague specialized in translation studies edited the translated version.

Reliability of the MAQ has already been proved by previous studies as it is a well known questionnaire used in the research studies of this area. In this study, reliability coefficients were found as .83 in total, .80 for instrumental motivation and .77 for integrative motivation. In order to obtain in-depth data about motivational orientation of the students, two interview questions were prepared by the researcher after a detailed study of literature. These questions were prepared to provide qualitative support for the statistical analysis. In

addition to this, the researcher believed that students would express themselves freely and provide valuable information with the open-ended questions. The interviews were carried out in Turkish to prevent any kind of misunderstanding. The questions were:

- How can you define your level of motivation for learning English?
- Why do you want to learn English?

### **3.5. Data Collection Procedure**

After examining the instruments, the researcher firstly administered the questionnaire to 383 students in the program. The number of participants included more than half of the total number of students in the program. The instruments were administered with the help of the colleagues of the researcher. Each instructor administered the questionnaires in his/her class after being informed by the researcher about the important points regarding the study and questionnaire.

After the administration of the questionnaire, the researcher randomly selected 19 participants for the interviews. All of the 19 students agreed to participate in the face to face interviews and then, the researcher carried out the interviews. The interviews were semi-structured and the participants expressed their ideas and feeling depending on the questions asked by the researcher. The interviews were recorded and transcribed by the researcher to be analyzed.

### **3.6. Data Analysis**

In this study, a 5 graded Likert scale was used to collect quantitative data. The quantitative data were compiled and Statistical Package for Social Sciences (SPSS) 17.0 was used to analyze these data. Because of incomplete information, 17 of 400 papers were not included in the analysis. The data were analyzed through descriptive and inferential statistics.

In order to get in-depth data and have a broad understanding about motivational orientations of students, semi-structured interviews were carried out with 19 students by using 2 open-ended questions. After the interviews were transcribed by the researcher, the data were analyzed through content analysis which required finding the common and significant points, themes and patterns in the data. Then, these coherent patterns were categorized, and the percentages were calculated from categorical data for each question.

## **4. Results**

### **4.1. Motivational Level of Students**

The first research question of the study attempted to reveal the foreign language (EFL) learning motivation level of the participants. The foreign language motivation questionnaire had thirty items. Since it is a 5-graded Likert scale, the scores ranged from 30 to 150. A total that was more than 120 presented that the motivational level of the participant was high; the scores ranging from 90 to 119 meant that the participant had a moderate level of motivation

to learn English. Lastly, if a total score was less than 90, it revealed that the motivational level of the participant was low.

To determine the motivational level of students, the mean scores were computed through descriptive statistics. According to the results in Table 1, the students in the program had a moderate level of EFL learning motivation in general. The important point that can be seen in this analysis is that their score is quite close to the line of the high motivational level.

Table 1. Participants' level of EFL learning motivation

	General Motivation
Mean	114.00

Besides general motivational level of the participants, the frequencies of low, moderate and high motivational level were also computed through descriptive statistics. As it is seen in Table 2, the results showed that 6% of the participants had a low level of motivation, 56% of the participants had a moderate level of motivation and nearly 38% of the participants are highly motivated to learn English as a foreign language.

Table 2. Percentages and frequencies of levels of motivation

	Percentages	Frequencies
Low level of motivation	6	23
Moderate level of motivation	56.1	215
High level of motivation	37.9	145
Total	100	383

#### 4.2. Integrative and Instrumental Orientations of Students

The foreign language learning motivation questionnaire used in this study composed of two sub-constructs which are integrative orientation and instrumental orientation. The questionnaire had thirty items in total. Twenty one of these thirty items (items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 28, 29) were related to integrative orientation. Since the questionnaire was a 5-graded Likert, the scores related to integrative orientation ranged from 21 to 105. The participant with a score less than 63 was assumed to have a low integrative orientation; the scores ranging from 63 and 84 revealed a moderate level of integrative orientation, and a participant with a total score more than 84 demonstrated a high level of integrative orientation. Nine items (items 20, 21, 22, 23, 24, 25, 26, 27, 30) of the questionnaire were related to instrumental orientation, and the total score of this construct ranged from 9 to 45. A total score less than 27 presented a low level of instrumental orientation; a participant receiving a total score ranging from 27 to 36 demonstrated a moderate level of instrumental orientation, and a total score more than 36 showed a high level of instrumental orientation.



In order to find the orientations of the participants, the mean scores of each orientation were computed. The results presented in Table 3 revealed that the students had a moderate level of integrative orientation and a high level of instrumental orientation.

Table 3. Integrative and instrumental orientations of the participants

	Integrative	Instrumental
Mean	74.9	39.08

In a detailed analysis, the frequencies and percentages of the participants with low, moderate and high integrative orientation were computed through descriptive statistics. The results of the analysis in Table 4 showed that 10.4% of the participants had a low level of integrative orientation whereas 22.5% of them had a high level of integrative orientation. 67.1% of the participants which is more than the half demonstrated a moderate level of integrative orientation.

Table 4. Percentages and frequencies of participants' integrative orientation

	Percentages	Frequencies
Low integrative orientation	10.4	40
Moderate integrative orientation	67.1	257
High integrative orientation	22.5	86
Total	100	383

In addition to this, instrumental orientations of the participants were analyzed through descriptive statistics. Frequencies and percentages related to low, moderate and high instrumental orientations were calculated. The results in Table 5 revealed that more than a third of the participants demonstrated a high level of instrumental orientation whereas just two percent of them showed a low level of instrumental orientation, and 22% of the students had a moderate level of instrumental orientation.

Table 5. Percentages and frequencies of participants' instrumental orientation

	Percentages	Frequencies
Low instrumental orientation	1.8	7
Moderate instrumental orientation	22.2	85
High instrumental orientation	76	291
Total	100	383

#### 4.3. Correlation between Integrative and Instrumental Orientation

The questionnaire used in this study aims to measure EFL learning motivation of students, and it has two sub-constructs which are integrative and instrumental orientations. The third research question aims to investigate whether these two constructs, instrumental orientation

and integrative orientation, correlate in a Turkish university context. In other words, this research question aims to find out whether instrumental orientation and integrative orientations of Turkish students have a relationship. To reach this aim, the data were analyzed through inferential statistics by using Pearson Correlation. Table 6 presents the results of this analysis.

Table 6. The relationship between integrative orientation and instrumental orientation

	Integrative orientation	Instrumental orientation
Integrative orientation	N=383	.564**
Instrumental orientation	.564**	N=383

N: Number of students \*\*Correlation is significant at 0.01 level

The results presented in Table 6 reveal that integrative and instrumental orientations have a positive significant correlation ( $r=.564$ ) which is on a moderate level.

#### 4.4. Interviews

##### 4.4.1. Students' motivational level for learning English

The first interview question aimed to reveal the motivational level of the students. The participants were asked to define their motivational level and classify it as low, moderate and high. The results are given in Table 7.

Table 7. Motivational levels of students based on second question of the interviews

Motivational level	Frequency
Low	3
Moderate	7
High	9

As the table presents, nearly half of the students reported that they are highly motivated to learn English. 7 of 19 students demonstrated a moderate level of motivation, and only 3 students reported that they have a low level of motivation to learn English.

In addition to their motivational level, 9 students reported in their interviews that their motivational level was higher at the beginning of the academic year, and it decreased in time. Besides, 4 students stated that their motivational level fluctuates according to their moods or the topics being covered in the classroom.

##### 4.4.2. Students' reasons for learning English

Question 2 aimed to reveal the reasons of the participants for learning English. Each of the participants reported variety of answers to this question. In other words, some participants

reported more than one reason for this question. The reasons stated by the participants are: to have a better job, to travel in foreign countries and learn their, to improve him/herself, to have better life standards, to communicate with foreign people, to use in departmental studies and to have advantage in job interviews. The frequency of the reasons is presented in Table 8.

Table 8. The reasons of the participants for learning English

Codes	Frequency
To have a better job	14
To travel in foreign countries and learn their culture	6
To improve myself	8
To have better life standards	4
To communicate with foreign people	2
To use in departmental studies	4
To have advantage in job interviews	3

As it is seen in the table, most of the participants reported more than one reason for learning English. Among these reasons, to have a better job is the most reported one by the participants. 14 of 19 participants reported that they learn English to have a better job in the future. In addition to this, 8 students learn English to improve themselves and their cultural level. The least reported reason is to communicate with foreign people, which is stated by two participants.

The reasons reported by the participants for learning English also reveal their motivational orientations. Table 9 presents the motivational orientations of the students based on their reasons for learning English.

Table 9. Motivational orientations of participants based on their reasons for learning English

Motivational Orientation	Frequency
Instrumental	25
Integrative	8

Although some of the participants reported both instrumental and integrative reasons, Table 9 shows that from totally 41 reported reasons for learning English, 25 of them include instrumental reasons whereas integrative reasons were reported 8 times. Since the code "to improve myself" can include both instrumental and integrative reasons, it was evaluated as a different heading and not added to instrumental or integrative groups. In other words, instrumental reasons are more frequently reported than integrative reasons. That result shows parallelism with the quantitative data of the study.

## 5. Discussion

### 5.1. Discussion of the Research Questions

The first research question of the study aimed to investigate the motivational level of students. The results of the first research question revealed that students had a moderate level of foreign language learning motivation. The important point in the results was that their mean score was quite close to high motivational level. This shows that Turkish university students are quite eager to learn English.

The second research question investigated the motivational orientations of students. According to the results, students have a moderate level of integrative orientation. According to Gardner (1985), integrative orientation includes the interest in social integration with the other groups speaking the second language. This side of the integrative orientation forms the basis of the moderate level of integrative orientation that students have. Turkish universities actively take part in student mobility programs in Europe. One of the main aims and desires of Turkish university students is to attend these programs, spend one or two semesters in a European university, learn new cultures and communicate with foreign students. To achieve this aim, they learn English and they need to be proficient enough in English. Those reasons may explain the students' moderate level of integrative orientation in learning English.

The results of the second research question also showed that students have a high level of instrumental orientation. In Turkey, it is a known fact that knowing a foreign language is a distinct advantage in finding a job or for having better job standards. The reason for the high level of instrumentality may be the students' awareness of this fact. They know that they will need a foreign language in the future to find a job or to improve their job conditions. For this reason, they learn English to have a good job after they graduate from their departments.

The issue investigated by the third question was the relationship between integrative and instrumental orientation. The results revealed that there is a positive moderate correlation between instrumental motivation and integrative motivation in a Turkish university context. That means, if a student's level of instrumental motivation increases or decreases, his/her level of integrative motivation increases or decreases in the same way or vice versa. In other words, according to the results of the study conducted in a Turkish context, integrative motivation and instrumental motivation are interrelated concepts.

This finding supports several studies in the literature. Brown (2000) states that both integrative and instrumental motivations are essential elements of success, and he also states that both integrative and instrumental motivation are not necessarily mutually exclusive. He gives the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country. According to Dörnyei (1994a) integrative and instrumental orientations are not opposite ends of a continuum. Instead, they are positively related and both are affectively loaded goals that can sustain learning. Ely (1986:28) states in his article that "it is not always easy to distinguish between integrative and instrumental motivation. In fact, it is possible that a particular reason for language study can be either integrative or instrumental, depending on the social and psychological factors involved." Briefly, it can be concluded that integrative and instrumental motivation go hand in hand most of the time and contribute to the learning and lead to success.

## 5.2. Discussion of the Interview Question 1

The first question of the interviews investigated the motivational level of Turkish university students. Students were asked to define their motivational level orally. The answers reported by the students revealed that 50% of the students interviewed were highly motivated to learn English. 35% percent of students reported to be moderately motivated and nearly 15% demonstrated a low motivational level to learn English. The results of this question demonstrated that both qualitative and quantitative data regarding the motivational level of students provided similar results and they support each other.

One of the important points reported by nine students during the interviews is the change in their motivational level. One of those students stated that:

“At the beginning of the year, I can say that I was more motivated. However, as the time passed, I started to be a bit reluctant. I am still highly motivated but not as much as the beginning of the year.”

Another student, Interviewee 2, uttered that:

“When I started this year, I was very eager to learn English because I knew that it was very important for me. I participated in the lessons, did my homework and etc. But now, I don’t know why, I lost my interest and I even don’t want to have one more lesson.”

As the statements illustrate, nearly half of the students being interviewed reported a change in their motivational level. The important and common point of the answers reported by those nine students is that the change in their motivation level is negative. According to their statements, their motivational level decreased as the time passed. Dörnyei (1998) defines motivation as a dynamically changing arousal and argues that it cannot be considered as a factor that constantly remains stable. According to Dörnyei and Otto (1998) students’ degree of motivation fluctuates over time even in a single lesson. They point out that this fluctuation may stem from the nature of activity or the behaviours of the teacher and it may lead to academic failure or other problems in class in an academic year. Depending on fluctuating side of motivation, the decrease in the motivational level of students can be considered as reaction of students in their learning process. However, since this negative change in their motivational level may result in academic failure or other problems, the reasons behind it should be investigated. Whether this decrease stems from the program load, teachers or learning environment should be detected and discussed to prevent future problems and failures.

## 5.3. Discussion of the Interview Question 2

The second interview question tried to find out the reasons of students for learning English and their motivational orientations. The answers reported by the students demonstrated that they have highly instrumental reasons for learning English. According to Norris-Holt (2001), language learning is instrumental when the purpose of it is utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher

social status. Depending on this definition, since the reported answers by students such as “to have a good job, to use in departmental studies, to have better life standards, to use in departmental studies, etc.” have highly instrumental values, it can be concluded that Turkish university students are instrumentally oriented to learn English. The main aim of the students is to benefit from every opportunities of knowing English that it will provide in the future. These sentences uttered by the interviewee 4 illustrate the issue better.

“I don’t like English but I know that I have to learn it because I will need it when I graduate. If I am good at English in the future, I will find a job easily, and maybe, I will earn more money. For this reason, I want to learn English, or I have to.”

In terms of instrumental orientation of students, it can be concluded that Turkish university students are aware of the importance of English in Turkey. They know that being proficient in English after graduating from university will provide them a lot of opportunities for a better job and even better life standards. For this reason, it can be concluded that their orientation is quite instrumental and this qualitative finding shows parallelism with the quantitative results.

On the other hand, the students reported very few integrative reasons for learning English. Although the students demonstrated a moderate level of integrative orientation as a result of the quantitative data, they reported very few reasons such as “to communicate with foreign people, to travel in foreign countries and learn their culture” that have integrative value. Since integrative orientation includes the tendency of learners to integrate with target language community, its members and culture, it can be concluded that Turkish students partly focus on this side of language learning. As a demonstration for this issue, Interviewee 13 stated that;

“Learning English is important for our culture. You can learn different cultures and communicate with foreign people. Besides, it is very important for my department and for my future job.”

As it is seen, Turkish university students are motivated to learn English in a closely high level. Both qualitative and quantitative data revealed that their instrumental orientation is more dominant than their integrativeness. Since motivational orientations are crucial in terms students’ perception, motivation and attitudes in language learning, it can be said that these qualities of Turkish university students can be enhanced and increased by appealing to their instrumental orientation. In addition to this, since integrativeness is as vital as instrumental orientation, integrative orientation of students should be increased as well.

## **6. Conclusion**

This study investigated the motivational orientations of university students in a Turkish EFL context. The results of the analysis revealed that students had a moderate level of foreign language learning motivation, and it was very close to high level. Their instrumental orientation was found to be quite high which was due to their perception of learning a foreign language in Turkey. In addition to this, the results demonstrated that two motivational orientations, instrumental and integrative, were positively and moderately

correlated in a Turkish context which proved that these two orientations are interrelated phenomenon.

The results of two interview questions regarding foreign language learning motivation showed parallelism with the quantitative results of the study. Students mostly reported instrumental reasons for learning English, and their motivational level was reported to be moderate in average. In addition to this, the second question revealed a fact that foreign language learning motivation has a fluctuating aspect that should be taken into consideration. Table 10 presents a summary of the findings obtained in this study.

Table 10. Summary of the findings

Research Questions	Findings
1. What is the level of foreign language learning motivation of Turkish university students?	*moderate level of foreign language learning motivation *motivation having a fluctuating aspect
2. What are the levels of integrative and instrumental orientations of students?	*moderate level of instrumental orientation *high level of instrumental orientation
3. Do integrative orientation and instrumental orientation correlate in a Turkish university context?	*positive significant correlation on a moderate level *orientations as interrelated phenomenon

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