To my dearest husband,
Hakan Uçar

THE PREFERENCES OF TURKISH UNIVERSITY EFL STUDENTS FOR INSTRUCTIONAL ACTIVITIES IN RELATION TO THEIR MOTIVATION

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I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Second Language.

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ABSTRACT

THE PREFERENCES OF TURKISH UNIVERSITY EFL STUDENTS FOR

INSTRUCTIONAL ACTIVITIES IN RELATION TO THEIR MOTIVATION

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MA., Department of Teaching English as a Foreign Language

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This study investigates a) the components of motivation that Turkish university EFL students hold, b) their preferences for instructional activities, c) how these two concepts relate to each other, and d) whether the proficiency level affects responses toward motivation and instructional activity types.

The study was conducted at Hacettepe University, School of Foreign Languages, with the participation of 343 students from three different proficiency levels (pre-intermediate, intermediate, and upper-intermediate). The data were collected using a 81-item questionnaire related to motivation and instructional activity types.

Factor analysis was conducted for the collected data and the factors found formed the basis of the scales used in the subsequent analysis. In the motivation section, nine factors were determined which formed the internal structure of motivation. Among these factors, instrumental motivation, which had the highest

median score, was found the most important motivation type in this population. The anxiety factor had the lowest median score.

In the instructional activity section, four factors were found. While the communicative focus factor had the highest median score, the traditional approach factor had the lowest score. This study also indicated that there is a relationship between preferences for activity types in relation to students' motivation. In fact, significant correlations were found between almost all motivation styles and communicative and challenging activities.

But, the effect sizes of the correlations were not the same with all activity types in each motivation style. Some of the correlations were much stronger than the others. This result shows that even though there was not a clear-cut difference between students' preferences for activity types in relation to motivational styles, some activity types were favored more than the others in each motivation style.

This finding revealed a variation across the groups and thus confirmed this possible link between motivation and instructional activity types. Additionally, the results in this study indicated that there were large differences in motivation and activity type preferences among different language proficiency levels.

Key words: Motivation, instructional activity types, proficiency level

ÖZET

İNGİLİZCE ÖĞRENEN TÜRK ÜNİVERSİTE ÖĞRENCİLERİNİN
MOTİVASYONLARIYLA İLİŞKİLİ OLARAK EĞİTSEL AKTİVİTELERE KARŞI
TERCİHLERİ

Sevda Balaman Uçar

Yüksek lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü
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Bu çalışma Türk üniversite öğrencilerinin sahip olduğu motivasyon ve öğelerini, eğitsel aktivetelere karşı tercihlerini, bu iki kavramın birbiriyle nasıl ilişkili olduğunu ve dil seviyelerinin motivasyon ve eğitsel aktivitelere karşı cevaplarını etkileyip etkilemediğini araştırmaktadır.

Çalışma Hacettepe Üniversitesi, Yabancı Diller yüksek okulunda farklı üç seviyeden (orta altı, orta ve orta üstü) 343 öğrencinin katılımıyla gerçekleştirilmiştir. Veri, motivasyon ve eğitsel aktivite türleriyle ilgili olan 81 maddelik anket kullanarak toplanmıştır.

Toplanan veri için faktör analizi kullanıldı ve bulunan faktörler sonraki analizlerde kullanılan ölçeklerin temelini oluşturdu. Motivasyon bölümünde, motivasyonun iç yapısını oluşturan dokuz faktör belirlendi. Bu faktörler arasında, en

yüksek medyan değerini alan araçsal motivasyon bu toplumdaki en önemli motivasyon çeşidi olarak bulundu. Kaygı faktörü en düşük medyan değerine sahiptir.

Eğitsel aktiviteler bölümünde, dört faktör bulundu. İletişim odaklı faktör en yüksek medyan değerini alırken, geleneksel yöntem faktörü en düşük değere sahiptir. Bu çalışma, ayrıca öğrencilerin motivasyonları ve eğitsel aktivetelere karşı tercihleri arasında bir ilişki olduğunu gösterdi. Aslında, neredeyse tüm motivasyon çeşitleri ve iletişimsel ve zorlayıcı aktiviteler arasında belirgin korelasyonlar bulunmuştur.

Fakat, korelasyonların etki boyutu her bir motivasyon çeşidinde tüm aktivite türleri ile aynı değildir. Korelasyonların bazıları diğerlerinden daha yüksektir. Bu sonuç, motivasyon çeşitleriyle ilişkili olarak öğrencilerin aktivite türlerini tercihleri arasında belirgin bir farklılık olmasada, her bir motivasyon çeşidinde bazı aktivite tiplerinin diğerlerinden daha fazla tercih edildiğini göstermektedir.

Bu bulgu, gruplar arasında farklılık olduğunu ortaya koymakta ve böylece eğitsel aktivite ve motivasyon arasında olası bir ilişki olduğunu doğrulamaktadır. Ayrıca, bu çalışmadaki sonuçlar farklı dil seviyeleri arasında motivasyon ve aktivite çeşitlerini tercihte büyük farklılıklar olduğunu göstermiştir.

Anahtar kelimeler: Motivasyon, eğitsel aktivite çeşitleri, dil seviyesi

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"And thanks God for giving me the strength and patience to complete my thesis".

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CHAPTER I: INTRODUCTION

Introduction

Motivation is an important concept in second language (L2) learning, since the success of a student in language learning largely depends on whether he/she is motivated properly (Brown, 2000). Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process. Learners with the most remarkable abilities may not accomplish long-term tasks, and an appropriate curriculum does not ensure student achievement without sufficient motivation (Dörnyei & Csizér, 1998). The more students are motivated, the more successful they will presumably be in learning a language. However, students might differ from each other from the aspect of holding different motivational styles. Accordingly, learners with different motivational styles might be differentially receptive to certain methods and activities (Schmidt, Boraie, & Kassabgy, 1996). Because of the multifaceted nature of motivation, the teacher has a critical role in recognizing students' motivational roots in order to maintain their motivation in the language learning process. Motivation can be maintained by determining the relationship between motivational components of learners and the types of classroom and instructional activities that are compatible with those components. Without taking the time to explore and understand this connection, learners' needs may not be met through the classroom activities and thus they may show resistance to being involved in the process.

With this aim, this study will present a broad profile of the components of foreign language learning motivation and learners' instructional activity preferences. In

addition, this study will analyze the possible relationship between these two concepts in the Turkish EFL context. Then, whether proficiency affects motivation and instructional activity preferences will be determined.

Background of the Study

The concept of motivation is of paramount importance in the field of language learning and it has been the focus of a great deal of research. The notion of motivation is described by Gardner (1978, p. 9) as "a desire to learn the second language, attitudes toward learning it, and a correspondingly high level of effort expended toward this end".

Gardner has presented the most influential motivation theory in the L2 field (Dörnyei, 2001b). He (1985) has dealt with the notion of L2 motivation with respect to the socio-educational model. Within this model, motivation represents a concept comprised of a desire to learn the language, motivational intensity, and attitudes toward learning the language (Gardner & Tremblay, 1994). In this model, integrativeness and attitudes toward the learning situation were hypothesized to influence motivation. Integrativeness refers to a genuine interest in learning the second language to come closer to the target language community. Attitudes toward the learning situation are based on the attitudes toward any aspect of the situation in which the language is learned (Gardner, 2001a, p. 5).

It has been stated that the main emphasis in Gardner's model is on general motivational components grounded in the social milieu rather than in the foreign language classroom (Dörnyei, 1994a). Therefore, a new interest has started to expand the base knowledge about motivation (Gardner & Tremblay, 1994, p. 359) and as a

result, other theories have been developed to expand the concept of motivation (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994a; Ryan & Deci, 2000b; Schmidt, et al., 1996; Zimmerman, 2000).

Schmidt et al. (1996) broadened the theoretical aspects of motivation in a way that is directly based on language learning, and they analyze the structure of motivation and its connections with language learning from a broad spectrum. Schmidt et al. investigated the internal structure of motivation in the Egyptian population with EFL adult learners and reported nine components of motivation which reflect the structure of a single construct, namely motivation, which is specific to this context. They revealed the factors of *Determination*, *Anxiety*, *Instrumental orientation*, *Sociability*, *Attitude toward foreign culture*, *Foreign residence*, *Intrinsic motivation*, *Beliefs about failure*, and *Enjoyment* and these factors were considered to be the components of motivation.

Schmidt et al. describe motivation within a broad concept by synthesizing different motivation theories (e.g. anxiety, self-determination, instrumental motivation, integrativeness). Moreover, this theory indicates that proficiency level is an important variable that affects learners' motivation. Egyptian learners seem to enjoy learning more as their proficiency level progresses, but their anxiety level decreases with increasing proficiency level. These findings show the unstable nature of motivation across the groups.

Another essential point in this theory is its external connections with language learning. The researchers state that their model is the composite of several current motivation models (deCharms, 1968; Maehr & Archer, 1987; Pintrich, 1989, cited in Schmidt, et al., 1996; Dörnyei, 1990) which fall generally within the broad category of

expectancy-value theories of motivation. These models assume that motivation is the multiplicative function of values and expectations. People will approach activities that they consider valuable or relevant to their expectations or goals and they expect to succeed at (Schmidt, et al., 1996). The researchers suggest that motivation is at the heart of the instructional design. Therefore, the ways in which motivational factors can be related to classroom structures make the activities more relevant to learners' needs and goals, which combines motivation with classroom activities.

An activity can be defined as "a task that has been selected to achieve a particular teaching/ learning goal" (Richards & Lockhart, 1994, p. 161). Activities can refer to specific classroom exercises by giving a particular name to the activity such as role-plays, or games. But, they can also be described in broad terms reflecting classroom structures, types and pedagogical aspects of teaching. Schmidt et al. (1996) use the term *instructional activities* to cover activities described in such terms. Within Schmidt et al.'s framework, activities are described under headings reflecting the roles they assign to the teacher and learners, classroom types or the language skills they address.

Barkhuizen (1998), Garrett and Shortall (2002), Green (1993), Ockert (2005), and Rao (2002), for example, describe activities under either teacher-fronted/student-centered or communicative/non-communicative headings. Or, Hatcher (2000) and Jacques (2001) depict activities under five headings: Practical proficiency orientation based on communicative activities, traditional approach, challenging activities, innovative activities referring to using new teaching methods in class and cooperative learning. Activities represented within the scope of *instructional activities* form the most important components of the language learning process because they reflect the

basic classroom structures, techniques and activities, ranging from communicative perspectives to the traditional aspects of teaching.

Research (e.g. Garrett & Shortall, 2002; Green, 1993; Hatcher, 2000) showed that some learners favored communicative activities the most, while others mostly preferred grammar activities (e.g. Barkhuizen, 1998) or group work activities (e.g. Rao, 2002). Additionally, it was revealed that learners with different proficiency levels preferred different types of activities. For instance, learners at lower levels tend to prefer less communicative-focused activities (e.g. Garrett & Shortall, 2002; Hatcher, 2000), but favor more grammar-based ones (e.g. Heater, 2008), which might stem from their self-confidence, since low level learners might have difficulty in grammar based activities (Hatcher, 2000). As their proficiency level increases, they tend to favor more communicative tasks.

Students' responses toward the activity types can also change in relation to their motivation. It is likely that learners with different needs and goals can be differentially receptive to these activities (Schmidt, et al., 1996). A student's motivation can stem from his/her own curiosity or interest, which is intrinsic motivation and, alternatively from his desire for achieving external benefits, which reflects extrinsic motivation (Ryan & Deci, 2000a) or from the need for achievement, a fear of failure or success (Ehrman & Oxford, 1995). In the same way, integrative or instrumental factors, cultural curiosity, travel interests, altruism or intellectual challenge can be the reasons for learning a language (Oxford & Shearin, 1996). Therefore, it has been suggested that students differ in their motivational styles, accordingly they may prefer different learning activities (Schmidt, et al., 1996).

The studies carried out by Jacques (2001), Hatcher (2000), and Schmidt et al. (1996) shed light on the link between instructional activity preferences and motivational styles. These studies show that there is a significant relationship between students' motivation and their instructional preferences. Table 1 indicates the findings of these studies:

Table 1 - The results of three studies on motivation and instructional activity types

Researcher	Context	Motivational style / Activity Preferences
Schmidt et al. (1996)	Egypt/EFL adult learners	*Determination*→ Balanced Approach/Challenging A. *Anxiety*→ Activities based on remaining silent *Intrinsic/Integrativeness*→ did not correlate with any set of the activities
Hatcher (2000)	Japan/EFL learners	*Self-confidence and Self-efficacy* → Activities that are challenging and have variety *Self-confidence*→ Less Grammar Focused A. *Instrumental motivation*→ Communicative A. *Integrative motivation*→ Communicative/Challenging A. *Positive attitudes toward class*→ Communicative/ Challenging A.
Jacques (2001)	Manoa/Learners of Spanish, French, and Portuguese	*Intrinsic motivation*→ Challenging A. *Cooperativeness* → Group works *Interest in foreign languages*→ Challenging A. *Integrative/ Instrumental motivation* → Challenging A. *Anxiety* → Less challenging A. *Self-efficacy* → Challenging A.

Note: A=Activities

In these three studies, factor analysis was conducted. Although more or less the same questionnaires were used in the studies, some of the factors revealed in both motivation and instructional activity sections differed. Thus, the results based on the relationship between motivation and activity preferences are naturally different in the

studies conducted in different contexts. It seems, therefore, that culture might be a factor that leads to differences between the results of these studies. As seen, even though these studies shed light on the possible link between motivation and instructional activity preferences, more research is needed to confirm the possible relationship in different contexts, especially in university level EFL contexts.

Statement of the Problem

Research has looked at various aspects of motivation in terms of its theoretical aspects, dimensions and different motivational models (e.g. Dörnyei, 1994a, 1994b; Gardner, 1985), how to motivate students using motivational strategies (e.g. Dörnyei, 1994a, 2001a; Dörnyei & Csizér, 1998; Dörnyei & Guilloteaux, 2008) and its internal structure from a broad spectrum (e.g. Dörnyei, 1990; Julkunen, 2001; Schmidt, et al., 1996). Moreover, researchers have investigated learners' preferences for learning activities in the language learning process (e.g. Barkhuizen, 1998; Garrett & Shortall, 2002; Green, 1993; Rao, 2002) and students' perceptions of instructional techniques (e.g. Clark-Ridgway, 2000). In fact, there is a logical connection between motivation and instructional activities since the more students are motivated, the more they will presumably engage in those activities. Indeed, it has been suggested that students most probably hold different profiles of motivation in the classroom and, accordingly, they may differ from each other in terms of preferring different instructional activities (Schmidt, et al., 1996; Schmidt & Watanabe, 2001). However, this relationship has not yet been adequately confirmed. In the university EFL context, Hatcher (2000) conducted such a study with Japanese students, but notes that cultural differences shape motivation in different populations. Japanese and Turkish students may,

therefore, differ from each other in terms of their motivational styles and attitudes toward instructional activity preferences. For this reason, conducting such a survey in the Turkish context may add another dimension to the literature in order to contradict or confirm the link.

The present researcher's impression, based on experience as an instructor at a Turkish university, is that many Turkish university teachers may not be aware of the real factors that motivate students, and that they thus tend to make assumptions about students' motivations. However, students' motivation might be multifaceted reflecting different profiles. Even, motivation can differ as their proficiency level increases, perhaps because of their changing knowledge and experience that affect their attitudes toward learning. Oxford and Shearin (1994, p. 15) suggest that teachers have critical roles in recognizing the roots of motivation in class since without knowing where the roots of motivation lie, it is impossible for teachers to water those roots. Hence, teachers can water these roots by designing effective classroom activities that are compatible with learners' expectations and goals because meeting the expectations or goals in class can promote learning. However, my impression as a teacher is that teachers at most of Turkish universities generally design activities by assuming that they are enjoyable or meet students' needs or are consistent with students' expectations. Additionally, I believe that many of them follow a predetermined route prepared by either themselves or syllabus designers without taking into consideration the different motives that students can have and, accordingly, their attitudes toward instructional activities. But students may find certain instructional activities of greater or lesser use or interest and more or less compatible with their expectations. Or, students can have difficulty with some of the activities because of their proficiency

level, which might affect their attitudes toward those activities. It is certain that activities are the skeleton of the language learning environment and if teachers do not find a way to encourage the highest possible motivation through the use of preferred activities, students may not be willing to engage in certain types of activities, which might hinder the language learning process.

Research Questions

This study aims to address the following research questions:

1. What components of motivation do Turkish university EFL students hold?

2. What are the preferences of Turkish university EFL students for instructional activities?

3. Is there a relationship between students' motivational profiles and their preferences for instructional activities?

4. How does language proficiency affect motivation and instructional activity preferences?

Significance of the Study

Motivation has long been the concern of much research (e.g. Crookes & Schmidt, 1991; Dörnyei, 1990; Gardner, 1985); however, relatively few studies have addressed the possible link between the components of motivation and students' preferences for instructional activities (e.g. Jacques, 2001; Schmidt, et al., 1996; Schmidt & Watanabe, 2001), an even fewer have done in the university level EFL context (e.g. Hatcher, 2000). As no such research exists in the Turkish case, this study aims at analyzing the components of foreign language learning motivation and learners' preferences for instructional activities presented in the Turkish EFL

classroom. Whether proficiency affects motivation and instructional activity types will also be analyzed. Additionally, this study will shed light on the relationship between these concepts, which may contribute to the literature by indicating how these two concepts relate to each other in the Turkish EFL context.

This study will contribute locally in two ways: First, it will provide a broad profile of both motivational styles and preferred instructional activities of Turkish University EFL students. Second, it will provide an understanding of whether these two concepts relate to each other. If the link is confirmed, the study will present the findings about which types of activities are preferred by students who may hold different motivational profiles. As Dörnyei (2001a) suggests, being aware of the initial motivation that students hold may facilitate protecting or maintaining the motivation in the classroom; therefore, the resulting information and conclusions may help teachers to design effective classroom activities that will better meet students' needs. Likewise, the findings may aid administrators, planners, and teacher educators in policy setting, developing effective curricula, and preparing pedagogical materials (Paz, 2000), because it is important to conduct these processes in relation to students' motivation.

Conclusion

The overall structure of the study takes the form of five chapters, including this introductory chapter. In this chapter, the background of the study, statement of the problem, research questions, and significance of the problem have been presented. Chapter two will begin with laying out the theoretical dimensions of the research and studies related to the current study will be presented. The third chapter will be concerned with the methodology that will be used for this study. The fourth chapter

will deal with data analysis procedures and findings. Chapter five will include a brief

summary of the findings in relation to the relevant literature, identifies pedagogical

implications, and present suggestions for the future research, and limitations of the

study.

CHAPTER II: LITERATURE REVIEW

Introduction

This study aims at analyzing EFL students' motivational components, their preferences for instructional activities, how these two concepts relate to each other in the Turkish setting, and whether proficiency level affects motivation and instructional activity preferences. In this chapter, following a description of motivation, and motivational theories, instructional activities will be presented. Then, the link between components of motivation and instructional activities will be examined based on the relevant studies in the literature.

The Definition of Motivation

Motivation is a complex phenomenon. Therefore, the actual components of motivation or its ultimate definition still needs to be further studied (Dörnyei, 2001b). Many researchers have tried to define this multifaceted construct and thus different definitions exist.

Ryan and Deci (2000a, p. 54) provide a simple definition of motivation as "to be moved to do something". That is to say, if a person does not have an impetus to do a task, then that person is characterized as unmotivated. Therefore, being motivated is directly related to the impetus or inspiration.

According to Williams and Burden (1997), motivation may be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal/s (p. 120). For Williams and Burden, the term of motivation is an umbrella term which includes other elements, such as interest,

curiosity, goal-setting, and conscious effort, and these terms make up the framework of motivation.

Dörnyei (2001b, p. 8) states that the definition of motivation includes "the direction and magnitude of human behavior". Thus, motivation is concerned with *why* people decide to do something, *how long* they are willing to sustain the activity, and *how hard* they are going to pursue it.

Unlike these definitions, Gardner (1978, p. 9) defines motivation in a way that is specifically related to language learning as "a desire to learn the second language, attitudes toward learning it, and a correspondingly high level of effort expended toward this end". Gardner (1985) states that all three components, effort, desire, and attitudes, complement each other.

Dörnyei's and Gardner's descriptions of motivation have a common point in the sense that both definitions emphasize the learner's effort to accomplish a task. However, they differ from each other in that Gardner focuses on the attitudes of learners toward learning and their desire, while Dörnyei puts emphasis on the choice of doing a particular task and persistence in accomplishing that task.

Common features that are shared by all these researchers are the elements of "effort" and "desire", which are significant for creating a framework of motivation. Although most of the descriptions above consist of these concepts, researchers have arrived at different descriptions of motivation. Additionally, researchers have developed different theories in order to explain the construct of motivation. In the next section, important theories related to L2 motivation will be presented.

Theories of Motivation

L2 acquisition is mainly dependent on motivation in terms of its progress and success, because motivation provides the initial stimulus in the L2 learning process and then the urge to follow up the prolonged and sometimes tiring learning course (Dörnyei & Csizér, 1998, p. 203). Therefore, motivation has been a focus of research which has led to the development of several theories. In the next section, the theories that describe motivation from different aspects will be presented.

Gardner's Motivational Theory

Gardner (1985) has presented the most influential theory of motivation. In this theory, motivation is defined 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" (p. 10), and it refers to the individual's attitudes, desires, and efforts to learn a L2 (Gardner, Tremblay, & Masgoret, 1997). Additionally, Gardner (2000) states that aptitude can explain the success of a learner to some extent; however, if the learner does not like the people who speak the target language and does not want to communicate with them, it is impossible to learn the language. Language and culture are intertwined, therefore one's desire to adopt features from another culture into one's own life has a direct influence on L2 attainment (Gardner, Gliksman, & Smythe, 1978).

It has been suggested by Dörnyei (2001b) that Gardner's motivation theory deals with instrumental and integrative concepts, which form the essential part of this theory. Integrative orientation is related to interest in learning another language because of a sincere and personal interest in the target culture and community

(Lambert, 1974 cited in Gardner & MacIntyre, 1991). On the other hand, instrumental orientation refers to learning a second language for pragmatic and external reasons (Gardner, 2005). Gardner and MacIntyre (1991) state that integrative motivation is one of the main determinants of success in second language acquisition since it helps learners be actively involved in the language study. However, a study conducted by Gardner and McIntyre (1991) to examine the effects of integrative and instrumental motivation on the learning of French/English vocabulary indicated that both types of motivation had a facilitating affect on learning. Learners who were both integratively and instrumentally motivated made a great effort in order to find the correct answer, as opposed to those who were not motivated in this way.

Even though these two types of motivation, integrative and instrumental motivation, are considered to be the most important components of Gardner's theory, this theory is actually composed of four distinct areas, namely the integrative motive, the socio-educational model, the Attitude/Motivation Test Battery (AMTB), and the extended L2 motivation construct (Dörnyei, 2001b). We will look at each of these four areas in turn.

Integrative motive – as mentioned above – is defined as a motivation to learn the L2 because of a personal interest in the target community (Gardner, 1985, pp. 82-83). Integrative motive includes three components, which are integrativeness, attitudes toward the learning situation, and motivation (Gardner, 1991). Integrativeness refers to integrative orientation, interest in foreign languages, and language group (Gardner, et al., 1997, p. 345). Attitudes toward the learning situation are related to learners' attitudes toward the language learning setting including their evaluations of the teacher and the course (Dörnyei, 2001b). It is suggested that the emotional reactions to the

course and instructor will influence how well an individual acquires the language (Gardner, 2000). Motivation, the last component, is described as effort, desire, and attitude toward learning (Dörnyei, 2001b). Motivation has the leading role in L2 attainment; however, integrativeness and attitudes toward the learning situation have a rather supporting role (Gardner, et al., 1997, p. 346).

The second area of Gardner's four-part theory, the 'socio-educational model', is a general learning model in which motivation is integrated as a cornerstone and the role of individual differences is taken into account in learning a L2 (Dörnyei, 2001b). According to Gardner (2001b), this model is comprised of four segments: External factors, individual differences, language acquisition contexts, and outcomes. External factors are categorized as history and motivators. History is related to learners' past experiences, family and cultural background, which affects their attitudes toward the target community. As for motivators, they are largely about the teachers' motivating behaviours in terms of creating the basic motivational conditions, generating student motivation, maintaining and protecting motivation, and encouraging positive self-evaluation, which has a direct effect on attitudes toward the learning situation.

Within this model, individual differences refer to the factors, such as intelligence, language aptitude, learning strategies, language attitudes, motivation, anxiety (Dörnyei, 2001b, p. 52), motivational intensity, desire, and attitudes toward the language (Gardner, Masgoret, Tennat, & Mihic, 2004), all of which affect L2 attainment in language acquisition contexts (Dörnyei, 2001b).

Language acquisition contexts are formal and informal contexts in which motivation has an essential impact on learning (Ellis, 1994). Informal learning contexts refer to any settings in which one can learn a language, while formal contexts are any

situations where the instruction takes places such as class environment (Gardner, 2001b). Gardner (2001b) states that both formal and informal contexts have linguistic outcomes, referring to various aspects of proficiency in the language and non-linguistic outcomes, related to other consequences of language learning such as language anxiety, various attitudes, or motivation. As seen in this model, external factors affect learner differences and these differences in turn affect L2 attainment in both learning contexts, resulting in both linguistic and non-linguistic outcomes (Dörnyei, 2001b).

The third major component of Gardner's theory is the AMTB, which was developed "to assess what appeared to be the major affective factors involved in the learning of a second language" (Gardner, 2001a, p. 7). This battery comprises 11 scales that can be categorized under five constructs: Integrativeness, attitudes toward the learning situation, motivation, instrumental orientation, and language anxiety (Gardner, et al., 2004). The reason for including anxiety in this scale is that anxiety is thought to be directly related to motivation and achievement. In this scale, anxiety refers to learners' apprehension of language classes and use (Gardner, et al., 1997). Gardner states that these concepts reflect the basic components of the language learning process, and they are recognized as crucial by educators, as well.

Although Gardner's theory is considered to be the most influential motivational theory, it has been questioned by researchers (Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin, 1994; Schmidt, et al., 1996). It has been stated that the theory emphasizes general motivational components grounded in the social milieu rather than in the foreign language classroom. The theory largely deals with instrumental/integrative motivation (Dörnyei, 1994a) with a special focus on integrativeness. But integrative motivation cannot be applied to all language learning

settings (Dörnyei, 1990; Schmidt et al., 1996). Oxford (1996) suggests that integrative motivation is meaningful for second language learners who must learn the language to live in that culture and survive in that community rather than students in the foreign language (FL) context. Learners in the FL context are separated from the target culture in space, which leads to a separation in attitude from the target culture. This motivation can be limited to interacting with the target community rather than integration with the community (Heater, 2008), or having general attitudes and beliefs which are not shaped by the real contact with the native-speakers (Dörnyei, 1990).

The theory also ignores other elements, including extrinsic/intrinsic motivation, self-efficacy, expectancy, and goal oriented behavior (Dörnyei, 1994b). Therefore, Tremblay and Gardner (1995) have expanded Gardner's original theory as a response to calls for a wider motivational model; which comprises the last element of Gardner's theory, the extended L2 motivation construct.

The extended construct adds new elements to the socio-educational model, namely expectancy, self-efficacy, valence, goal setting, and causal attributions. The learner makes a great effort on the condition that s/he believes that his or her goal can be achieved, which refers to expectancy. Self-efficacy is related to an individual's beliefs in his/her capabilities to accomplish a task. Valence refers to the learner's desire or attitudes toward learning a language (Tremblay & Gardner, 1995). Goal setting refers to the learner's specific goals and how often they use goal-setting strategies (Dörnyei, 2001b). Causal attributions examine the individual's efforts to understand why events have occurred (Schuster, Försterlung, & Weiner, 1989, cited in Tremblay & Gardner, 1995).

Although Tremblay and Gardner (1995) synthesized this new model from recent cognitive theories and Gardner's earlier work, in the 1990s a new interest in expanding the motivational construct in a way that is applicable to the L2 learning process emerged (Dörnyei, 1994b). As a result, other theories have been developed to expand the concept of motivation, such as self-determination theory and the extrinsic/intrinsic dichotomy (Ryan & Deci, 2000b), expectancy-value theories, (Brophy, 2004), self-efficacy theory (Zimmerman, 2000), goal theory (Stipek, 1998), Dörnyei's (1990, 1994a), Crookes and Schmidt's (1991) and Schmidt et al.'s (1996) theories. In the next section, the theories that are the most relevant to this study will be described.

Self-determination Theory and the Intrinsic/Extrinsic Dichotomy

The main concerns of self-determination theory (SDT) are inborn growth tendencies and innate psychological needs that are the main parts of people's self-motivation and the conditions supporting these processes (Ryan & Deci, 2000b, p. 68). There are generally two types of motivation: Intrinsic and extrinsic motivation (Ryan & Deci, 2000a). Intrinsic motivation refers to engaging in an activity because it is enjoyable and satisfying to do. On the other hand, extrinsic motivation is related to engaging in the activity to achieve some instrumental end, such as earning reward or avoiding punishment (Noels, Pelletier, Clément, & Vallerand, 2000, p. 61).

Intrinsic motivation has gained importance in the field of education since it has been suggested that it is one of the main determinants of high-quality of learning and creativity (Ryan & Deci, 2000a). Intrinsically motivated learners engage in the activity because of their interest or curiosity, rather than for an extrinsic reward (Brown, 2000).

Extrinsic motivation has four types, which are external regulation, introjected regulation, identified regulation, and integrated regulation (Ryan & Deci, 2000a). External regulation occurs when actions are carried out to get rewards or to avoid negative consequences (Guay, Vallerand, & Blanchard, 2000, p. 177), while introjected regulation refers to the individual's feeling of pressure that regulates an activity and this pressure compels the individual to perform that activity. For this reason, introjected motivation is not self-determined because the activity is regulated by an internal pressure, but not a choice (Noels, et al., 2000). Identified regulation occurs "when a behavior is valued and perceived as being chosen by oneself" (Guay, et al., 2000, p. 177). Finally, integrated regulation is the most self-determined form. "Integration occurs when identified regulations are fully assimilated to the self, which means they have been evaluated and brought into congruence with one's other values and needs" (Ryan & Deci, 2000b, p. 73).

Brown (2000) states that research favors intrinsic motivation over extrinsic motivation because intrinsic motivation enhances long-term retention. Intrinsic motivation determines one's success in learning since this motivation is directly related to how much an individual wants to accomplish a task or how hard he/she tries to accomplish it. This motivation is highly self-determined because engaging in an activity is just based on individual's positive feelings. However, some types of extrinsic motivation can also be self-determined (Noels, Clément, & Pelletier, 1999) such as identified and integrated regulations. In these types, greater internalization happens because of engaging in an activity for internal reasons, which leads to a greater sense of personal commitment, greater persistence, more positive self-perceptions and in turn a better quality of engagement (Ryan & Deci, 2000a).

Although self-determination theory explains students' motivation and their different motivational types, motivation is still examined on a theoretical basis, without a direct relationship with language learning settings. For this reason, other theories have been presented in order to explain motivation from a broad spectrum by synthesizing recent motivation theories with language learning.

Motivational Theories within a Broad Concept

Crookes and Schmidt (1991) suggested a reopening of the research agenda which combines motivation with language learning (Paz, 2000) and they brought a change in scholars' thinking about L2 motivation by questioning the significance of Gardner's motivation theory (Dörnyei, 2001a). Crookes and Schmidt state that the main emphasis in this theory has been attached to attitudes and other psychological aspects of L2 learning. However, this does not explain what the term "motivation" means for L2 teachers because they use motivation in terms of its relations to the learning context.

Following this call, Schmidt et al. (1996) presented one of the most important motivation theories that investigate motivation in a broad concept considering its relationship with language learning. This theory is based on the results of an empirical study, which identified the components of motivation for a particular population, preferences for instructional activities and learning strategies, and the relationship among these concepts. The participants were 1,554 adult Egyptian learners of EFL, most of whom had completed their university education and had an occupation. According to Schmidt et al., the internal structure of motivation can have universal components; however, these components can also be unique which represent that

particular context. Therefore, the possible culture-specific differences should be explored in different contexts, which necessitates more research describing and investigating individual language populations (Hatcher, 2000). As suggested by Dörnyei (1994a), different contexts might give rise to different motivational orientations.

This theory presents multifactor models of motivation derived from factor analysis examining responses to a wide-ranging motivation questionnaire. The authors suggest that the factors revealed in factor analysis form the components of the internal structure of motivation in the Egyptian population. In this study, nine factors were found from seven different subscales from the questionnaire and labeled as follows:

Determination (indicating a commitment to learn English)

Anxiety (about using English in class)

Instrumental orientation (concerning the financial, social, or other benefits of learning a language)

Sociability (referring to the importance of getting along with fellow students and the teacher)

Attitude toward foreign culture (also including the attitudes toward L2 speakers)

Foreign residence (indicating a desire to spend an extended period in an English-speaking country)

Intrinsic motivation (involving the enjoyment gained from learning the L2)

Beliefs about failure (referring to attributions to external causes)

Enjoyment (a single-item factor, similar to "intrinsic motivation")

(Dörnyei, 2001b; Schmidt & Watanabe, 2001, p. 318)

As can be seen, motivation is described from a broad perspective which is different from intrinsic/extrinsic or instrumental/integrative dichotomies. This model includes not only integrative (foreign residence), instrumental or intrinsic motivations but also other components of motivation proposed in different theories, including anxiety, sociability, one's motivational strength reflected in determination, and beliefs about failure. Thus, this theory helps a wide range of new concepts related to motivation to be exploited in this field.

In this theory, the items related to the determination factor were among the most agreed items. The Egyptian learners favored six items in this factor the most, which indicates these learners' expectations of success. Determination is related to statements of one's intention to put one's best effort into learning a language (Schmidt & Watanabe, 2001) and is based on one's expectations for the success depending on the ability and efforts (Schmidt et al., 1996). In fact, this factor reflects the high expectations of success for a specific task and thus the students will be more engaged in the task with more persistence as compared to students with low expectations of success, which leads them to easily give up.

In this theory, anxiety, which is "subjective feeling of tension, apprehension, nervousness, and worry", (Horwitz, Horwitz, & Cope, 1986, p.125, cited in Brown, Robson, & Rosenkjar, 2001) also emerged to be an important part of one's motivation. More anxious learners are expected to be less confident, which directly affects their motivation since the student's expectations of success will be affected. Therefore, it has been suggested that self efficacy is also directly related to anxiety (Dörnyei, 2001a; Ehrman, 1996b), although they are not in complementary distribution (Ehrman, 1996a). Disappointment with one's performance can reduce the level of self-efficacy

and in turn motivation and this may result in anxiety (Ehrman, 1996b). According to Horwitz et al. (1986, cited in Brown, et al., 2001), anxiety has three bases: communication apprehension, test anxiety and fear of negative evaluation. In Schmidt et al.'s theory, anxiety is focused on these three bases. The findings show that Egyptian students seem to be less anxious since the items based on communication anxiety and fear of negative evaluation were among the least favored ones. But, test anxiety is not in the list that shows the most and the least agreed with items.

These authors also indicated that proficiency level is an important variable that affects students' motivational profiles. Proficiency level affected in particular learners' enjoyment of learning English. That is, advanced learners seem to enjoy learning English more than those at the low levels. The level of anxiety also changed with increasing proficiency; that is, more advanced learners seem to be less anxious. Additionally, higher levels had more external reasons for studying English, but lower levels had more internal goals and the expectation of success declines with increasing proficiency level.

For all these, it can be noted that the multifaceted nature of motivation is described from different aspects. Influenced by this study, Hatcher (2000) presented another motivation theory which was also based on an empirical study conducted with Japanese university EFL students using a questionnaire developed from that of Schmidt et al. and revealed different findings. This study explored the same research goals and extracted five factors reflecting the unique structure of motivation in this population, namely integrativeness, positive attitudes toward class, instrumental motivation, self-confidence, and self-efficacy. Self-efficacy, self-confidence and

positive attitudes toward class are new factors which are not found in Schmidt et al.'s study (1996).

The self-efficacy factor includes items related to one's beliefs in one's abilities to accomplish a task (Hatcher, 2000). Self-efficacy has emerged as an effective predictor of learners' motivation (Zimmerman, 2000). According to Bandura (1988a, cited in Bandura, 1989), the level of people's motivation is determined by self-efficacy beliefs since how much effort they will put in an endeavor or how long they will persevere in the face of obstacles are determined by self-efficacy beliefs. If people strongly believe in their ability to accomplish a task, their efforts will be more persistent and greater, which in turn affects motivation. However, learners with less experience of learning may face a greater gap between their expectations and the actual outcome and this affects their self-efficacy. Therefore, at low levels, students have less self-efficacy because of their unrealistic outcome expectations (Matsumoto & Obana, 2001). According to Hatcher (2000), this factor is different from the factor of self-confidence in that the items in the self-confidence scale are related to the perceptions of the task difficulty, while the self-efficacy factor includes learners' judgment of their abilities. But, Dörnyei (2001a) suggests that self-confidence is closely related to self-efficacy. Self-efficacy functions to build up one's confidence, which leads to learning persistence (Matsumoto & Obana, 2001).

As for the positive attitudes toward class factor, which is also not found in Schmidt al.'s study, the items are related to having a positive outlook toward the learning situation. Hatcher (2000) found that most of the students reported having positive attitudes toward the class in the sense that they evaluated English classes to be

a good chance of learning English and had an intention for attending the class regularly.

Moreover, he revealed that students seem to attach importance to having a good relationship with others. But, they disagreed with the items related to getting external benefits from learning English and competing with the others in that they rejected the ideas of getting better grades than others or learning English best while competing. Moreover, students did not report having high anxiety.

As it is seen, cooperativeness seem to be a part of learners' motivation but not competitiveness although the items related to these subscales did not form single factors. In fact, cooperative learning and competitiveness can be a part of motivation, which was confirmed in Jacques' (2001) study conducted in the American context using more or less same questionnaire with learners of foreign languages. Cooperativeness and competitiveness emerged distinct factors and students reflected their enjoyment of working with the others.

Hatcher also showed the possible effects of proficiency level by revealing that learners enjoyed learning English more as their level increases and that anxiety decreases with increasing proficiency level. Low level learners are likely to have more difficulty in learning English because they have limited knowledge and experience than students at higher levels, which leads to have disappointment and less self-confidence (Matsumoto & Obana, 2001). Therefore, they can be more anxious in learning because of their disappointment (Ehrman, 1996b).

As seen, motivation is taken into account from various aspects in both Schmidt et al. and Hatcher's studies. Foreign language motivation is described by synthesizing recent theories based on learners' characteristics (e.g. anxiety, self-efficacy, self-

confidence) which are considered to be important indicators of motivation. Moreover, the differences stemmed from proficiency levels are focused in these studies to indicate the unstable nature of motivation across the groups. But, another important aspect of these theories is that the authors suggest these components have external connections with classroom practices. They assume that people can differ from each other in terms of their expectancies or values and accordingly they approach class practices or activities that they consider valuable or relevant to their expectations and goals and that they expect to succeed at (Schmidt, et al., 1996). The researchers suggest that motivation is at the heart of the instructional design and therefore, the ways in which motivational factors can be related to classroom structures make activities more relevant to learners' perceived needs and goals.

Motivational components can put into practice in designing the syllabus, the teaching materials, the teaching methods or learning tasks in order to meet students' needs and in employing the most relevant classroom structures to students' expectations and goals. When learners' expectations are met using classroom activities and methods relevant to students' motivation, this might have the washback effect on motivation, as well (Schmidt et al., 1996) Thus, student motivation can be enhanced by using effective activities in a way that attracts students' interests. In the following section, activities will be described.

Instructional Activities

An activity can be defined as " a task that has been selected to achieve a particular teaching/learning goal" (Richards & Lockhart, 1994, p. 161). Activities are the meat of the language learning process because theoretical aspects of an approach,

which are the skeleton, are put into practice by means of classroom activities. Richards and Rodgers (2001) state that activity types can change depending on the specific method that is employed in the language environment since each method advocates different categories of teaching and learning activity ranging from communicative perspectives to the traditional aspects of teaching.

Activities can refer to specific classroom exercises by giving a particular name to the activity such as role-plays, or games. Or, they can be described in broad terms reflecting classroom structures, types and pedagogical aspects of teaching. Schmidt et al. (1996) use the term *instructional activities* to cover activities described in such terms. Within Schmidt et al.'s framework, activities are described under headings reflecting, for example, the roles they assign to the teacher and learners or the language skills they adress. This section will follow Schmidt et al.'s approach by describing activities under some categories which include certain activity types, classroom structures or types in relation to the relevant literature.

Green (1993) made a distinction between communicative and non-communicative activities while depicting activities in his study which investigated students' attitudes toward these kinds of activities. The researcher found that students reported enjoying communicative activities more than non-communicative ones.

In this study, communicative activities refer to the emphasis on communication and the real use of language. Activities that include student-to-student interaction with little or no monitoring of learners' output by the teacher, (e.g. group discussions), oral situations based on teacher-to-student interaction with the teacher monitoring (e.g. class discussions), and the use of songs are the examples for communicative activities. The reason for including songs as a communicative activity is that singing and

listening to songs are based on meaning and the real use of language rather than accuracy.

Non-communicative activities include the emphasis of accuracy using drills and grammar based practices, dictionary works, and explicit grammar teaching in English or in native language. In this study, the students are provided with explanations of these activities (e.g. the class is divided into small groups. In the groups, students talk about things they like and dislike).

Barkhuizen (1998) also made a similar distinction by categorizing activities as communicative or traditional, while examining learners' perceptions of ESL classroom teaching/learning activities. In this study, traditional activities refer to teaching mechanical language skills (e.g. spelling, tenses, or learning about nouns, adjectives), reading activities (e.g. reading poetry, reading the set books), and writing activities (e.g. writing summaries, compositions). Communicative activities include oral activities such as class discussions, debates, doing orals like speeches. The researcher suggested that these activities are communicative focused since they give learners the opportunity to practice speaking English and to be more actively involved in class work. The findings of this study are very interesting in the sense that students preferred traditional activities to communicative ones.

To investigate learners' evaluations of the kinds of activities, in a study carried out by Garrett and Shortall (2002), activities were also described as either teacher-fronted or student-centered. Teacher fronted activities refer to language classrooms where the teacher is at the main focus by controlling the activities and maintaining the discipline. Teacher-fronted activities have two types: Teacher-fronted grammar activities which are related to the formal instruction of structures and repetitions drills,

and teacher-fronted fluency activities based on the limited interaction with the teacher (e.g. information gap activities employed between the class and the teacher).

Student-centered activities involve interaction in pairs or groups with the teacher's participatory role and they have two types: Student-centered grammar activities, which are narrowly focused on pair work activities requiring learners to use the intended structures by asking questions and students-centered fluency activities which provide interaction in pairs or groups without a grammatical focus. Unlike Barkhuizen's (1998) and Green's (1993) descriptions, these researchers also gave detailed examples for all activities, to enable students to clearly envision these descriptions in their mind.

Additionally, this study focused on the effects of proficiency level on students' perceptions of learning activities. The researchers found that beginner and elementary level students perceived teacher-fronted activities (both fluency and grammar activities) as promoting their learning, but they did not consider student-centered activities in the same way. With increasing proficiency levels, students seemed to prefer more student-centered activities.

Rao (2002) also described activities in his study in the Chinese context with EFL learners by making a distinction between communicative and non-communicative activities. Communicative activities are mainly focused on the interaction types; that is, student to student interaction based on group or pair work activities and teacher to student interaction (e.g. class discussions) are the bases of communicative activities. Non-communicative activities are defined as drill based and grammar based activity types, dictionary use or the grammar rule explanation by the teacher. Similar to Garrett and Shortall (2002), the researcher gave some

examples for the activities. The researcher found that the students favored non-communicative activities over communicative activities. But among the communicative activities, almost all of the students stated that they liked group work and pair work, which involved a great deal of student-to-student interaction.

As it is seen, activities have frequently been described as either teacher-fronted/student-centered or communicative/non-communicative. Unlike these descriptions, Heater (2008) described activities by categorizing them according to five different skills (grammar, listening, speaking, reading, and writing). The activities were associated with statements based on a particular skill from different aspects (e.g. reading newspaper articles and reading short stories). The researcher investigated the students' preferences for these skill-based activities and he found that learners preferred listening and speaking activities the most, but rejected grammar activities. But low level learners preferred grammar focused activities in which they felt more confident.

Schmidt et al. (1996) have treated the concept of instructional activities in terms of six labels, namely *balanced approach*, *group & pair work*, *silent learner*, *challenge & curiosity, direct method,* and *feedback*. The first label represents a class including both teacher-fronted and student-centered classrooms. The teacher has the control by maintaining the class discipline, but the students have a dialogue with the teacher. Four major skills are emphasized in this approach. The second label reflects cooperative learning situations. *Silent learner* is related to anti-communicative bias, but it is not related to the contrast between individual versus cooperative learning. Remaining silent is the focus of this label. *Challenge and curiosity* is about challenging activities that might force students to go beyond their current level. *Direct*

method refers to the emphasis on grammar in class. The last label, *feedback*, is related to giving feedback during instruction.

Furthermore, mainly depending upon Schmidt et al.'s (1996) descriptions, other researchers (e.g. Hatcher, 2000; Jacques, 2001; Paz, 2000) have re-defined activities under five labels. The first one is *practical proficiency orientation*, which is linked to an individual's tendency towards fundamental communicative functions which are among the necessities of language learning (Paz, 2000, p. 14), including listening and speaking skills, vocabulary, general everyday language, and communication activities (Jacques, 2001, p. 194). Activities under this label are largely based on being able to use English that is useful for communication. The second label, *challenging approaches*, reflects "learning activities and materials which are at a sufficiently difficult level to elicit appropriate student learning efforts" (Paz, 2000, p. 11). *Cooperative learning* emphasizes group or pair work activities in the classroom by establishing a good working relationship between the teacher and classmates in a learning situation (Paz, 2000).

Innovative approaches is also another term that is used for describing instructional activities from the aspect of emphasizing the use of authentic materials, goal-setting, the importance of culture in language learning, or computer-based activities. The authors (Hatcher, 2000; Jacques, 2001; Paz, 2000) also categorize instructional activities by taking *Traditional approach* into account as the last label which emphasizes instruction of grammar, reading or writing skills.

Students in Jacques' (2001) study conducted at the University of Hawai'i at Manoa preferred activities from the practical proficiency orientation scale based on communicative activities and they showed a degree of dislike for challenging and

innovative approaches. Hatcher (2000) found that students in the Japanese context rejected traditional, teacher-based activities, being forced to speak and activities based on innovative approaches. But, they preferred communicative and challenging activities. The researcher also investigated whether proficiency level has an effect on the preferences for these activity types and found that high proficiency learners were more interested in communicative and challenging activities. In addition, Paz (2000) found that heritage language learners preferred communicative activities the most but they also favored traditional and challenging activities.

Instructional activities form the most important components of the language learning process because they reflect the basic classroom structures, techniques, and activities, ranging from communicative perspectives to traditional aspects of teaching. Although the students seem to prefer communicative activities the most in different contexts, students may differ from each other in their preferences for these types in relation to their different motivational components, which points to a logical connection between instructional activities and motivation. Therefore, in the next section, the relationship between motivational components and instructional activity preferences will be examined.

The Relationship between Instructional Activities and Motivational Components

Keller (1983, p. 390) states that "motivation is the neglected heart of instructional design". Indeed, it is an essential concept that requires specific attention while designing the language learning environment since the success of students is mainly related to motivation. The more students are motivated, the more they engage

in the activities. Therefore, motivation should be the starting point in designing the language learning environment, to involve learners actively in the process.

Students may be differentially receptive to these activities in relation to their motivation styles. A student can be highly motivated to do a task because of his/her curiosity or interest, which is intrinsic motivation or, alternatively, because he or she wants to procure the approval of a teacher or parent, which reflects extrinsic motivation (Ryan & Deci, 2000a, p. 54). Moreover, students' motivation may stem from the need for achievement or a fear of failure or success (Ehrman & Oxford, 1995). In the same way, students' reasons for studying a new language might stem from integrative or instrumental factors, cultural curiosity, travel interests, altruism or intellectual challenge (Oxford & Shearin, 1996). Therefore, it has been suggested that students can be receptive to different instructional activities in relation to their motivation (Schmidt, et al., 1996). In the literature, several researchers sought to discover whether there is a relationship between motivational factors and instructional activity preferences in different contexts.

Schmidt et al. (1996) conducted a study in the Egyptian context, which aimed to find out motivational factors, instructional activity preferences, and reported strategy use and the relationships between these foci. The results indicated that determined learners preferred a balanced approach which refers to the balance between both teacher-fronted and student-centered classrooms with an emphasis on teaching all four skills (listening, speaking, reading, and writing) and appreciated challenging activities. Those students also favored activities that are challenging and arouse curiosity. Moreover, the students who scored high on anxiety preferred the activities based on

remaining silent. Integrativeness and intrinsic motivation did not significantly correlate with any set of instructional activity preferences.

Drawing upon Schmidt et al.'s (1996) study, Hatcher (2000) conducted a similar study with the same research goals in the Japanese university level EFL context. The results (the strongest correlations were indicated in this section) showed that students who reported having integrative motivation and positive attitudes toward the class preferred communicative activities. But, activities that are challenging and have variety also correlated highly with these factors. Additionally, a correlation was revealed between instrumental motivation and communicative activities. Students who had high self-efficacy preferred challenging activities and the students who scored high on self-confidence preferred less grammar focused activities.

The possible relationship between motivation and instructional activity preferences was taken into account in another study by Jacques (2001). The subjects were 21 teachers and 828 students in Spanish, French, and Portuguese classes at the University of Hawai'i at Manoa. The strongest correlations were found between intrinsic motivation and challenging classroom activities. Moreover, the learners who placed high value on cooperativeness favored group work activities. The students who had a high interest in foreign languages and cultures preferred challenging activities. A strong correlation was also found between self-efficacy and challenging activities. Learners with high anxiety favored less challenging activities and instrumental and integrative motivations highly correlated with challenging activities.

Schmidt et al.'s study appeared to be the immediate precursor to another study that was conducted by Schmidt and Watanabe (2001) to explore motivational factors, instructional activity preferences, reported strategy use and the connections between

the three concepts. The participants were 2,089 learners of five different foreign languages (Mandarin Chinese, Filipino, French, Japanese, and Spanish). Unlike the studies mentioned above, this study explored whether the language of students' ethnic heritage is a distinct motivational factor because the participants in this study were studying their heritage languages. The term *heritage language* refers to students' attachments to a language as a part of their own identity and cultural heritage. The instrument that was used in Schmidt et al.'s (1996) study was the basis for this study with significant modifications. For instance, items related to the factor of heritage language were added to the motivation section. The results showed that the factor of cooperativeness correlated with cooperative learning with the strongest correlation and motivational strength and expectancy correlated highly with preferences for challenging activities.

The factor of the heritage language was also the focus in another study that was conducted by Paz (2000) with the aim of identifying the possible relationships between the components of motivation, preferred classroom activities, and learning strategies. The participants in this study were 180 college level heritage learners of Filipino in the United States. The participants who were studying their heritage languages of Filipino favored mostly a practically proficiency-oriented approach. However, in Schmidt and Watanabe's study, the heritage learners of French preferred innovative activities and the learners of Spanish indicated a preference for challenging activities, which addresses the effects of different contexts and different languages on the results. This study also indicated that the students who reported having an interest in any foreign languages and cultures indicated a preference for a practically proficiency-oriented approach in the language classroom.

The studies show that students differ from each other and their activity preferences change accordingly. However, the results also change in these studies because of the contextual differences, which implies that culture is probably a factor that leads to differences among the responses in these studies. Although these studies indicated a direct relationship between these concepts, indeed, the field still lacks research addressing this link in different contexts, which necessitates more research to confirm the possible relationship in different contexts, especially in the university level EFL contexts.

Conclusion

As can be seen from the review of the relevant literature, relatively few studies have been conducted to confirm whether students' motivational components affect their instructional activity preferences. Therefore, more research is needed, especially in the university level EFL context. Even though Hatcher (2000) conducted a study which addressed this link in the university EFL context, the results can change in different contexts. The next chapter will describe a study that were conducted in the Turkish EFL context in order to shed light on the relationship between these concepts, which may contribute to the literature by indicating how these two concepts relate to each other in the Turkish EFL setting.

CHAPTER III: METHODOLOGY

Introduction

This study aims to identify the components of motivation that Turkish university EFL students hold and their preferences for instructional activities. Likewise, this study will shed light on how these two concepts relate to each other in the Turkish setting. It will also find out whether the proficiency level affects the responses toward motivation and instructional activity types. With this study, the researcher attempts to answer the following questions:

1.   What components of motivation do Turkish university EFL students hold?

2.   What are the preferences of Turkish university EFL students for instructional activities?

3.   Is there a relationship between students' motivational profiles and their preferences for instructional activities?

4.   How does language proficiency affect motivation and instructional activity preferences?

In this chapter, the participants and the setting where the study was conducted will be presented. Then, the instrument used for collecting data and data collection procedures will be described. Finally, data analysis procedures will be explained.

Setting and Participants

This study was conducted at Hacettepe University, School of Foreign Languages (HU SFL). This university is a state one where the medium of instruction is either 100 % English or 30 % English depending on the faculty. Six faculties and seven schools require one-year preparatory education for the students in these

departments. At HU SFL, the Department of Basic English provides students with a one-year English preparatory program which aims at improving students' language in terms of four major skills (reading, writing, listening, and speaking) and giving the opportunity for learners to use their language in their educational, social, and academic lives.

At the beginning of the semester, students take a proficiency exam and those who fail in this exam have to pursue this one-year compulsory English program. The students who attend the preparatory program are placed at appropriate proficiency levels from the elementary level to the intermediate level by means of a placement test. In the second term, each group moves up one level.

In this study, the participants were 343 students in total and they were chosen from three different levels (see table 2 and 3). The ages of the participants ranged from 17 to 40 with an average of 19. These students were EFL learners pursuing a one-year preparatory program at the Department of Basic English. The researcher could not choose the participants randomly because the administrative staff decided the classes where the study was conducted.

Table 2 - Distribution of participants by gender

	Frequency	Percent
Male	164	47.8
Female	179	52.2
Total	343	100.0

Table 3 - Distribution of participants by proficiency
level

	Frequency	Percent
Pre-Intermediate.	154	44.9
Intermediate	157	45.8
Upper-Intermediate	32	9.3
Total	343	100.0

Instrument

In this study data were collected through a questionnaire. The questionnaire used in this study was based on that used in Hatcher's (2000) study which explored Japanese EFL learners' motivation, their instructional activity preferences, and strategy use. The instrument used in Hatcher's study was developed from the questionnaire used by Schmidt et al. (1996), based on the expectancy-value model of motivation which has been applied extensively to investigating motivation in academic settings. Hatcher adapted the original questionnaire making necessary changes which stemmed from the differences between his setting (Japan) and that of the original (Egypt).

The questionnaire used in the current study has three sections: Demographic information, the motivation section, and the instructional activity section. Because it was originally prepared in English, the researcher translated it into Turkish so as to ensure that the students could understand the items and answer them easily. Then, the translated form was translated back into English by a colleague. Both English versions of the questionnaire were compared by a native speaker of English in order to identify any problems in the translated form. Finally, two Turkish colleagues were asked to evaluate the final version of the questionnaire to check for ambiguous items.

Before administering the questionnaire in a large scale form, it was piloted at HU SFL, with 59 students from pre-intermediate and intermediate levels, so as to check the internal consistency of the questionnaire using the Statistical Package for Social Sciences (SPSS) program. Thus, with the help of feedback received from the students participating in the pilot study, necessary revisions such as rewording items, adding new ones, deleting irrelevant ones, and amending ambiguous wordings could be made.

In the pilot study, the motivation section had 76 items, including 13 subscales. Because the Cronbach's alpha score should not be lower than .6 in a scale, the ineffective items which decreased the reliability scores of the related scales were deleted. In the actual study, 56 items were asked with 12 subscales in the motivation section (see Appendix A). Once the data for the main study had been collected, factor analysis indicated that 13 items did not load strongly on any broader motivational type. For this reason, these items were also not included in the main analysis. In the motivation section, the following subscales (13 items eliminated were also indicated in these subscales) were used:

Table 4 - Subscales in the motivation section

Subscales	Items
Intrinsic Motivation, statements expressing enjoyment of language learning	8-10-39-50-55-56
Extrinsic Motivation, statements related to financial, social or other pragmatic benefits of language learning	9-12-32-37
Integrative Motivation, statements about being able to interact with the target group	15-22-36-41
Interest in Foreign Languages and Culture, in general (not a specific language)	1-7-24-25-27
Competitiveness, statements about the desire of doing better than the other learners	5-35-52
Cooperativeness, statements concerning a cooperative relationship between learners and the teacher	21-23-30-42-54
Task-value, the value of the language course (finding the course as valuable or necessary or positive attitudes toward the course)	3-11-18
Expectancy, student's belief that s/he can do well or get high grades	16-34-47
Language Aptitude, learners' own perception of his/her aptitude for language skills or language learning	4-29-33-40
Attitudes, toward the target group or language	2-19-20-43-49-51
Anxiety, statements about test, speaking anxiety or fear of negative evaluation of the teacher	6-13-28-44-46-48-53
Motivational Strength, statements of one's intention to put his/her best effort into learning the language	14-17-26-31-38-45

The instructional activity section had 24 items in the pilot study with five scales. Based on piloting, necessary changes were made including item

deletion/addition to the related scales. In the final study, 25 items were asked with five

subscales (see Appendix A). The following table indicates the related subscales:

Table 5 - Instructional Activity Section

Subscales	Items
Practical Proficiency Orientation, statements concerning individual's tendency towards fundamental communicative functions which are among the necessities of language learning	1-3-5-8-10-13-16-25
Cooperative Learning, statements emphasize both group and pair work activities	9-18-24
Innovative Approaches, statements of being the inclusive of approaches which have been recently introduced in the field of language learning, such as computer assisted instruction, the use of authentic materials	2-6-15-19
Challenging Approaches, statements related to learning activities and materials which are at a sufficiently difficult level to elicit appropriate student learning efforts	4-11-21-22-23
Traditional Approach, statements represent the traditional aspect of language teaching in terms of focusing on grammar teaching or students' not being active in the language process	7-12-14-17-20

For the statements on the survey, a four-point Likert-scale was employed

because, as suggested by Hatcher (2000), eliminating the neutral response may elicit

more consideration of the items. The range of the items was from (1) *strongly*

disagree, (2) *disagree*, (3) *agree*, and (4) *strongly agree*. In the next section, data

collection procedures will be presented.

Procedure

Following the pilot study, the necessary changes were made mentioned above and the questionnaire was administered to the classes. The researcher did not participate in the data collection procedures, but the class teachers who conducted the study were informed about the aim of the study and the time needed to complete the questionnaire. Then, the collected data were entered into the SPSS program in order to analyze the findings.

Data Analysis

The quantitative data collected from the questionnaire were analyzed in different ways through the SPSS program in order to seek answers to the research questions. The first step was the factor analysis, which is "a collection of statistical procedures which allow a researcher to take a large number of variables and discover a smaller number of underlying relationships (" factors ") which represent the relationships between original variables" (Hatch & Lazaraton, 1991, cited in Hatcher, 2000, p. 22). The factors extracted from the analysis formed the basis of the scales used in the motivation and instructional activity sections. Then, descriptive statistics were used to determine learners' motivational styles and their preferences for activity types.

Regarding the third question, the relationship between motivational components and learners' instructional activity preferences were determined by correlation tests run for the motivation and instructional activity preference factors identified by factor analysis. For the last question, Kruskal-Wallis tests were used to reveal the differences in the motivational styles and instructional activity preferences

of students from different proficiency levels. Lastly, Mann Whitney tests were run to compare the individual groups in terms of examining the possible affects of proficiency on the two foci.

Conclusion

This chapter has presented the participants and the setting in which this study was conducted, and the instrument used for collecting data. Moreover, it has described data collection and analysis procedures. In the next chapter, the findings will be examined and the results will be discussed in detail.

CHAPTER IV: DATA ANALYSIS

Introduction

This study aimed to identify the components of motivation that Turkish university EFL students hold and their preferences for instructional activities and how these two concepts relate to each other in the Turkish setting. In addition, this study aimed to indicate whether the proficiency level is a differentiating variable that affects the responses of the students toward motivation and instructional activity sections. With this study, the researcher attempted to answer the following questions:

1. What components of motivation do Turkish university EFL students hold?

2. What are the preferences of Turkish university EFL students for instructional activities?

3. Is there a relationship between students' motivational profiles and their preferences for instructional activities?

4. How does language proficiency affect motivation and instructional activity preferences?

The data were collected through a questionnaire with three sections, namely, demographic information, motivation, and instructional activity sections. The collected data were entered to the SPSS program for quantitative analysis. Firstly, the data were analyzed to extract underlying factors for each section to be used as the basis for the scales. Then, the average scores of each scale in each section were ascertained to find out the components of motivation and instructional activity preferences and the items in these scales were examined indicating frequency scores. Correlations were run to find out how the two concepts related to each other. Lastly, Kruskal-Wallis tests were

used to reveal the differences among proficiency levels in terms of motivational components and instructional activity preferences. Then, Mann Whitney tests were run to compare individual groups in terms of these concepts. In the following section, the results of the study will be indicated.

Results

The data from the two sections of the questionnaire (motivation and instructional activity preferences) were analyzed separately. Firstly, factor analysis was conducted to extract factors underlying the original scales, since the questionnaire adopted in this study did not provide adequate reliability ratings, so a set of scales that was more reliable for the participants was needed in this study. Thus, a large number of items were reduced into smaller sets of factors and the related items were interpreted as representing an underlying construct. The constructs revealed in the factor analysis can then be considered to be the components of Turkish EFL learners' motivation structure.

Principal Component Analysis (PCA) was conducted using SPSS 11.5. For the rotation method, Oblimin with Kaiser Normalization was used. Factors were extracted on the basis of the following criteria:

1. Factors had eigenvalues of minimum score 1.0

2. Each factor had a minimum loading on its scale of .30

3. The interpretability of the factors in different solutions

   a- When an item loaded on more than one factor, the item was analyzed in the factor which it suited more.

b- The combinations of the items should be interpretable; that is, the whole construct should be meaningful.

c- When an item loaded on just one factor which it was not consistent with in meaning, the item was eliminated from that factor and accordingly from further analysis.

4. The reliability scores with a minimum .55 Cronbach alpha score

5. The correlation scores of the items that loaded on different factors (when an item overlapped in more than one factor, the higher correlation score was taken into account.)

6. Scree plots were used to confirm decisions.

On the basis of these criteria, motivation and instructional activity factors were determined. In the following section, these factors are indicated.

Motivation factors

A nine-factor solution was chosen for this section and the factor solution accounted for 50.22 % total variance in the survey data and these factors were used as the basis for the scales.

Factor 1 drew seven statements from four different subscales. However, two items (item 17, *I will continue to study English after I graduate from university,* and item 40, *I am good at grammar*) were eliminated from this factor because these items were also included in other factors with higher correlation scores. The items of this factor were largely derived from the scale of motivational strength, which demonstrates positive attitudes toward class. Therefore, this factor has been labeled "*Positive attitudes toward class*".

Table 6 - Factor 1/Positive attitudes toward class (.75 α)

Items	Original Scales	Loading
26. I intend to have very good attendance in English class.	Motivational S.	.567
31. I learn something new everyday in English class.	Motivational S.	.392
38. This class is a good opportunity to learn English.	Motivational S.	.649
39. I sometimes wish English class would continue even after it is finished.	Intrinsic M.	.331
11. I like the content of English class.	Task Value	.313

Note: S=Strength, M=Motivation

Factor 2 drew 10 items from four scales. One item (Item 13, *When I take an English exam, I feel uneasy*) was not analyzed in this factor because this item is more interpretable in another factor (anxiety factor). The rest of the items seem to represent a focus on the individual's ability or beliefs in accomplishing a task or learning English, so this factor has been labeled *Self-efficacy*. According to Pajares (1995), self-efficacy determines not only how much effort is expended on tasks or how long one persists, but also how much enjoyment one gains and how resilient one is in the face of failure. Therefore, item 8, which is related to having enjoyment of learning English, was not eliminated from this factor since self-eficacy beliefs may lead someone to enjoy from tasks they he/she engages in. Table 7 indicates the related items on this scale:

Table 7 - Factor 2/Self-efficacy (.78 α)

Items	Original Scales	Loading
4. I am not good at learning English. (RC)	Aptitude	-.703
8. I think learning English is very enjoyable.	Intrinsic M.	-.346
16. English class is too difficult for me. (RC)	Expectancy	-.676
29. I am good at learning English.	Aptitude	-.727
33. I am good at guessing the meaning of new words.	Aptitude	-.710
34. I expect to do well in this class because I am good at learning English.	Expectancy	-.814
40. I am good at grammar.	Aptitude	-.405
47. English class is easy for me.	Expectancy	-.659
48. I think I can learn English well, but I do not perform well on tests and examinations.	Anxiety	.365

Note: M=Motivation, RC= Reverse-coded

Factor 3 has been labeled "*Cooperativeness*" because all three items were derived from the same scale, namely, cooperativeness. All these items reflect a desire to work with others in the class and to have a good relationship with others.

Table 8 - Factor 3/ Cooperativeness (.73 α)

Items	Original Scales	Loading
21. My relationship with the other students in English class is important to me.	Cooperativeness	-.755
23. I enjoy working with other students.	Cooperativeness	-.541
30. It is important to have a good relationship with the other students in English class.	Cooperativeness	-.829

Factor four had six items from four subscales. The items came from integrative motivation, interest in foreign languages, intrinsic motivation, and attitudes toward target community and language scales. Item 56 (*I would take English class even if it*

were not required) from the intrinsic motivation subscale was not analyzed in this factor because it correlated more strongly with another factor.

This factor reflects not only integrative motivation related to interacting and integrating with the target community but also the attitudes toward the target language, which seems slightly different from integrative motivation (*Items 20, and 25*). Therefore, this factor has been labeled "*Attitudes toward target community/language*", rather than integrative motivation.

Table 9 - Factor 4/Attitudes toward target community and language (.57 α)

Items	Original Scales	Loading
2. I think Americans are very friendly.	Attitudes toward Target C./L.	.499
20. Speaking English is cool.	Attitudes toward Target C./L.	.602
22. I am learning English because I want to live in an English-speaking environment.	Integrative M.	.553
25. English is important to me because it will broaden my view.	Interest in Foreign L.	.319
41. I am learning English because I want to have English-speaking friends.	Integrative M.	.376

Note: C=Culture, L=Language, M=Motivation

Five items from three subscales loaded on factor five. The items were from extrinsic motivation, integrative motivation and anxiety subscales. However, items from integrative motivation (*It is important to study English to be able to interact with English speakers*) and anxiety (*I think I can learn English well, but I do not perform well on tests and examinations*) subscales correlated higher in other factors; therefore, they were not included in this factor. All three items from the extrinsic motivation subscale refer to one's learning language because of pragmatic or financial reasons

with a strong instrumental orientation (Schmidt et al., 1996). Therefore, this factor has

been labeled "*Instrumental motivation*".

Table 10 - Factor 5/Instrumental motivation (.60 α)

Items	Original Scales	Loading
9. If I am good at English, I can get a better job.	Extrinsic M.	.479
32. Being able to speak English will improve my social status.	Extrinsic M.	.450
37. Increasing my English skill will have financial benefits for me.	Extrinsic M.	.760

Note: M=Motivation

The three items loaded on factor 6 were derived from the scale of

competitiveness related to one's desire for doing better than others; therefore, this scale

has been labeled with this name.

Table 11 - Factor 6/Competitiveness (.74 α)

Items	Original Scales	Loading
5. Getting a better grade than other students is important to me.	Competitiveness	.804
35. I learn English better when competing with other students.	Competitiveness	.760
52. I want to do better than the other students in English class.	Competitiveness	.756

Six items loaded on factor seven were from the anxiety subscale; therefore, this

factor has been called "*Anxiety*". Table 12 shows the items in this factor.

Table 12 - Factor 7/Anxiety (.76 α)

Items	Original Scales	Loading
6. I worry that other students will laugh at me when I speak English.	Anxiety	.817
13. When I take an English exam, I feel uneasy.	Anxiety	.310
28. It is embarrassing to volunteer answers in English class.	Anxiety	.711
44. I feel uncomfortable when I have to speak in English class.	Anxiety	.764
46. I feel more uncomfortable in English class than in other classes.	Anxiety	.469
53. I do not want to speak often in English class because I do not want the teacher to think I am a bad student.	Anxiety	.508

Four items from two subscales loaded on factor eight. Items came from interest in foreign languages and integrative motivation subscales. This factor seems to represent a desire to engage with other cultures, in particular, the English-speaking community. Item 1 is related to foreign culture in general, rather than the target culture in particular. However, it was analyzed in this factor, as Gardner et al. (1997) and Dörnyei (1990) suggest that integrativeness also includes having an interest in foreign languages. Therefore, this factor has been labeled "*Integrativeness*". The related items are presented in table 13:

Table 13 - Factor 8/Integrativeness (.63 α)

Items	Original Scales	Loading
1. I am interested in foreign cultures.	Interest in F. L.	.691
7. Interacting with people from other cultures is enjoyable (especially with English speakers).	Interest in F. L.	.600
15. I want to be closer to the culture of this language.	Integrative M.	.589
36. It is important to study English to be able to interact with English speakers.	Integrative M.	.528

Note: F=Foreign, L=Learning, M=Motivation

Factor nine drew five items from three different subscales (intrinsic motivation, interest in foreign languages, and motivational strength). This factor has been labeled "*Determination*", because the items reflect one's motivational strength and intention for learning a language. Table 14 shows the related items:

Table 14 - Factor 9/Determination (.67 α)

Items	Original Scales	Loading
14. I will truly put my best effort into learning English.	Motivational S.	.437
17. I will continue to study English after I graduate from university.	Motivational S.	.450
24. I want to learn other foreign languages apart from English, also.	Interest in F. L.	.485
45. I often think about how I can learn English better.	Motivational S.	.670
56. I would take English class even if it were not required.	Intrinsic M.	.357

Note: F=Foreign, S=Strength, L=Learning, M=Motivation

Forty three items loaded on nine factors and thirteen items were ignored because these items did not load on any factors or meet the criteria to extract underlying factors. Thus, these items were not included in subsequent analysis.

Instructional activity factors

Oblimin with Kaiser Normalization rotation was used and four factors were identified which together accounted for 36.51% of the variance in the survey data and these were used as the basis for the scales.

Factor one derived seven items from three different subscales. Items came from innovative approach, challenging approach, and practical proficiency orientation subscales. Item 21 from the scale of challenging approach was not analyzed in this factor, because it also loaded on factor 4, and is more interpretable in that factor. The rest of the six items seem to share a communicative focus which emphasizes using English to improve communicative abilities. Therefore, this factor has been labeled *"Communicative Focus"*. Table 15 indicates the related items:

Table 15 - Factor 1/Communicative focus (.71 α)

Items	Original Scales	Loading
3. Pronunciation should be an important focus in English class.	Practical proficiency O.	.537
5. Activities in English class should help the students improve their abilities to communicate in this language.	Practical proficiency O.	.640
8. Listening comprehension and speaking should be the focus in English class.	Practical proficiency O.	.661
16. I want to study English that is useful for communication.	Practical proficiency O.	.682
19. I like tasks which help me to communicate with with native speakers outside of class.	Innovative A.	.596
25. If there is something students don't understand, they should ask questions.	Practical proficiency O.	.420

Note: O=Orientation, A= Approach

Factor two had three items from the same subscale, *traditional approach*, which emphasizes the teacher-centered method in which grammar or reading skills are taken into account. Therefore, this factor has been labeled with this name.

Table 16 - Factor 2/Traditional approach (.61 α)

Items	Original Scales	Loading
12. Reading should be emphasized in English class.	Traditional A.	.445
17. Accuracy in grammar should be the focus of English class.	Traditional A.	.822
20. Grammar should be emphasized in English class.	Traditional A.	.881

Note: A= Approach

Factor three drew four items from two different subscales. The items were from cooperative learning and innovative approach subscales. However, the item from the innovative approach scale is not interpretable within the scale; therefore, it is eliminated from the scale (*I enjoy doing new and different things in English class*). Since all the items share cooperative learning, this item has been labeled "*Cooperative Learning*".

Table 17 - Factor 3/ Cooperative Learning (.63 α)

Items	Original Scales	Loading
9. In class, I prefer working alone rather than with other students (RC).	Cooperative L.	.772
18. I like English learning activities in pairs or small groups.	Cooperative L.	.709
24. Group activities and pair work in English class are a waste of time (RC).	Cooperative L.	.745

Note: RC= Reverse-coded, L= Learning

Factor four derived four items from two different subscales. The items belong to innovative approach and challenging approach subscales. All of the statements loading on this factor involve activities that might be challenging for students because these activities might force them to use the target language in class. However, one item (*Learning about American lifestyle and behavior is very important in this class*) from the innovative approach subscale is not consistent in meaning with other items in this factor; therefore, it is eliminated from this factor. The reason for labeling item 22 as challenging is that students may be accustomed to dealing with certain types of activities which may not require them to actively participate. However, this item is about preferring a class in which students actively engage in different types of the activities, which might be found challenging since this will force students to go beyond their current level. The rest of the items have been called *Challenging Approach*. Table 18 shows the items loaded on this factor:

Table 18 - Factor 4/ Challenging approach (.56 α)

Items	Original Scales	Loading
11. I prefer listening rather than being forced to speak in English class (RC).	Challenging A.	.597
21. I want only English to be the means of communication in English class.	Challenging A.	.347
22. I prefer English classes with lots of activities that allow me to participate actively.	Challenging A.	.388

Note: A=Approaches, RC= Reverse-coded,

Fifteen items loaded on four factors, in total; therefore, ten items were ignored because these items did not meet the criteria to extract underlying factors. Thus, these

items were not included in further analysis. In the next section, the students'

motivation components revealed in factor analysis are indicated.

What components of motivation do Turkish university EFL students hold?

The purpose of this question is to determine the motivational styles that

Turkish university EFL students hold since motivation can be multifaceted and

students can differ from each other in terms of their motivational styles.

Each student's overall score for each of the nine motivational scales was

calculated as the mean of their scores on each of the items in the scale. Thus, for

example, each student's score for 'instrumental motivation' was the mean of their

scores for items 9, 32, and 37.

Table 19 indicates the average scores for each of these composite scales (since

the scores for each scale are themselves an average of the individual items in the scale,

in terms of individual items, this is an 'average of the averages'). Kolmogorov-

Smirnov and Shapiro-Wilk tests showed that scores for each scale were not normally

distributed across students. For this reason, the median is used to indicate the central

tendency for each scale. Based on these findings, which motivational components were

stronger or which ones were not very effective could be suggested for these students.

Table 19 indicates the median scores of each scale:

Table 19 - The median scores of the factors in the motivation section

Motivational subscales	Median
Instrumental motivation	3.3
Integrativeness	3.0
Determination	3.0
Cooperativeness	3.0
Positive attitudes toward class	2.6
Self-efficacy	2.5
Competitiveness	2.3
Attitudes toward target community and language	2.2
Anxiety	2.1

This table indicates that the most important component is *Instrumental motivation*. It can be inferred that students in this population largely wanted to learn English for external benefits. Then, *Integrativeness,* addressing the interest in the target culture and community, *Determination,* indicating one's intention for learning a foreign language, and *Cooperativeness* also appeared as important components for the students in this context.

As for the scales which had the lowest median scores, students did not seem to have anxiety toward learning English. Moreover, students did not seem to have positive attitudes toward the target community and language.

Although these median scores give an idea about what components of motivation students reported having, it is necessary to analyze these scales in more detail to indicate which items had the highest or lowest frequency scores. Even though a scale has a high median score, the scores for particular items in that scale can change since different dimensions can be reflected within a single scale. Therefore, indicating the frequency scores of each item can help to gain a clear insight as to which particular

statements and accordingly dimensions in a scale were the most important indicators of

that particular motivational component. Table 20 presents the frequency scores of

items in the *Instrumental motivation* scale:

Table 20 - Students' responses to the items in the instrumental motivation scale

Items	SA %	A %	D %	SD %	M
37. Increasing my English skill will have financial benefits for me.	46.4	48.1	4.3	1.2	3.0
9. If I am good at English, I can get a better job.	68.8	24.2	5.2	1.7	4.0
32. Being able to speak English will improve my social status.	32.4	49.3	14.6	3.8	3.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median, %=Percentage, Number of Students= 343

This table indicates that although there is not a clear-cut difference between the

items in this scale, item 37 has the highest level of agreement (Strongly Agree + Agree

= 94.4%). They evaluated getting financial benefits from learning English as the most

important reason for learning it. The similar reason was also stated in item 9 with

different expressions, so their frequency scores are very similar. As for item 32, it can

be seen that this item attracted far more "Disagree" or "Strongly Disagree" responses

(18.4%). But, in general, all three items reflect nearly the same dimension, which is

learning English to get external benefits, and the frequency scores of each item are

very high.

Another scale which had a high median score is the component of

Integrativeness. The students' responses to this factor are indicated in table 21:

Table 21 - Students' responses to the items in the integrativeness scale

Items	SA %	A %	D %	SD %	M
7. Interacting with people from other cultures is enjoyable (especially with English speakers).	45.8	48.1	5.2	0.9	3.0
36. It is important to study English to be able to interact with English speakers.	37.9	47.8	12.0	2.3	3.0
1. I am interested in foreign cultures.	17.8	58.0	16.9	7.3	3.0
15. I want to be closer to the culture of this language.	23.0	39.1	29.7	8.2	3.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median %=Percentage, Number of Students= 343

This table indicates that item 7, which is related to interacting with other cultures, is the most important motivational determinant in this scale since a very high percent of students (93.9%) agreed with this statement. Item 15 refers to having a desire for being closer to the culture of the target language and it has the lowest frequency scores in the agreement range (62.1%). In fact, these two items seem to have common points in that both of them are related to attitudes toward foreign/target cultures. However, item 15 is directly related to getting closer to the culture of the target community rather than finding interacting with the target community enjoyable. Item 15 seems to represent a greater desire for integrativeness than the rest, which might lead to the rejection of this item by some of the students.

Another motivational component which students hold is *Determination*. Table 22 presents students' responses to the items in this scale:

Table 22 - Students' responses to the items in the determination scale

Items	SA%	A%	D%	SD%	M
24. I want to learn other foreign languages apart from English, also.	48.7	41.4	5.8	4.1	3.0
14. I will truly put my best effort into learning English.	26.2	56.6	14.6	2.6	3.0
45. I often think about how I can learn English better.	25.7	55.4	15.5	3.5	3.0
17. I will continue to study English after I graduate from university.	24.8	52.8	17.5	5.0	3.0
56. I would take this English class even if it were not required.	21.0	42.9	19.8	16.3	3.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median
%=Percentage, Number of Students= 343

This table indicates that the majority of the participants positively responded toward the items related to one's intention to put the best effort into learning English, to keep up with the course. However, item 24 has the highest "Strongly Agree" and "Agree" frequency scores, which is related to having a desire for learning other foreign languages (90.1%). Item 56 is the least frequently endorsed item; that is, 36.1% of the students rejected taking English if it were not compulsory. Item 17, which is about the continuation of learning English after the compulsory education, also confirms this finding in that it has the second lowest frequency scores in the agreement range. This shows that most of the students seem to be determined to learn English and improve themselves by putting their efforts in learning English; however, some of the students did not want to take English class or to continue their education if it were not required.

The last scale which had one of the highest median scores is *Cooperativeness*. Table 23 presents students' responses toward the items in this scale:

Table 23 - Students' responses to the items in the cooperativeness scale

Items	SA%	A %	D %	SD%	M
23. I enjoy working with other students.	10.8	68.5	16.0	4.7	3.0
30. It is important to have a good relationship with the other students in English class.	10.5	64.1	19.8	5.5	3.0
21. My relationship with the other students in English class is important to me.	12.8	59.2	21.0	7.0	3.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median %=Percentage, Number of Students= 343

According to this table, although the median scores of the items are the same with other scales which had high median scores, there are not any items with 90% and above of the students agreed in this scale, which is different from other scales (above). But the percent of the students who showed agreement on these items is still very high. The most important motivational indicator in this scale is about enjoying working with others. The majority of the students agreed with this statement (79.3%). The other two items reflect more or less the same opinions with item 23; that is, items 21 and 30 are related to attaching importance to having a good relationship with others and nearly the same percent of the students with item 23 positively responded to these items. However, as can be seen, 25-30% of the students rejected these three items. This shows that some learners still wanted to work individually.

Although these four scales have the highest median scores, the scale of *Positive attitudes toward class* can also be considered to be an important motivational component for the students since the median score of this scale is high. The following table indicates the frequency scores of each item in this scale:

Table 24 - Students' responses to the items in the positive attitudes toward class scale

Items	SA%	A %	D %	SD%	M
38. This class is a good opportunity to learn English.	28.9	50.4	15.7	5.0	3.0
31. I learn something new every day in English class.	16.3	61.5	18.1	4.1	3.0
26. I intend to have very good attendance in English class.	17.2	53.6	23.0	6.1	3.0
11. I like the content of this English class.	6.4	39.9	44.9	8.7	2.0
39. I sometimes wish English class would continue even after it is finished.	6.1	11.7	33.5	48.7	2.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median
%=Percentage, Number of Students= 343

Table 24 shows that the students seem to evaluate that the courses at the university are good opportunities for learning English because this was the item (38) which student agreed with the most in this scale (79.3%). Items 26 and 31 also reflect learners' positive feelings toward the class. But, although the students reflected having a positive outlook towards the class, a small majority of the students did not report liking the content of the English class by disagreeing with item 11 (53.6%). Moreover, most of the students did not state having a desire for continuing the class even it is finished because these students disagreed with item 39 (82.2%). This suggests that the students evaluated English classes to be beneficial and necessary, but they did not have a strong positive feeling toward their current classes or they did not seem to enjoy learning English in class.

As for the self-efficacy factor, although there are nine items in this scale, two sets of items were analyzed together. That is, the reverse coded items were combined in another subscale and their frequency scores were determined by analyzing each set

of the items together (*items 4/29 and 16/47*). The frequency scores were indicated in table 25:

Table 25 - Students' responses to the items in the self-efficacy scale

Items	SA %	A %	D %	SD %	M
40. I am good at grammar.	8.2	53.6	28.9	9.3	3.0
4/29. I am good at learning English.	11.9	49.4	30.7	7.4	3.0
34. I expect to do well in this class because I am good at learning English.	7.9	50.7	31.8	9.6	3.0
48. I think I can learn English well, but I do not perform well on tests and examinations.	16.9	35.9	39.1	8.2	3.0
8. I think learning English is very enjoyable.	16.9	34.7	35.9	12.5	3.0
16/47. English class is too easy for me.	10.7	41.10	36.15	11.9	2.5
33. I am good at guessing the meaning of new words.	5.0	43.4	43.7	7.9	2.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median, %=Percentage, Number of Students= 343

According to this table, it is clear that although the majority of the students agreed with most of the items, learners do not seem to have much self-efficacy since the frequency scores of the items in the agreement rate are not very high. The most important indicator of their self-efficacy is that they also reported that they believed in their abilities in grammar because most of the students felt that they were good at grammar, which is the most frequently endorsed item (61.8%). Students seem to believe in their capacities in learning English by giving positive responses toward items 4/29 and 34, which shows learners' self-efficacy.

Item 48 indicates that even though the number is not very high, some students believed that they could learn English, but they thought they did not perform well on the exams (52.8%). This suggests that these students believed in their capacities in

learning English, but they did not think they could reflect their abilities in the exams, which might stem from exam anxiety. Moreover, some learners did not think that they were capable of guessing the meanings of the new words since the related item was rejected by 51.6% of the students.

Although these components (above) had higher mean scores, which reflect the motivational components that students hold, three scales had very low median scores. Table 26 indicates the frequency scores of the items in the *Competitiveness* scale, which has a relatively low median score.

Table 26 - Students' responses to the items in the competitiveness scale

Items	SA %	A %	D %	SD %	M
52. I want to do better than the other students in English class.	12.2	46.9	31.8	9.0	3.0
5. Getting a better grade than other students is important to me.	13.4	38.8	38.8	9.0	3.0
35. I learn English better when competing with other students.	7.0	29.7	44.9	18.4	2.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median, %=Percentage, Number of Students= 343

As can be seen from table 26, there is an apparent conflict between scores for the scale and scores for the individual items (see table 19). That is, overall median score of the scale is 2.3, whereas the average scores of the individual items are mostly three. This is because the median of students' scores for each individual item was analyzed here; however, table 19 shows the median on their mean scores for the scale as a whole.

Table 26 indicates that a small majority of the students seem to want to be better than the others in class by responding their positive attitudes toward item 52;

however, the agreement rate is not very high (59.1%). Item 5 also confirms this finding in that some students showed their positive attitudes toward competing with others in class (52.2%). Hence, it can be considered that competitiveness can be a motivational determinant for some of the learners in this context. But, although a small majority of the students wanted to compete with each other, some learners did not feel that this was the best way of learning English because the related item was rejected by these students (63.3%).

The scale of *Attitudes toward target community and language* has a relatively low median score and students' responses toward the items in this scale are indicated in table 27:

Table 27 - Students' responses to the items in the attitudes toward target community and language scale

Items	SA%	A%	D%	SD%	M
25. English is important to me because it will broaden my view.	30.6	48.7	15.5	5.2	3.0
20. Speaking English is cool.	7.9	30.0	37.9	24.2	2.0
22. I am learning English because I want to live in an English-speaking environment.	5.5	17.8	51.3	25.4	2.0
41. I am learning English because I want to have English-speaking friends.	2.3	19.5	52.8	25.4	2.0
2. I think Americans are very friendly.	2.6	18.4	52.8	26.2	2.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median, %=Percentage, Number of Students= 343

This table shows that most of the students disagreed with nearly all items in this scale, which might be an indication of not having positive attitudes toward the target community and language. A large majority of the students (79%) rejected the idea of finding Americans to be very friendly and this was the item which students

disagreed with the most in the scale. This is also true for the other items in the scale

which are directly related to the attitudes toward the target community and language

since similar items (22 and 41) were rejected by most of the students. Only item 25 has

high frequency scores with 79.3% agreement. However, this item is not about the

attitudes toward the target community, but finding about the world itself using English.

That is, this item reflects using English to broaden the horizons.

The scale of anxiety which had the lowest median score is examined in table 28

to indicate how the students responded to the items in this scale.

Table 28 - Students' responses to the items in the anxiety scale

Items	SA%	A %	D %	SD%	M
13. When I take an English exam, I feel uneasy.	17.8	43.1	33.5	5.5	3.0
44. I feel uncomfortable when I have to speak in English class.	10.5	30.3	45.8	13.4	2.0
46. I feel more uncomfortable in English class than in other classes.	9.3	25.7	46.4	18.7	2.0
6. I worry that other students will laugh at me when I speak English.	7.9	25.7	41.7	24.8	2.0
28. It is embarrassing to volunteer answers in English class.	5.5	16.5	48.4	29.7	2.0
53. I do not want to speak often in class because I do not want the teacher to think I am a bad student.	4.1	17.5	53.6	24.8	2.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median
%=Percentage, Number of Students= 343

According to table 28, nearly all items except item 13 were rejected by the

majority of the students and these items reflect one particular dimension of the scale,

which is being anxious in the classroom especially in speaking classes. Students thus

showed that they were not anxious about speaking or learning English. As for item 13,

although some students (39%) claimed not to be anxious in exams, the majority of the students (60.9%) agreed with this statement. This suggests that the students did not report being anxious in most of the items directly related to being anxious about learning English, but they felt anxious in the exams. Thus, it can be stated that some learners in this population seem to have exam anxiety.

As it is seen, a large number of the students in this population had high scores in the scales of instrumental motivation, integrativeness, determination, and cooperativeness, which can be considered to be the most important components of motivation in this context. However, they did not report being anxious or consider integrating with the target culture/community to be reasons for learning English. In the next section, students' instructional activity preferences will be presented.

What are the preferences of Turkish university EFL students for instructional activities?

Based on factor analysis, four factors were derived for instructional activities, namely *communicative focus, traditional approach, cooperative learning,* and *challenging approac*h. These factors formed the basis of the subscales in this section.

As in the previous section, each student's overall score for each of the four instructional activity scales was calculated as the mean of their scores on each of the items in the scale. Table 29 indicates the average scores for each of these scales. Kolmogorov-Smirnov and Shapiro-Wilk tests showed that scores for each scale were not normally distributed across students. Therefore, the median scores were analyzed to determine the students' instructional activity preferences reflected in these four scales.

Table 29 - The median scores of the factors in the instructional activity section

Instructional activity subscales	Median
Communicative Focus	3.5
Cooperative Learning	3.0
Challenging Approach	3.0
Traditional Approach	2.6

In light of these findings, it can be noted that the students had a preference for communicative activities although there were not very large differences among the median scores of other subscales. Moreover, they seemed to reject the traditional aspect of teaching in which grammar teaching is emphasized.

These median scores give an idea about which instructional activities were preferred by the students, but it is necessary to analyze these scales in more detail to indicate which items had the highest or lowest frequency scores. Even though a scale has a high median score, learners can agree or disagree with particular items in that scale reflecting different dimensions. Therefore, indicating the frequency scores of each item can help to gain a clear insight as to which particular statements and accordingly dimensions in the scales were the most important indicators of that particular activity type. Table 30 indicates the items in the *Communicative focus* scale:

Table 30 - Students' responses to the items in the communicative focus scale

Items	SA%	A %	D %	SD%	M
5. Activities in English class should help the students improve their abilities to communicate in this language.	56.3	42.6	1.2	0.0	4.0
25. If there is something students don't understand, they should ask questions.	62.1	35.3	1.2	1.2	4.0
16. I want to study English that is useful for communication.	48.7	48.1	3.2	0.0	3.0
19. I like tasks which help me to communicate with native speakers outside of class.	47.5	46.1	5.0	1.5	3.0
8. Listening comprehension and speaking should be the focus in English class.	44.3	49.0	5.8	0.9	3.0
3. Pronunciation should be an important focus in English class.	32.9	53.9	10.5	2.6	3.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree,
M=Median, %=Percentage, Number of Students= 343

The most striking point in this scale is that nearly all items were positively answered by a very high percent of the students (above 90%), showing positive attitudes toward this kind of instruction. In this scale, there are two dimensions to consider. Some of the items (5, 16, 19, and 8) are directly related to communicative-based teaching by emphasizing teaching English that is useful for communication. In this scale, item 5 was the most frequently endorsed item (98.8%). This shows that the most important point for the students is that the activities should be helpful for improving their communicative abilities.

However, items 3 and 25 do not seem to be directly related to communicative-based classes, but they reflect communicative classroom dynamics to some extent. Item 25 is an important aspect of this type of classes since in a communicative class it is expected that there must be a student-teacher interaction and a vast majority of the

students agreed with this statement (97.4%). Most of the students in this population felt that improving communicative abilities was the most important aspect; however, the dialogue between the teacher and the student was also considered to be essential.

In a communicative class, pronunciation may not be considered to be one of the most important components of this type of instruction, but pronunciation helps much to speak fluently because this skill beautifies communicative skills and accordingly it can be a factor that increases learners' self-confidence and esteem to speak in the classroom. For this reason, it can be integrated in a communicative focused syllabus as an integral part of communication, not as a separate drill-based component (Morley, 1996). However, students did not evaluate this aspect as being as essential as the other aspects of communicative type of instruction since the agreement rate of this item is lower than the others (86.8%).

The scale of *Cooperative learning* has the second highest median score. Although it does not have as a high median score as the *Communicative focus* scale, its median score is still very high, which shows the students' positive attitudes toward this kind of activities.

Table 31 - Students' responses to the items in the cooperative learning scale

Items	SA%	A %	D %	SD%	M
24. Group activities and pair work in English class are a waste of time (RC).	42.3	47.2	8.2	2.3	3.0
18. I like English learning activities in pairs or small groups.	18.4	64.1	14.9	2.6	3.0
9. In class, I prefer working alone rather than with other students (RC).	15.7	55.7	23.0	5.5	3.0

Note: RC=Reverse-coded, SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median, %=Percentage, Number of Students= 343

This table indicates that item 24, which is reverse coded, has the highest level of agreement in this scale (89.5%). Because it is a reverse-coded, it means *Group activities and pair work in English class are not a waste of time,* which supports the idea of cooperative learning. The students reported that group or pair work activities are important in their lessons, but not a waste of time. Although the remaining two items were also positively responded to by most of the students, item 9 has slightly lower frequency scores in the agreement range (71.4%). This suggests that even though students had positive attitudes toward working with others, some of the students also preferred individual work in the class, as well.

The scale of *Challenging approach* has also the second highest median score and the frequency scores of each item are indicated in table 32:

Table 32 - Students' responses to the items to the challenging approach scale

Items	SA%	A %	D %	SD%	M
21. I prefer only English to be the means of communication in English class.	30.9	53.9	12.3	2.9	3.0
22. I prefer English classes with lots of activities that allow me to participate actively.	28.8	55.9	12.9	2.0	3.0
11. I prefer listening rather than being forced to speak in English class (RC).	11.7	41.8	36.4	10.0	3.0

Note: RC=Reverse-coded, SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median, %=Percentage, Number of Students= 343

In this scale, although in the first two items there is not a large difference between their frequency scores in the agreement range, item 21 (84.8%) has the highest "Strongly agree" and "Agree" scores. It shows that students would like to have only English spoken; therefore, they can force themselves to speak, which accordingly improves their speaking skills. Nearly the same percent of the students (84.7%) agreed

on item 22. That means, these students positively responded to the activities that allow

students to participate actively and this indicates another dimension of the challenging

approaches because students are required to participate in various types of activities,

which may force them to use English in different situations.

The last item in this scale is item 11, a reverse coded item, with the meaning of

preferring being forced to speak rather than listening in English class. But as opposed

to the results of the previous two items, this item has lower frequency scores in the

agreement range even though a small majority of the students agreed (53.5%) on it.

This shows that some learners did not want to be forced to speak in class.

As for the traditional approach, it can be seen that this scale had the lowest

median score in the instructional activity section. The students' responses toward the

items in this scale are presented in table 33:

Table 33 - Students' responses to the items in the traditional approach scale

Items	SA %	A %	D %	SD %	M
12. Reading should be emphasized in English class.	13.1	53.9	30.9	2.0	3.0
20. Grammar should be emphasized in English class.	8.5	53.9	31.5	6.1	3.0
17. Accuracy in grammar should be the focus of this class.	12.0	47.5	34.4	6.1	3.0

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Median
%=Percentage, Number of Students= 343

As seen from table 33, the median score of each item is three, but the average

score of these three items is 2.6 (see table 29). Thus, it seems the results to be

contradictory to each other. In fact, as explained in the previous section (page 66), this

contradiction stems from the fact that the median of each item was analyzed according

to each student's responses. However, the median of overall scale was revealed by the averages of these three items.

According to table 33, it is certain that most of the students preferred a classroom which the communicative teaching is emphasized. Indeed, it was expected that a large number of students would reject the items in this scale describing a contradictory classroom atmosphere to the communicative one. But, although some of the students rejected these items, most of the students showed a degree of agreement with the items in this scale. Almost 35-40% of the students disagreed with all three items, whereas 60-65% of the students positively responded to these items.

More or less the same number of the students showed agreement to these three items in this scale, but it seems that item 12 is the most important component of this type of instruction. That is, reading was evaluated as the most important aspect of grammar-based instruction by the majority of the students (67%). Then, the other two items, both of which are related to grammar teaching, were favored by nearly the same percent of the students.

Overall, it can be noted that communicative activities were reported to be the most preferred activity types. However, other activity types were also favored with high median scores. In addition, although traditional activities were not preferred by a vast majority of the students, this kind of instruction was still preferred by many students, reflecting students' positive attitudes toward the traditional type of instruction. This shows that learners also felt the need for a grammar focus in the class despite a clear preference for communicative activities.

As seen, the students can differ from each other in terms of their preferences for these activities; however, the students might also differ in terms of preferring these

activities in relation to their motivational components. In the next section, the possible

relationship between these two foci will be presented.

Is there a relationship between students' motivational profiles and their preferences

for instructional activities?

Students with different motivational components may favor some types of

activities over others; therefore, to what extent motivation and instructional activity

preferences relate to each other are indicated in this section. As both motivational and

instructional factors are not normally-distributed, the possible correlations between the

two foci were analyzed using Spearman correlation matrices. A prediction about the

direction of the correlation (i.e. positive or negative) was not made, so correlations

were judged significant at the two-tailed level. Since many motivation scales

correlated with more than one instructional activity type, the strongest correlation of

each motivation scale with each task type will be discussed.

Table 34 - Non-parametric correlations between two foci

	Communicative Focus	Traditional Approach	Cooperative Learning	Challenging Approach
Positive attitudes toward class				
correlation coefficient	.305**	.271**	.220**	.359**
Sig. (two tailed)	.000	.000	.000	.000
Self-efficacy				
correlation coefficient	.286**	.190**	.089	.407**
Sig. (two tailed)	.000	.000	.101	.000
Cooperativeness				
correlation coefficient	.349**	.151**	.457**	.348**
Sig. (two tailed)	.000	.005	.000	.000
Attitudes toward target community/language				
correlation coefficient	.212**	.077	.056	.248**
Sig. (two tailed)	.000	.153	.299	.000
Instrumental motivation				
correlation coefficient	.385**	.216**	.134*	.258**
Sig. (two tailed)	.000	.000	.013	.000
Competitiveness				
correlation coefficient	.246**	.239**	.061	.147**
Sig. (two tailed)	.000	.000	.264	.006
Anxiety				
correlation coefficient	-.092	-.069	-.031	-.308**
Sig. (two tailed)	.087	.285	.568	.000
Integrativeness				
correlation coefficient	.485**	.137*	.200**	.385**
Sig. (two tailed)	.000	.011	.000	.000
Determination				
correlation coefficient	.353**	.214**	.110*	.371**
Sig. (two tailed)	.000	.000	.042	.000

**. Correlation is significant at the 0.01 level (two-tailed)
*. Correlation is significant at the 0.05 level (two-tailed)

Table 34 indicates that there are many correlations between motivational profiles and instructional activity preferences. For example, nearly all motivational factors were associated with preferences for the factors of *Communicative Focus* and *Challenging Approach*. But the effect sizes of the correlations are not the same with all

activity types in each motivation component. Some of the correlations are much stronger than the others.

The first factor examined is *Positive attitudes toward class*. Although it had correlations with different activity scales, the strongest correlation was with the challenging activities, $r_s = .35$, p (two-tailed) < .000. This shows that the students who had an intention to put their efforts into language learning because of their positive feelings toward English classes favored challenging activities.

The second factor is *Self-efficacy* and the findings indicate that there was a significant correlation between self-efficacy and challenging activities, $r_s = .40$, p (two-tailed) < .000. This means that those who had strong beliefs in their abilities to accomplish a task or learning English favored more challenging activities to improve themselves.

As for the *Cooperativeness* factor, the strongest correlation was revealed with cooperative learning, $r_s = .45$, p (two-tailed) < .000. In fact, this finding is not surprising because the students who mostly agree with the statements from the cooperativeness subscale could be expected to have a preference for cooperative learning. Thus, the results confirm this with a significant correlation.

The fourth factor is *Attitudes toward target community and language*. Although this factor does not have as high correlation scores as the other scales described above, the strongest correlation was with the challenging approach, $r_s = .24$, p (two-tailed) < .000. This correlation may suggest that interaction or integration with native speakers, which are the bases of this scale, can be difficult for students since interacting with

native the target community require learners to use language in a real-life setting. Therefore, students seem to force themselves to improve their skills through challenging activities which may enable them to go beyond their current level with suffient challenge in class.

The *Instrumental motivation* factor had a significant correlation with communicative focus, $r_s = .38$, p (two-tailed) $< .000$. This implies that the students who evaluated learning English as getting financial benefits largely favored the communicative focused classes. The students seem to consider that the activities that enable learners to use language communicatively can help them to have financial benefits, such as getting a better job.

Competitiveness also correlated with the communicative focus factor, even though the score is not very high, $r_s = .24$, p (two-tailed) $< .000$. In fact, this finding is very interesting in that communicative teaching enables learners to have a good relationship with others because the activities are largely based on group or pair work which are employed in a cooperative environment. However, contradictory results were revealed in the sense that the students who reported having a desire for being better than others seem to improve their communicative abilities.

As for the *Anxiety* factor, a logical correlation was found in that anxiety negatively correlated with challenging activities, $r_s = -.30$, p (two-tailed) $< .000$. This suggests that the greater anxiety learners have, the less challenging activities they prefer, since anxiety might lead to have less confidence and thus students who have a high level of anxiety might prefer less challenging activities.

A significant correlation was also revealed between *integrativeness* and communicative focus factors, $r_s= .48$, *p* (two-tailed) < .000, indicating that the students who wanted to interact with English speaking communities preferred communicative-focused activities.

Determination, which is the last factor examined, had a significant correlation with challenging activities $r_s= .37$, p (two-tailed) < .000. This result shows that those who had motivational strength and intention for learning English seem to improve their language because challenging activities will force learners to exceed their current level and these activities can be best achieved by those who are determined to learn a language.

Through all these correlations, it can be stated that students' motivation was multifaceted and accordingly they had different preferences for instructional activities. However, as it is seen, most of the motivational components correlated strongly with other types of activities, as well (table 34), and communicative and challenging activities had strong correlations with almost each motivation component. Its reason might be that these motivation styles are closely related to each other. Even though these styles reflect different dimensions of motivation, all types are parts of a single construct, motivation, and they are all about 'being motivated'.

For this reason, there is not a large difference between learners' activity preferences in different motivation styles. Someone who scores high on *any* of the motivation factors is likely to prefer these activity types than someone who scores low. Thus, it can be concluded that motivation type does not seem to have a very strong effect on instructional activity preferences most of the time.

But as seen above, each motivation component had the strongest correlations with different activity types. Some activity types were favored more than the others in each motivation factor, which creates differences across the groups in terms of their preferences for instructional activity types. In the next section, the two foci will be analyzed considering the proficiency levels.

How does language proficiency affect motivation and instructional activity preferences?

To determine whether proficiency affects motivation, and instructional activity preferences, the data were examined in each proficiency level for each variable. The responses of students from three different proficiency levels, ranging from pre-intermediate to upper-intermediate levels, were examined in the next sections.

The relationship between motivation and proficiency level

The differences among proficiency levels in terms of motivational components were analyzed in this section. With this aim, a Kolmogorov-Smirnov and Shapiro-Wilk test was used and it showed the data not to be normally distributed for each scale in each proficiency level (p< .05). Kruskal-Wallis tests were utilized to compare students from three different proficiency levels. The median scores of motivational scales for each level were also taken into account to determine students' motivational styles from each level. Table 35 indicates the related scores for each scale:

Table 35 - The median scores of the instructional activity factors among three
proficiency levels

Motivation factors	Pre-int. M	Int. M	Upp-int. M	H(2) Chi- Square	Sig.
Positive attitudes toward class	2.6	2.6	3.2	39.022	.000
Self-efficacy	2.4	2.6	3.0	42.140	.000
Cooperativeness	3.0	3.0	3.0	NA	NA
Attitudes toward target community/ language	2.2	2.2	2.4	6.471	.039
Instrumental motivation	3.3	3.3	3.6	2.177	.337
Competitiveness	2.6	2.3	2.6	5.371	.068
Anxiety	2.3	2.1	1.8	17.828	.000
Integrativeness	3.0	3.0	3.5	21.761	.000
Determination	3.0	3.0	3.5	28.864	.000

NA: Not applicable, M=Median, upp=Upper, int=Intermediate, Sig=Significance

A Kruskal-Wallis test revealed significant differences in the scales of *Positive
attitudes toward class, Self-efficacy, Attitudes toward target community and language,
Anxiety, Integrativeness,* and *Determination* in terms of proficiency level. For these
scales, the differences between the responses of the individual groups were examined
using Mann Whitney tests.

The first comparison was made for the *Positive attitudes toward class* scale. In
this scale, the upper-intermediate level had a higher average score than the other two
proficiency levels which had the same average score. A Mann Whitney test was
employed to find out whether there is a difference between upper-intermediate and
pre-intermediate combined with intermediate proficiency levels in their responses
toward this scale. It appeared that the difference was significant with a medium effect
size, $U= 1740.0$, $p<.05$, $r = .32$, which may be interpreted as showing that the students

who were in a high proficiency level had more positive feelings toward English classes.

Another comparison among individual groups was made in the *Self-efficacy* scale. According to Mann Whitney test results, a significant difference appeared between pre-intermediate (*Mdn*= 2.4) and intermediate learners (*Mdn*= 2.6), *U*=9913.0, *p*< .05, *r*= .15. Moreover, a large difference was found between intermediate (*Mdn*= 2.6) and upper-intermediate learners (*Mdn*= 3.0), *U*=1047.0, *p*< .05, *r*= .37.

There is also a difference between pre-intermediate (*Mdn*= 2.4) and upper-intermediate level students (*Mdn*= 3.0) in reporting having self-efficacy, *U*=772.0, *p*< .05, *r*= .44. These findings suggest that with increasing proficiency level, students become more self-efficacious and believe in their abilities to accomplish the tasks more than low level students do.

In the scale of *Attitudes toward the target community and language*, the upper-intermediate level had a higher average score than the other two proficiency levels which had the same average score. Therefore, a Mann Whitney test was employed to find out whether the difference between upper-intermediate and pre-intermediate combined with intermediate proficiency levels was significant. It was found that the difference between the average scores of upper-intermediate versus intermediate and pre-intermediate students was significant with a small effect size, U=3634.0, *p*<.05, *r*= .13. This shows that high level students evaluated integrating/interacting with target community as the reason for learning English more than pre-intermediate and intermediate learners did.

Another comparison among individual groups was made in the *Anxiety* scale. Mann Whitney test results indicated a significant difference between intermediate (*Mdn*= 2.1) and upper-intermediate learners (*Mdn*= 1.8), U=2027.5, p< .05, r= .26.

There is also another significant difference between pre-intermediate (*Mdn*= 2.3) and upper-intermediate students (*Mdn*= 1.8) in their perceived level of anxiety, U=1884.0, p< .05, r= .29. The findings show that as the proficiency level increases, the level of anxiety decreases, too.

In the *Integrativeness* scale, upper-intermediate level had a higher average score than the other two proficiency levels with had the same average score. A Mann Whitney test was used to compare the responses of learners in upper-intermediate level with pre-intermediate combined with intermediate proficiency levels. A significant difference between the average scores of upper-intermediate versus intermediate and pre-intermediate students was found with a small effect size, U=2707.0, p<.05, r = .23. This indicates that integrative motivation seems to be more salient for students who are above the intermediate level.

In the *Determination* scale, a significant difference between the average scores of upper-intermediate versus intermediate and pre-intermediate students was also found with a medium effect size, U=2151.0, p<.05, r = .28. It points out that students were more determined to learn English at a high proficiency level as composed to students at lower levels.

As seen, proficiency level is an important factor that affects students' responses toward most of the scales. In the next section, whether the proficiency level is an important variable that affects students' responses toward instructional activity types is indicated.

The relationship between instructional activity preferences and proficiency level

As for instructional activity preferences, whether this variable changes according to proficiency levels was determined by investigating students' responses toward each scale in different proficiency levels. Kolmogorov-Smirnov and Shapiro-Wilk tests showed the data not to be normally distributed for each scale in each proficiency level (p< .05). Therefore, the responses toward instructional activity preferences from different proficiency levels were analyzed through Kruskal-Wallis tests. The following table indicates the overall differences between the groups according to the median scores of each scale in each proficiency level.

Table 36 - The median scores of the instructional activity factors among three proficiency levels

Instructional activity factors	Pre-int. M	Int. M	Upp-int. M	H(2) Chi-Square	Sig.
Communicative F.	3.3	3.5	3.8	18.204	.000
Traditional A.	2.6	2.6	2.6	NA	NA
Cooperative L.	3.0	3.0	3.0	NA	NA
Challenging A.	2.6	3.0	3.3	28.261	.000

NA: Not applicable, M=Median, int=Intermediate, Sig=Significance, F=Focus, A=Approach, L=Learning

Kruskal-Wallis tests revealed that there were significant differences among the students from different proficiency levels in terms of their responses toward the *Communicative Focus* and *Challenging Approach* scales. Overall differences among three groups were examined by using the Kruskal-Wallis test and the differences between the individual groups were analyzed by Mann Whitney tests. The first comparison was made in the *Communicative focus* scale.

These findings show that there is not a large difference between pre-intermediate and intermediate learners. But, a significant difference was found between intermediate (*Mdn*= 3.5) and upper-intermediate students (*Mdn*= 3.8) who preferred communicative activities, U=1389.5, $p<$ .05, $r=$ .39. Moreover, the results revealed significant differences between pre-intermediate (*Mdn*= 3.3) and upper-intermediate students (*Mdn*= 3.8), U=1134.5, $p<$ .05, $r=$ .30. It can be inferred from the results that students who were at higher levels preferred more communicative based activities, perhaps because communicative activities require learners to use language in a real-life setting, which low level students may have difficulty with.

As for the *Challenging approach* scale, it was found that pre-intermediate and intermediate learners' responses did not differ. However, significant differences were revealed between intermediate (*Mdn*= 3.0) and upper-intermediate students (*Mdn*= 3.3), U=1179.5, $p<$ .05, $r=$ .35 and between pre-intermediate (*Mdn*= 2.6) and upper-intermediate students (*Mdn*= 3.3), U=1062.0, $p<$ .05, $r=$ .37 in terms of their preferences for challenging activities. The findings indicate that as students' proficiency levels progress, they tend to prefer more challenging activities.

For all these, it can be inferred that proficiency level is an important variable that affects learners' motivation and their activitiy preferences.

Conclusion

This chapter explained the data analysis procedures that were carried out in this study and reported the results gathered from them. According to these results, Turkish EFL learners have different motivational components and they prefer different instructional activities. The study also revealed that there were correlations between

students' motivational styles and their activity preferences. Lastly, differences in motivational styles and instructional activity preferences according to proficiency level were revealed. The next chapter will, first, discuss the results of the study in detail, present the pedagogical implications followed by the limitations, and finally make suggestions for further research.

CHAPTER V: CONCLUSION

Introduction

This study aimed to identify the components of motivation that Turkish university EFL students hold and their preferences for instructional activities and how these two concepts relate to each other in the Turkish setting. It also sought to find out whether the proficiency level affects the responses toward motivation and instructional activity types.

This chapter will present and discuss the findings of the study in light of the relevant literature. Following the discussion of findings, the pedagogical implications of the study will be presented. Finally, the limitations of the study will be described and suggestions will be made for further research.

Discussion of Findings

What components of motivation do Turkish university EFL students hold?

Based on the factors found in factor analysis, the components of motivation were determined and the data were analyzed to find out which components of motivation the students hold. With these factors, the internal structure of motivation for this population was revealed by extracting nine components of this construct. In fact, the internal construct of motivation has always been debated (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994a; Gardner, 1985; Schmidt et al., 1996) because some components of motivation can be universal across different contexts; however, there are also culture-specific aspects of motivation which are unique to each context (Dörnyei, 1990; Schmidt et al., 1996). Therefore, the factors revealed in this study can be

considered to be the unique components of the internal structure of motivation in this population, because the factors reflected the most meaningful combinations of the items, which are specific to the Turkish context.

Among these factors revealed, *instrumental motivation* was found to be the most important component for the students in this population with the highest median score. This finding confirms those in previous studies (Aksungur, 1994; Akunal, 1996; Kirkgoz, 2005) which were conducted to explore students' motivation in the Turkish context and which revealed that Turkish students were predominantly motivated by instrumental motives. In fact, the findings make sense in the Turkish context because students who improve their English skills can find a better job in Turkey, which is an aspect of instrumental motivation. Because the students must have been aware of this fact, the related item in the scale (*If I am good at English, I can get a better job*) was one of the most agreed with statements. This result supports Kirkgoz (2005) who also found that students in the Turkish context were mostly attracted by gaining a better paid job.

Learning English will definitely help learners to have external benefits because English is a must to have a good job in this context and accordingly it increases the social status of people. The Turkish educational system generally directs learners toward regarding the educational degree as a more efficient way to find a well-paid occupation rather than envisioning the learning process as a way to improve oneself in terms of culture, characteristics, a way of life and so forth. For this reason, the most important motivation component is instrumental motivation, which reflects learners' pragmatic evaluation of learning English in the Turkish context.

Dörnyei (1990, p. 67) states that instrumental motives significantly contribute to motivation in foreign language learning (FLL) contexts. According to Dörnyei's theory, instrumental goals are more likely to contribute to motivation for foreign language learners than for second language learners. In fact, the social situation might determine L2 learners' motivational orientations for second language learning (Dörnyei, 1994a) and in an FLL context language learning is perceived as a prerequisite to have a good career and as suggested by Dörnyei, Cziér, and Neméth (2006, p. 105) it always opens "a pathway to career success".

But, these findings are not compatible with those in Chiara and Oller (1978) and Hatcher's (2000) studies since they found that students did not view learning English as leading to financial benefits, such as getting a better job, in the Japanese context. In fact, this might be related to the contextual differences in that O'Sullivan (2007, p. 121) suggests that "getting better paying jobs" is not taken up by learners who learn English in the Japanese context as a motivating factor where the majority of workers do not change jobs, staying with the same company for life. But in the Turkish context if a student wants to get a better job or external benefits, s/he has to learn English. Therefore, the students could be aware of this truth and they evaluated learning English as the way of getting financial benefits and one of their primary needs.

Integrativeness had the second highest median score, and so can be considered to be one of the most important components of motivation in this population. With this component, the students seem to agree with the statements which are about having a desire for interacting with the target culture or community (Item 7, *Interacting with people from other cultures is enjoyable, especially with English speakers.*). Moreover,

they thought studying English is important to interact with English speakers (Item 36, *It is important to study English to be able to interact with English speakers*). These findings support Kırkgoz (2005) who found that Turkish students also have integrative motivation in addition to their primary motivation type, instrumental motivation. She also revealed that learners accepted the idea of getting on well with English speaking people. So, these indicate that learners in Turkish context have positive attitudes toward interacting with the target community.

However, some of the students rejected the idea of being closer to the target culture (Item 15*, I want to be closer to the culture of this language*). This finding is interesting in the sense that students found interaction with the target community enjoyable; on the other hand, they did not want to integrate with the target culture. They may have felt that this item (15) is related to being assimilated by the target culture because of the expression of "culture", but the expression of interacting with English speakers seems to be more neutral for them. The students did not reflect having positive attitudes towards being affected by the culture of English-speaking countries, which might be due to political reasons and this might have an effect on their perceptions of the target culture. Thus, it can be concluded that integrative motivation in the Turkish context is more about having positive attitudes toward interacting than integrating with the target community and culture.

The results are not very consistent with those of Gardner and his associates (Gardner, 1985; Gardner & Tremblay, 1994; Gardner, Tremblay, & Masgoret, 1997) who emphasized integrative motivation for second language learning in terms of the importance of being integrated with the target community and culture. Gardner et al. (1978) suggest that one's desire to adopt features from another culture into one's own

life has a direct influence on L2 attainment. But the findings support those of a previous study conducted by Heater (2008) with students who are in an intensive English program in a context where English is the privileged and the native language variety for the majority of people in Washington, DC. The students in this population reflected their positive attitudes toward the target language speaking community in general; however, integrative motivation means having positive attitudes toward interaction with the target community or culture, but not integration with the target community for the students in this population, which is similar to the Turkish context.

The results related to the scale of *attitudes toward the target community and language* contrast with those of the *integrative motivation* scale in that students reported their disagreement with most of the items in this scale. Moreover, item 22 *(I am learning English because I want to live in an English-speaking environment)* was rejected by a very high number of the students, which shows not having positive attitudes toward the target language and culture.

In fact, the responses are very consistent in the sense that the students found interaction with the target community enjoyable or considered learning English to be important for interacting with English-speakers, but did not want to integrate with the target community and/or to be assimilated into that culture, which is similar to the case of item 15 in the integrative motivation scale. Therefore, item 22 might have been rejected by most of the students since this item reflects more than interacting with that target community, which is integration with the target community.

Moreover, another reason for students' lack of desire for integration may be their separation in space and attitude from the target culture (Oxford, 1996). Crookes and Schmidt (1991), Schmidt et al. (1996), and Dörnyei (1990) suggest that integration

with the target community cannot be applied to all language learning settings. Turkey is a foreign language context and students do not largely have the opportunity to get closer to the target community. Integrative motivation in an EFL context is limited to having general beliefs or attitudes toward the target community, which are not shaped by real contact with native speakers (Dörnyei, 1990). Therefore, integration with the community cannot be the reasons for learning English in this context, which might lead to the rejection of these items.

Although most of the items were rejected in this scale, one item (*English is important to me because it will broaden my view*) was agreed on by most of the students. Its reason might be that they evaluated English as a tool that enables them to improve themselves about the world itself. As suggested by Dörnyei et al. (2006, p. 88) "it is a prerequisite to everyday functioning", because it is the language of business, technology, science, and internet (Crystal, 2000). Therefore, English will definitely put someone in a different world in which s/he can broaden his or her horizons, since it is the international language. Thus, students seem to be aware of this and so they preferred learning English to get access to the global world rather than just being closer to the English/American culture.

Determination is another component of motivation which had the same median score with integrativeness. Most of the students seem to have an intention for putting their best efforts especially for learning another foreign language, which is the strongest indicator of this motivational component (Item 24, *I want to learn other foreign languages apart from English, also*). Most of the students largely agreed with the rest of the items in this scale. The findings of this study support those in Schmidt et al.'s (1996) study. Learners in the Egyptian population positively responded to the

items in the determination scale. Six items of this factor are among the most frequently endorsed items, which shows the students' positive attitudes toward showing commitment to learn English.

In this scale, although the number is not very high, some learners did not want to take courses, if they were not compulsory; that is, they rejected the idea of continuing their English education after their graduation or taking the course if it were not required (Item 17, *I will continue to study English I graduate from university* and Item 56, *I would take English class even if it were not required*).

The scale of *Positive attitudes toward class* seems to have results compatible with those in the *Determination* scale in that most of the students did not have a wish for the course to continue when it is finished (Item 39, *I sometimes wish English class would continue even after it is finished*). All these findings show that even though learners find English classes valuable and necessary or have a desire for showing commitment to learning, they do not seem to enjoy learning. Most of these items (39 and 56) are originally from the intrinsic motivation subscale, which is related to learning English because of enjoyment, curiosity, or interest, but not external forces. These students seem to learn English because it is required, and necessary for themselves, but not because of their enjoyment. Moreover, most of the students disagreed with the statement of liking the content of the course in the scale of *Positive attitudes toward class*, which may confirm this assumption.

In the Turkish context, English courses, syllabuses of which are prescribed by the Ministry of National Education, are compulsory from primary to higher education in Turkey (Sert, 2007). At higher education, students are also compulsorily exposed to learning English within a one-year preparatory education before attending their

departments, regardless of their interests or values in learning English. Students mostly deal with English because it is required. The number of people who continue their education (in English) just because of their desire or wants is very small. Karahan (2007) suggests that learners of English in the Turkish context recognize the importance of the English language but interestingly do not have positive orientation toward learning English, which might be the outcome of the Turkish educational system. Students are exposed to a heavy loaded program and this might be boring for the students; therefore, they may not have enjoyment of language learning.

As for the rest of the items in the scale of *Positive attitudes toward class,* the majority of the students seem to feel that English classes are important chances for improving the language or they learn new things in these classes. The findings support the previous study of Hatcher (2000) to a great extent in that items 26 (*I intend to have very good attendance in English class*) and 38 (*This class is a good opportunity to learn English*) were among the most frequently endorsed items in this scale. Likewise, they were among the most agreed with statements in Hatcher's research.

The majority of the students also agreed with the items in the *Cooperativeness* scale. Most of the activities in a language class are based on group or pair work activities. Therefore, students might be accustomed to working with other students and therefore they can feel more comfortable, and not get nervous in a cooperative environment in which their affective filters are down and they are more likely to enjoy working with each other. For this reason, they might have positive attitudes to this kind of environment.

The findings in this study also support the previous studies in that Jacques (2001) and Paz (2000) also found that cooperativeness is one of the most important

motivational components of the students in different contexts. The item, *I enjoy working with other students,* had one of the highest frequency scores in the agreement range in this scale and this item has the third highest mean score in Jacques' study.

In the *Competitiveness* scale, some of the students reported having a desire for doing better than the other students, although the number is not very high. The findings are not consistent with the study of Hatcher (2000) in that item 5 (*Getting a better grade than other students is important to me*) is one of the items with most of the students did not agree in Hatcher's study, whereas a small majority of the students positively responded to this item in this study. In the Turkish educational system students are accustomed to competing with each other from childhood by dealing with endless exams. The students who want to have a better education must compete with others in both national and local exams. Therefore, the students might be forced to be better than the others.

Item 35 *(I learn English better when competing with other students)* had the lowest frequency score in the agreement range in this scale, which is similar to Hatcher's study. Most of the students did not think competing with others was a good way of learning English. This suggests that a majority of the learners wanted to compete with each other by showing a degree of agreement with items 5 and 52; on the other hand, they were aware of the fact that competitive learning is not a good way of learning a language. According to Dörnyei (2001b), it was proved that cooperative learning environments are superior to competitive environments in the sense that cooperative learning produces learning gains and student achievement and the students who agreed with item 35 seem to be aware of this fact.

In the self-efficacy scale, most of the students showed a degree of agreement with the items that show students' beliefs in their abilities, although their number is not very high. The interesting finding in this scale is that some of the students believe they can learn English but they do not think that they perform well on the tests (Item, 48). In fact, students seem to have confidence toward learning English. However, they do not think they reflect their abilities in the exams, which might reveal how important exams are in Turkey. The students might have exam anxiety and therefore, they do not easily show their abilities. In addition, based on the researcher's personal impression, it can be suggested that in the Turkish education system, the exams rarely assess learners' true abilities, but assess the points that may not be used in a real setting because the emphasis is on the discrete points of language, which may not be practical but very difficult for students.

These findings are consistent with those in the *Anxiety* scale which has the lowest median score in the motivation section. Nearly all the items in this scale related to being anxious in speaking or learning English were rejected by most of the students, which supports the findings of Schmidt et al. (1996), Hatcher (2000), and Jacques (2001). But, in this study, most of the students did not agree upon only one item, *When I take an English exam, I feel uneasy,* indicating learners' exam anxiety, while the items related to having exam anxiety were rejected by a vast majority of the students in Hatcher's and Jacques' studies. This suggests that students in different contexts do not seem to be anxious about speaking or learning English, which spurs cultural boundaries, but having exam anxiety seems to be the case in the Turkish context.

The educational system of Turkey is exam-oriented; that is, tests or grades are of importance in this context and students are exposed to a large number of exams

from the primary education to university education. The success of a student is primarily decided using exam scores regardless of their performance in class. Therefore, exams play important roles in the students' lives, which clarifies why students reported having anxiety in the exams rather than in any aspects of this educational system.

What are the preferences of Turkish university EFL students for instructional activities?

In this study, four factors were extracted and these formed the basis of the scales used in the further analysis. These factors formed the most meaningful combinations of items which reflect the students' preferences in this population. Since factor analysis looks for patterns of responses across the items, it allows us to see how learners in a particular context group activities and enables us to infer how they classify those groups (Heater, 2008).

Among the factors revealed, the *Communicative focus* factor was found to be the most favored activity type with the highest median score in this section. Within this scale, a very high percent of the students agreed with most of the items, which indicates learners' positive attitudes toward communicative activities. Students expected the activities in class to enable them to communicate and therefore, they wanted to study English that is useful for communication. Speaking that language might bring financial benefits for the students because of the fact that English is the international language. That means, being able to speak this language can be an advantage for having a better job.

But, the Turkish educational system is still based on the traditional aspect of teaching even though communicative teaching is officially emphasized (Kirkgoz, 2007). This may allow students to grasp the discrete points of grammar, but not to acquire most of the skills enabling learners to use language in a real context to a great extent. Since students must have been aware that grammar and reading-based teaching would not allow them to use the language communicatively, they wanted a special focus on the use of communicative activities.

The findings also support previous studies (Green, 1993; Hatcher, 2000; Heater, 2008; Jacques, 2001) conducted with university level students. These studies revealed that students preferred communicative activities the most, but contradict with those of Barkhuizen (1998) since he found that high school ESL students preferred grammar activities to communicative ones. But, given the populations, the findings in Barkhuizen's study may not be inconsistent with those in this current study. The learners in this population are university level learners and they might have evaluated communicative activities to be a tool for improving their career, whereas high school learners in Barkhuizen's study may not have had this kind of aim because of their age and therefore, they reported their preferences for the activities, regardless of a pragmatic evaluation.

As for the scale of *Cooperative learning*, the findings are compatible with those in the scale of communicative focus in that learners reflected positive attitudes toward cooperative learning, which can be thought to be a part of communicative teaching (Rao, 2002). Interaction which occurs in group or pair work activities enables learners to use language and improve their speaking abilities. Although some of the students reported preferring working individually (*Item 9, In class, I prefer working*

alone rather than with other students, reverse coded), most of the students favored pair or group works in these three items.

The results of the study show that students preferred group work activities more than individual studies. This is consistent with Rao (2002), who found that almost all the students who studied English in the Chinese context reported their preferences toward group work activities. Its reason might be that some of the students might feel more relaxed or comfortable in group work activities and they are more likely to enjoy themselves in a group work. Especially the students who have difficulty in learning English can improve their lacking skills with the help of others, which might lead to promote positive attitudes toward cooperative learning. According to Doff (1988), small group activities help learners to be more secure, less anxious and to have mutual help among learners.

The results in the scale of *Challenging approach* also reveal compatible results with the preferences for communicative activities. Learners preferred the activities that include challenge in the sense that they wanted to use only the target language during the class. This confirms the results of Hatcher (2000), who also found that the students in the Japanese context wanted English to be the means of communication. That means, the majority of the students wanted to force themselves to use the target language as a means of communication and this accordingly improves their speaking abilities, which is consistent with their preferences for communicative activities.

Moreover, many of the students preferred English classes in which there are lots of activities that allow them to participate actively (*Item 22*). In this population, students may be accustomed to dealing with certain types of activities which may not require them to actively participate, such as grammar activities. However, students

seem to force themselves to improve their skills reporting a preference toward the activities that enable them to actively engage in different types of the activities, which will force them to go beyond their current level.

However, the number of the students who preferred listening rather than being forced to speak, which is another aspect of this scale, is very high. That suggests that some learners did not want to be forced to speak presumably since this would make learners get nervous. In fact, forcing students may not promote improving their skills, since some students can have anxiety if they are forced to speak when they are not ready (Krashen, 1985). The findings are consistent with those of Hatcher (2000) and Schmidt et al. (1996); this confirms that learners wanted to feel comfortable in class rather than being forced. As seen, culture did not emerge as an important variable that affects learners' responses toward this item. Thus, it suggests that feeling comfortable in class is an important class dynamic that spurs cultural boundaries.

As for the last scale, *Traditional approach,* it was expected that learners would disagree with the items in this scale because of their positive attitudes toward communicative classes. But the validity of this assumption was not confirmed by the results. Although a sizeable minority did not want grammar and reading to be emphasized in class, most students agreed with these items.

The reason for this might be related to the reality of the educational system in Turkey in the sense that although communicative teaching is emphasized in principle, the focus is still on the use of grammar-based activities in class (Kirkgoz, 2007). The exams are very important in this context and therefore, the students might have considered grammar and reading to be an important focus of attention, which enables them to succeed in the exams based on grammar or reading skills.

The responses in this study support those in Barkuizen's study (1998), which found that the students preferred grammar based activities to communicative ones. But in this study, the number of the students who liked communicative activities is higher than those who favored grammar based ones. Therefore, it should be noted that communicative activities were reported as being the most preferred activity type in this population, although there are some students who liked grammar-based activities.

Is there a relationship between students' motivational profiles and their preferences for instructional activities?

The students who have different motivational styles might be receptive to different types of activities. However, table 34 (see page 77 in chapter four) indicates that, most of the motivational components correlated with other types of activities. What is striking is that nearly all motivational factors were associated with preferences for *Communicative Focus* and *Challenging Approach* factors.

Though factor analysis divided the questionnaire items into the most meaningful separate combinations for this population, all components extracted in this analysis can nevertheless be considered to be a part of the internal structure of a single overriding factor: students' motivation. Being a part of this single construct, ultimately they are all things which motivate a student (except for anxiety which has a negative correlation with motivation factors). Nearly all aspects of motivation are related to communicative and challenging activities. That means someone who scores high on any of these factors is more likely to prefer these activity types than someone who scores low. 'Being motivated' in general seems to correlate with these two aspects of teaching, regardless of the different motivational styles. Indeed, previous studies (e.g.

Hatcher 2000; Jacques, 2001) revealed that students' activity preferences changed in accordance with their motivational styles. However, the results of these studies also found that communicative and/or challenging activities were significantly correlated with most of the motivation types. Given this, motivation type does not seem to have a very strong effect on instructional preferences most of the time.

However, the effect sizes of the correlations are not the same with all activity types in each motivation component. Some of the correlations are much stronger than the others, which suggests that even though there is not a clear-cut difference between activity type preferences in relation to motivational styles; some activity types are favored more than the others in each motivation factor, which creates variation across the groups and thus may confirm this possible link. This link between these two foci was revealed in different contexts with different studies (e.g. Hatcher, 2000; Heater, 2008; Jacques, 2001; Schmidt, et al., 1996; Schmidt & Watanabe, 2001). The results of this current study are discussed in light of the relevant literature in this section.

The strongest correlation was found between integrativeness and communicative focus factors, which supports Hatcher (2000). This suggests that most of the learners who wanted to interact with the target community wanted to improve their speaking skills. In fact, the correlation makes sense because integrative motivation confirms the desire for interaction and requires the ability to use language in a real context and this aim can be achieved by engaging in communicative-based activities to a great extent. Schmidt and Frota (1986) and Schmidt and Watanabe (2001) suggest that integratively motivated students may be more receptive to communicative activities and may lose their interest in a course based on a grammar-focus.

A strong correlation was also revealed between instrumental motivation and communicative focus factors. In fact, this correlation is one of the most logical correlations found in this context. Since the students evaluated learning English to get financial benefits by improving their career, communicative activities seem to serve the best for this aim. With increasing communicative abilities, the possibility of getting external benefits, such as getting a more qualified job can be soared.

In the Turkish context, the speaking ability is considered to be one of the most important indicators of knowing a language. Most of the students seem to consider if they improved their communicative abilities, they would find a better job.

The findings of this study support Hatcher (2000), who also found a strong correlation between these two concepts. However, the results do not match with the study of Jacques (2001) with participants who were learning foreign languages at the American university. In Jacques' study, the instrumentally motivated students do not seem to prefer communicative activities. In fact, the inconsistency in the results may stem from the contextual differences. Having communicative abilities most probably results in getting external benefits in the Turkish context; however, knowing a foreign language will not always result in improving the career in the American context. English is the international language and therefore, it always "opens a pathway to academic success" in an EFL context (Dörnyei et al., 2006, p. 105). But, the knowledge of other foreign languages may not always provide the students with external opportunities and students seem to be aware of this difference.

A significant correlation was also found between having self-efficacy and preferring challenging activities. This possible correlation supports the previous studies conducted by Hatcher (2000) and Jacques (2001), who also showed that students who

had high self-efficacy preferred more challenging activities. The correlation is very logical because if students are aware of their abilities to do a task, they probably evaluate themselves to be self-efficacious. Hence, they may want to force themselves in a way that helps them go beyond their current level with a degree of challenge in class. As suggested by Bandura (1994, 1997) and Ching (2002, cited in Magogwe & Oliver, 2007), highly efficacious students are confident students who are aware of what they can achieve and therefore, set themselves challenges to achieve and approach these challenges to be mastered rather than as threats to be avoided. Students with higher self-efficacy engage in more difficult activities with less trepidation (Pajares, 1995).

The correlation results between anxiety and challenging activities can also confirm the correlation results between self-efficacy and challenging activities, since as suggested by Dörnyei (2001a) confidence is closely related to self-efficacy and anxiety. Self-efficacious learners can be more confident as compared to anxious learners. Anxiety has a negative correlation with the challenging approach, and this suggests the students who had a high level of anxiety preferred less challenging activities, which supports the findings in Jacques' (2001) study. Some of the students might not have felt comfortable and had self-confidence; therefore, challenging activities can make those students more anxious. Or, because of their anxiety, they may not believe that they could accomplish challenging tasks. Schmidt et al. (1996) also reveal that students who reported having high anxiety did not like participating actively in class and did not like the activities that force them to actively participate in because they wanted to be silent, which was considered to be an indicator of preferring less challenge in class.

In addition to this, the determination factor had a strong correlation with challenging activities. This correlation supports the findings of Schmidt et al. (1996) and Schmidt and Watanabe (2001). The results of these three studies indicate that the students who scored high on the determination factor preferred challenging activities. Students who have motivational strength and intention for learning English most probably want to improve their skills and challenging activities which are beyond the current level enable learners to develop themselves and these activities can be best accomplished if someone has an intention and motivational strength to accomplish them. Otherwise, they can give up and this can affect their level of self-confidence.

Having positive attitudes toward English classes also correlated with challenging activities. The reason for this can be if the students consider the class to be necessary and valuable, they most probably have a desire for improving themselves in that class and they seem to be aware of the fact that this improvement can be best enhanced by engaging in challenging activities that to force learners to develop their skills.

The students who also scored high on the factor of attitudes toward target community preferred challenging activities with the strongest correlation. In fact, having a desire for interacting with the target culture or considering English to broaden their horizons requires the ability to use language in a real setting, which might be difficult for the students. With this aim, learners might need putting their best efforts to accomplish this difficult task. Therefore, they may have wanted to deal with challenging activities because these activities enable them to exceed their current level by forcing themselves with sufficient challenge in the class to increase their skills.

Another logical and strong correlation was revealed between the factor of cooperativeness and cooperative learning, which confirms previous studies (e.g. Jacques, 2001; Schmidt & Watanabe, 2001). As it is seen, the correlation is not very surprising that the students who attached importance to having a good relationship with others preferred group or pair work activities.

The students who had a high score on competitiveness were expected to favor less cooperative learning; however, they preferred communicative activities, which seems to be contradictory to the expectations. But competitive students learn in order to perform better than their peers and to receive recognition for their academic accomplishments. They like to show off their skills (Melton, 2003). For this reason, these students seem to consider that they can show their abilities to the others in communicative focused activities largely based on group work. Another reason for this preference may be that competitive learners generally want to be a leader in any situation and these students can therefore prefer communicative activities, since these activities can give some learners leadership roles.

As seen, proficiency level seems to affect learners' motivational styles since the amount of level holding these types differ across the students from three different proficiency levels.

In the next section, the possible effects of proficiency level on learners' preferences for instructional activities are discussed in relation to the relevant literature.

How does language proficiency affect motivation and instructional activity

preferences?

The relationship between motivation and proficiency level

In this section, the differences between individual groups in terms of proficiency levels are indicated. The first scale examined is *Positive attitudes toward class* and a significant difference was found between upper-intermediate versus intermediate and pre-intermediate students. This suggests that upper intermediate learners have more positive attitudes toward English classes. At upper intermediate level, the aim of using English in a real setting seems to be more realistic since they have more abilities, knowledge and experience of learning than students at lower levels. Therefore, these students might have considered these classes to be a tool for these aims, which may lead them to have positive attitudes toward classes.

Significant differences were also found among the three levels in terms of having self-efficacy. This means that with increasing proficiency levels students become more self-efficacious. At low levels the abilities that are covered or knowledge of the language is very limited and learners with no or little knowledge of the target language may not easily succeed in estimating their self-efficacy. Learners with less experience of language learning may face a greater gap between their expectations and the actual outcome, which may affect their level of self-efficacy (Matsumoto & Obana 2001). Therefore, the students may not feel that they can accomplish learning English. But, with increasing proficiency level, their expectations of success may also increase (Schmidt et al., 1996) and the students develop their knowledge and abilities to use

language and thus they may feel more self-confident, which might lead to be more self-efficacious.

Those in the anxiety scale can also support the differences between proficiency levels in the self-efficacy scale. As suggested by Ehrman (1996a), there is a close relationship between anxiety and self-efficacy even though they are not in complementary distribution. People who are less anxious tend to have higher self-efficacy (Tremblay and Gardner, 1995) and individuals with lower self-efficacy tend to have greater stress and depression (Pajares, 1995), which may be considered to be the indicators of high anxiety.

The findings indicate that as the proficiency level increases, students become less anxious. These results confirm previous studies (e.g. Hatcher, 2000; Liu, 2006; Schmidt, et al., 1996). Low level students can have more difficulty in learning English because of their limited knowledge in that language than higher ones and thus they might have disappointment (Matsumoto & Obana, 2001), which might result in greater anxiety (Ehrman, 1996b). But, with increasing proficiency level, the students will probably expand their knowledge and abilities; thus, they might feel less anxious about accomplishing a task because of their confidence.

It was also found that in the determination scale there is a significant difference between the responses of upper-intermediate versus intermediate and pre-intermediate students, with a medium effect size. This shows that upper-intermediate learners seem to be more determined with more motivational strength to learn English. The students at high levels can have more experience and knowledge in the target language than students at lower levels. Therefore, they can feel that they can compansate the gap between their actual level and expectations. When the students feel that goals set are

feasible to achieve, they can have more motivational strength to show more commitment to learning. Students' higher competence seems to have a relationship with greater determination.

A significant difference between the average scores of upper-intermediate versus intermediate and pre-intermediate students was also revealed in the integrativeness scale with a small effect size. It suggests that upper-intermediate learners have a stronger desire for interacting with native speakers. Its reason can be that this ability is very difficult to achieve for low achievers since it requires the use of language in a real setting; therefore, the students at low levels may not have such an aim. As suggested by Dörnyei (1990), integrative motivation is associated with a higher level of language achievement and this motivation can be feasible for beyond the intermediate learners. High proficiency learners have the ability to communicate with native speakers and therefore, they might have wanted to interact more than students at low levels.

Motsumoto and Obana (2001, p. 81) confirm this by saying that "integrative motivation is more clearly generated at a higher level of proficiency". Moreover, Oxford (1996) states that this motivation would be unnecessary for the students who are below intermediate language proficiency and separated in space and attitude from the target culture. All these imply that integrative motivation can be salient for the students who are above the intermediate level to be able to interact with native-speakers.

As seen, proficiency level is a really important factor that creates differentiation among the responses of the students from different proficiency levels. In

the next section, the possible effects of this variable on instructional activity

preferences are discussed referring to the relevant literature.

The relationship between instructional activity preferences and proficiency level

Large differences were found across the students from different proficiency

levels in terms of their responses to the scales of *Communicative Focus* and

Challenging Approach. On the communicative focus factor, significant differences

were revealed between intermediate and upper-intermediate level students and

between pre-intermediate and upper-intermediate students. This suggests that with

increasing proficiency level, students tend to prefer more communicative based

activities.

In fact, these findings are very logical because communicative activities might

be difficult for low level students. When the students increase their proficiency, they

might feel more confident and competent as compared to students at lower levels, to

deal with communicative activities, which require learners to use language in a real life

setting. Low level learners can find communicative activities difficult, affecting their

attitudes toward these kinds of activities.

The results support those of previous studies (Garrett & Shortall, 2002;

Hatcher, 2000) which were conducted with students from different proficiency levels

in this sense. The studies reported that learners at high proficiency levels were more

receptive to communicative activities as compared to learners at low levels, because of

their confidence. Garret and Shortall (2002, p. 47) reveal some indications of "a

learner pathway towards more interactive student-centered activities as they move up

through the language levels". Another study conducted by Heater (2008) also found

that low level learners prefer more grammar-focused activities than communicative ones, which can be interpreted that low proficiency learners can feel more confident in grammar activities than communicative ones. This shows that with increasing proficiency levels, it is more likely that learners will choose more communicative-based activities.

Other significant differences were also found between intermediate and upper intermediate learners and between pre-intermediate and upper-intermediate learners in terms of their preferences for challenging activities. The findings suggest that as students' proficiency level increases, they tend to engage in more challenging activities, which confirms Hatcher (2000). In fact, the results are not very surprising in that students might feel more confident with increasing proficiency levels. As suggested by Ching (2002, cited in Magogwe & Oliver, 2007), highly confident students know what they can achieve, set themselves challenges, are committed to achieving them and work harder to avoid failure. Therefore, they will most probably prefer more challenging activities to force themselves to exceed their current level as compared to students at lower levels.

Pedagogical Implications

The overall profile of motivation revealed in this study can be useful to teachers who work with more or less the same groups of students. Learners' motivation is multifaceted and this study confirms this by revealing nine different components of foreing language learning motivation which are specific to this population. These components can give an insight to the teachers to know the roots of the students' existing motivations.

The internal structure of motivation seems to include the components revealed in this study. But, not all students have these components in the same level. That means the level of holding these components can differ within the group, which can be interpreted as the differentiation in motivation styles of students. Schmidt et al. (1996) suggest that learners with different motivational styles might prefer certain types of activities. Tomlinson (2006, p.141, cited in Heater, 2008, p. 209) confirms this by saying that "learners learn what they need, want and are ready to learn". With this aim, as suggested by Oxford and Shearin (1996), first, the teachers can find out what students' actual motivations are by giving a motivation survey or discussing students' motivations at the beginning of each term. Then, to encourage the highest possible motivation, each teacher can determine which parts of L2 learning are especially valuable to the students and can plan activities that include those aspects (p.139).

Thus, the classroom activities can be more relevant to the students' expectations and goals, which might promote learning. In the results, almost all motivational styles seem to correlate with both communicative and challenging activities, suggesting that someone who scores high on any aspect of motivation is more likely to prefer these kinds of activities than someone who scores low. It looks like these activity types motivate students, regardless of their motivation types. Therefore, these activity types should be the bases of instruction in general.

But, the correlations are not the same with all activity types in each motivation component. Some of the correlations are much stronger than the others, which suggests that even though there is not a large difference between activity type preferences in relation to motivational styles, some activity types are favored more than the others in each motivation factor, which creates variations across the groups.

For instance, the students who are instrumentally motivated might need engaging in classroom activities that help them to get external benefits from learning English. Therefore, these students may need more communicative activities to deal with, which helps them to improve their speaking abilities. This may provide them with external opportunities, such as having a better job because speaking ability can be considered to be an advantage for getting a job in the Turkish context. In fact, this assumption is confirmed in that the students who reported having instrumental motivation preferred communicative activities.

Likewise, the students who have a cooperativeness component as a part of their motivation can prefer dealing with cooperative activities including pair or group work activities. This was also confirmed in that the students who scored high on cooperativeness favored group and pair work activities the most.

Additionally, the students who have much self-efficacy might prefer more challenging activities than the other students since these students confident that may want to force themselves to go beyond their current level. The findings show that the students who had high self-efficacy preferred more challenging activities the most.

Drawing from three examples, it can be concluded that learners can be receptive to different activity types in relation to their motivation. By considering these variations across the groups, the teacher can make some changes in the activity types that are compatible with the motivations of the students in the class to encourage the highest motivations. Thus, the students will find the lessons more relevant to their goals, which may promote learning.

In addition to these, the findings in this study can shed light on the systematic variations across the groups because of the differences in their proficiency levels. With

this knowledge, the teacher can organize the classroom structures effectively which match learners' proficiency. For instance, self-efficacy increases with proficiency levels, but anxiety decreases. Likewise, learners' proficiency levels affect their preferences for the activity types; that is, communicative and challenging activities are favored the most at higher proficiency levels. It may be that different approaches and class formats are appropriate at different levels as students progress (Hatcher, 2000).

With this aim, the teacher can adapt the classroom activity in a way that is compatible with the target group as learners progress. For instance, at lower levels, less challenging or less communicative based activities might be presented but with increasing proficiency levels, the teacher can increase the difficulty of tasks or more communicative activities can be used. Otherwise, the students can give up or have failure and thus feel less confident, which deeply affects their efficacy and accordingly their success. As it is seen, the students might differ from each other in terms of some aspects, and therefore, to teach effectively, the teacher should take these variations into account by finding the ways that are the most relevant to different groups.

Limitations of the Study

This study was conducted using a questionnaire as an instrument for data collection. As Dörnyei (2002) states, a large amount of information related to factual, attitudinal, and behavioral data about the participants can easily be gathered by means of a questionnaire. However, using other approaches, such as observations, interviews, can yield a more-depth analysis which cannot be truly achieved by using only a questionnaire as an instrument.

Another limitation of this study is the number of upper-intermediate level learners. The number is very low as compared to the other two levels (pre-intermediate and intermediate). Its reason is that students at this level take an exam at the end of the first term and the ones who pass it do not take English courses in the second term. Therefore, the number of the students at this level is lower than the two levels. But it is certain that conducting this study with more or less the same number of students from each level would give more reliable results.

With regard to principal component analysis, it should be noted that the interpretation of the factors revealed in the analysis was made by the researcher and therefore, other alternatives can be possible for interpretability of the components. But, the similarity between the questionnaire used in this study and those in related studies (e.g. Hatcher, 2000; Schmidt, et al., 1996; Schmidt & Watanabe, 2001) helped the researcher to interpret these components.

Suggestions for Further Research

While the results of this study offer a useful profile for Turkish university EFL students, additional studies using other instruments to collect data such as interviews, observations or think-aloud processes can also be useful. This might give the opportunity for students to reflect themselves verbally. Thus, more-depth information can be yielded as to learners' motivations, their activitiy preferences and accordingly the relationship between these concepts. The responses in this study are limited to the items in the questionnaire. However, other reasons for learning English or activity preferences can be found using other instruments, which were not captured in this study.

Moreover, six items were asked in the intrinsic motivation section, but this motivation type did not emerge as a single factor. Therefore, students' intrinsic motivation could not be analyzed in this study. It is certain that intrinsic motivation is an essential motivation type in that this motivation type largely determines one's success in learning since this motivation is directly related to how much an individual wants to accomplish a task or how hard he/she tries accomplish it (Brown, 2000). With this aim, a further study that is largely based on analyzing learners' intrinsic motivation and the ways of increasing the level of this motivation type could give valuable information to teachers to increase students' intrinsic motivation.

Additionally, based on the results of factor analysis, the innovative aspect of teaching referring to computer-assisted language teaching, the use of authentic materials or autonomous learning did not appear as a distinct factor. For this reason, further research that investigates learners' attitudes toward the innovative type of instruction is needed to be aware of Turkish university students' feelings toward these kinds of activities.

Conclusion

The research investigated the components of motivation that Turkish university EFL students hold and their preferences for instructional activities. It showed how these two concepts related to each other in the Turkish setting and investigated whether proficiency level was an important variable that affected learners' motivation and instructional activity preferences.

The study revealed nine important components of the internal structure of motivation in this population and four factors were found in the instructional activity

section. It also showed that there is a possible link between the motivational styles of learners and their activity preferences revealing strong correlations between two foci. Lastly, the study indicated that the proficiency level was an important variable that affected the responses of the groups.

The results of this study and pedagogical implications proposed in this chapter would be beneficial to know the roots of motivation for this population and present more favored activities which are consistent with learners' motivation. It is hoped that future language motivation research will continue to take on the challenge of combining this internal phenomenon, namely motivation, with classroom structures.

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APPENDIX A: ORIGINAL SUBSCALES IN MOTIVATION AND

INSTRUCTIONAL ACTIVITY SECTIONS

Part A: Motivation 56 items (.89 α)

	Intrinsic Motivation
8.	I think learning English is very enjoyable.
10.	I wish there were an easier way to learn English than attending class. (RC)*
39.	I sometimes wish English class would continue even after it is finished.
50.	Learning English is challenging but enjoyable.*
55.	I enjoy using English outside of class when I have the opportunity *
56.	I would take English class even if it were not required.
	Extrinsic Motivation
9.	If I am good at English, I can get a better job.
12.	I want to be able to understand English movies/videos/music.*
32.	Being able to speak English will improve my social status.
37.	Increasing my English skill will have financial benefits for me.
	Integrative Motivation
15.	I want to be closer to the culture of this language.
22.	I am learning English because I want to live in an English-speaking environment.
36.	It is important to study English to be able to interact with English speakers.
41.	I am learning English because I want to have English-speaking friends.
	Interest in Foreign Language and Culture
1.	I am interested in foreign cultures.
7.	Interacting with people from other cultures is enjoyable (especially with English speakers).
24.	I want to learn other foreign languages apart from English, also.
25.	English is important to me because it will broaden my view.
27.	Studying a foreign language is an important part of education.*
	Competitiveness
5.	Getting a better grade than other students is important to me.
35.	I learn English better when competing with other students.
52.	I want to do better than the other students in English class.

	Cooperativeness
21.	My relationship with the other students in English class is important to me.
23.	I enjoy working with other students.
30.	It is important to have a good relationship with the other students in English class.
42.	I learn English best in a cooperative environment.*
54.	I can learn English when I listen to other students speak English.*
	Task-Value
3.	It is important for me to learn the course material in English class.*
11.	I like the content of English class.
18.	I think the things I learn in English class will be useful in other classes.*
	Expectancy
16.	English class is too difficult for me. (RC)
34.	I expect to do well in this class because I am good at learning English.
47.	English class is easy for me.
	Aptitude
4.	I am not good at learning English. (RC)
29.	I am good at learning English.
33.	I am good at guessing the meaning of new words.
40.	I am good at grammar.
	Attitudes
2.	I think Americans are very friendly.
19.	English is the language that everyone should learn.*
20.	Speaking English is cool.
43.	I think British culture has contributed a lot to the world.*
49.	I feel I can express my feelings more openly in English than in Turkish.*
51.	I like the way English sounds.*
	Anxiety
6.	I worry that other students will laugh at me when I speak English.
13.	When I take an English exam, I feel uneasy.
28.	It is embarrassing to volunteer answers in English class.
44.	I feel uncomfortable when I have to speak in English class.
46.	I feel more uncomfortable in English class than in other classes.
48.	I think I can learn English well, but I do not perform well on tests and examinations
53.	I do not want to speak often in English classes because I do not want the teacher to think I am a bad student.

	Motivational Strength
14.	I will truly put my best effort into learning English.
17.	I will continue to study English after I graduate from university.
26.	I intend to have very good attendance in English class.
31.	I learn something new everyday in English class.
38.	This class is a good opportunity to learn English.
45.	I often think about how I can learn English better.

Part B: Instructional Activities 25 items (.76 α)

	Practical Proficiency Orientation
1.	The teacher should give feedback immediately so that students know if they are correct or not.*
3.	Pronunciation should be an important focus in English class.
5.	Activities in English class should help the students improve their abilities to communicate in this language.
8.	Listening comprehension and speaking should be the focus in English class.
10.	Language instruction should focus on the general language of everyday situations.*
13.	The content of the class should be based on students' learning goals.*
16.	I want to study English that is useful for communication.
25.	If there is something students don't understand, they should ask questions.
	Cooperative Learning
9.	In class, I prefer working alone rather than with other students (RC).
18.	I like English learning activities in pairs or small groups.
24.	Group activities and pair work in English class are a waste of time (RC).
	Innovative Approach
2.	Learning about American lifestyle and behavior is very important in this class. *
6.	I like to select projects and express my own ideas.*
15.	I like studying with authentic materials.*
19.	I like tasks which help me to communicate with native speakers outside of class.
	Challenging Approach
4.	I prefer challenging activities and materials even if they are difficult.*
11.	I prefer listening rather than being forced to speak in English class (RC).
21.	I want English to be the means of communication in English class.

22.	I prefer English classes with lots of activities that allow me to participate actively.
23.	I enjoy doing new and different things in English class.*
	Traditional Approach
7.	The teacher should closely stick to the course-book.*
12.	Reading should be emphasized in English class.
14.	The teacher should have more control than the learners in the class.*
17.	Accuracy in grammar should be the focus of English class.
20.	Grammar should be emphasized in English class.

Note:
 RC=Reverse-coded
 *items eliminated from the analysis based on the results of factor analysis

APPENDIX B: QUESTIONNAIRE (ENGLISH VERSION)

Dear Student,

This questionnaire was prepared to collect data for a thesis study conducted at Bilkent University, MA TEFL Program. The aim of this study is to explore "Turkish University EFL learners' preferences for instructional activities in relation to their motivation". Your responses toward the questionnaire will be kept confidential and used only in this study for scientific purposes. There are no "right" or "wrong" answers, but the answers that you give are of vital importance for the success of the investigation. So, please give your answers sincerely. Thank you very much in advance.

Instructor Sevda Balaman Uçar

Part A: Personal Information

Please provide the information about yourself

Age: _____   Gender: F _____ / M _____   Department: _____

Language proficiency Level

1. Pre-intermediate _____

2. Intermediate _____

3. Upper-intermediate _____

Part B: This part includes the items based on the motivational factors toward learning English. Answer each item once writing X in the related box.

Strongly Disagree= 1   Disagree=2   Agree=3   Strongly Agree=4

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I am interested in foreign cultures.	1	2	3	4
2. I think Americans are very friendly.	1	2	3	4
3. It is important for me to learn the course material in this class.	1	2	3	4
4. I am not good at learning English.	1	2	3	4
5. Getting a better grade than other students is important to me.	1	2	3	4
6. I worry that other students will laugh at me when I speak English.	1	2	3	4
7. Interacting with people from other cultures is enjoyable (Especially with English speakers).	1	2	3	4
8. I think learning English is very enjoyable.	1	2	3	4
9. If I am good at English, I can get a better job.	1	2	3	4
10. I wish there were an easier way to learn English than attending class. (RC)	1	2	3	4
11. I like the content of English class.	1	2	3	4
12. I want to be able to understand English movies/videos/music.	1	2	3	4
13. When I take an English exam, I feel uneasy.	1	2	3	4
14. I will truly put my best effort into learning English.	1	2	3	4
15. I want to be closer to the culture of this language.	1	2	3	4
16. English class is too difficult for me.	1	2	3	4
17. I will continue to study English after I graduate from university.	1	2	3	4
18. I think the things I learn in English class will be useful in other classes.	1	2	3	4
19. English is the language that everyone should learn.	1	2	3	4
20. Speaking English is cool.	1	2	3	4
21. My relationship with the other students in English class is important to me.	1	2	3	4
22. I am learning English because I want to live in an English-speaking environment.	1	2	3	4
23. I enjoy working with other students.	1	2	3	4
24. I want to learn other foreign languages apart from English, also.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
25. English is important to me because it will broaden my view.	1	2	3	4
26. I intend to have very good attendance in English class.	1	2	3	4
27. Studying a foreign language is an important part of education.	1	2	3	4
28. It is embarrassing to volunteer answers in English class.	1	2	3	4
29. I am good at learning English.	1	2	3	4
30. It is important to have a good relationship with the other students in English class.	1	2	3	4
31. I learn something new everyday in English class.	1	2	3	4
32. Being able to speak English will improve my social status.	1	2	3	4
33. I am good at guessing the meaning of new words.	1	2	3	4
34. I expect to do well in this class because I am good at learning English.	1	2	3	4
35. I learn English better when competing with other students.	1	2	3	4
36. It is important to study English to be able to interact with English speakers.	1	2	3	4
37. Increasing my English skill will have financial benefits for me.	1	2	3	4
38. This class is a good opportunity to learn English.	1	2	3	4
39. I sometimes wish English class would continue even after it is finished.	1	2	3	4
40. I am good at grammar.	1	2	3	4
41. I am learning English because I want to have English-speaking friends.	1	2	3	4
42. I learn English best in a cooperative environment.	1	2	3	4
43. I think British culture has contributed a lot to the world.	1	2	3	4
44. I feel uncomfortable when I have to speak in English class.	1	2	3	4
45. I often think about how I can learn English better.	1	2	3	4
46. I feel more uncomfortable in English class than in other classes.	1	2	3	4
47. English class is easy for me.	1	2	3	4
48. I think I can learn English well, but I do not perform well on tests and examinations.	1	2	3	4
49. I feel I can express my feelings more openly in English than in Turkish.	1	2	3	4
50. Learning English is challenging but enjoyable.	1	2	3	4
51. I like the way English sounds.	1	2	3	4
52. I want to do better than the other students in English class.	1	2	3	4

	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
53. I do not want to speak often in English classes because I do not want the teacher to think I am a bad student.	1	2	3	4
54. I can learn English when I listen to other students speak English.	1	2	3	4
55. I enjoy using English outside of class when I have the opportunity.	1	2	3	4
56. I would take English class even if it were not required.	1	2	3	4

Part C: This part was prepared to explore your preferences for instructional activities. Please answer each item writing **X** in the related box.

	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
1. The teacher should give feedback immediately so that students know if they are correct or not.	1	2	3	4
2. Learning about American lifestyle and behavior is very important in this class.	1	2	3	4
3. Pronunciation should be an important focus in English class.	1	2	3	4
4. I prefer challenging activities and materials even if they are difficult.	1	2	3	4
5. Activities in English class should help the students improve their abilities to communicate in this language.	1	2	3	4
6. I like to select projects and express my own ideas.	1	2	3	4
7. The teacher should closely stick to the course-book.	1	2	3	4
8. Listening comprehension and speaking should be the focus in English class.	1	2	3	4
9. In class, I prefer working alone rather than with other students.	1	2	3	4
10. Language instruction should focus on the general language of everyday situations.	1	2	3	4
11. I prefer listening rather than being forced to speak in English class.	1	2	3	4
12. Reading should be emphasized in English class.	1	2	3	4
13. The content of the class should be based on students' learning goals.	1	2	3	4
14. The teacher should have more control than the learners in the class.	1	2	3	4
15. I like studying with authentic materials.	1	2	3	4
16. I want to study English that is useful for communication.	1	2	3	4
17. Accuracy in grammar should be the focus of English class.	1	2	3	4
18. I like English learning activities in pairs or small groups.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
19. I like tasks which help me to communicate with native speakers outside of class.	1	2	3	4
20. Grammar should be emphasized in English class.	1	2	3	4
21. I want English to be the means of communication in English class.	1	2	3	4
22. I prefer English classes with lots of activities that allow me to participate actively.	1	2	3	4
23. I enjoy doing new and different things in English class.	1	2	3	4
24. Group activities and pair work in English class are a waste of time.	1	2	3	4
25. If there is something students don't understand, they should ask questions.	1	2	3	4

APPENDIX C: QUESTIONNAIRE (TURKISH VERSION)

Sevgili öğrenciler,

Bu anket Bilkent Üniversitesi İngilizce öğretmenliği bölümünde yürütülen bir tez çalışması kapsamında hazırlanmıştır. Bu çalışmada "Türkiye'deki Üniversite Öğrencilerinin Motivasyonlarıyla İlişkili Olarak Eğitsel Aktivitelere Karşı Tercihleri" araştırılacaktır. ankete vereceğiniz yanıtlar gizli tutulacak ve yalnızca bu araştırmada bilimsel amaçla kullanılacaktır. Bu Ankette doğru ya da yanlış cevap yoktur. Fakat vereceğiniz her cevap çalışmanın sonucu için son derece önem taşımaktadır. Bu yüzden, çalışmaya gerekli özeni göstermenizi diler, katılımlarınızdan dolayı teşekkür ederim.

Okutman Sevda Balaman Uçar

Bölüm A: Kişisel Bilgiler

Lütfen kişisel bilgilerinizi doldurunuz

Yaş: _____   Cinsiyet: K _____ / E_____   Bölüm: _____

 Dil Seviyeniz

1. Orta-alt düzey _____
2. Orta düzey_____
3. Orta-üst düzey_____

Bölüm B: Bu bölüm İngilizce öğrenmeye karşı motive edici faktörleri belirleyici maddeler içermektedir. Her bir madde için **X** kullanarak bir kez cevap veriniz

Kesinlikle Katıl<u>mı</u>yorum= 1   Katıl<u>mı</u>yorum=2   Katılıyorum=3   Kesinlikle Katılıyorum=4

	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. Yabancı kültürlere ilgi duyarım.	1	2	3	4
2. Amerikalıları arkadaş canlısı bulurum.	1	2	3	4
3. İngilizce dersindeki konuları öğrenmek benim için önemlidir.	1	2	3	4
4. İngilizce öğrenmek konusunda iyi değilimdir.	1	2	3	4
5. Diğer öğrencilerden daha iyi puan almak benim için önemlidir.	1	2	3	4
6. İngilizce konuştuğumda diğer öğrenciler bana gülecek diye kaygılanırım.	1	2	3	4
7. Başka kültürden insanlarla iletişim kurmak eğlencelidir (özellikle anadili İngilizce olan insanlarla).	1	2	3	4
8. İngilizce öğrenmeyi çok eğlenceli buluyorum.	1	2	3	4
9. Eğer İngilizcede iyi olursam, daha iyi bir iş bulabilirim.	1	2	3	4
10. Keşke derse devam etmeden İngilizce öğrenmenin daha kolay bir yolu olsaydı.	1	2	3	4
11. İngilizce dersinin içeriğini seviyorum.	1	2	3	4
12. İngilizce film/video/müzikleri anlayabilmek istiyorum.	1	2	3	4
13. İngilizce sınavlarında kendimi sıkıntılı hissederim.	1	2	3	4
14. İngilizce öğrenmek için gerçekten elimden gelenin en iyisini yapacağım.	1	2	3	4
15. Bu dilin konuşulduğu kültüre daha yakın olmak istiyorum.	1	2	3	4
16. İngilizce dersi benim için çok zordur.	1	2	3	4
17. Üniversiteden mezun olduktan sonra da İngilizce öğrenmeye devam edeceğim.	1	2	3	4
18. İngilizce dersinde öğrendiklerimin diğer derslere de faydalı olacağını düşünüyorum.	1	2	3	4
19. İngilizce herkesin öğrenmesi gereken bir dildir.	1	2	3	4
20. İngilizce öğrenmenin havalı olduğunu düşünüyorum.	1	2	3	4
21. İngilizce dersinde diğer öğrencilerle ilişkilerim benim için önemlidir.	1	2	3	4
22. İngilizce konuşulan bir ortamda yaşamak istediğim için İngilizce öğreniyorum.	1	2	3	4
23. Diğer öğrencilerle birlikte çalışmaktan hoşlanırım.	1	2	3	4

	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
24. İngilizce dışında başka dilleri de öğrenmek isterim.	1	2	3	4
25. Ufkumu genişleteceği için İngilizce öğrenmek benim için önemlidir.	1	2	3	4
26. İngilizce dersine düzenli olarak katılmayı planlıyorum.	1	2	3	4
27. Yabancı dil öğrenme, eğitimin önemli bir parçasıdır.	1	2	3	4
28. İngilizce dersinde derse katılmaktan utanırım.	1	2	3	4
29. İngilizce öğrenmede iyiyimdir.	1	2	3	4
30. İngilizce dersinde diğer öğrencilerle iyi ilişkiler kurmak benim için önemlidir.	1	2	3	4
31. İngilizce dersinde her gün yeni bir şeyler öğreniyorum.	1	2	3	4
32. İngilizce konuşabilmek sosyal statümü artıracak.	1	2	3	4
33. Yeni kelimelerin anlamlarını tahmin etmede iyiyimdir.	1	2	3	4
34. İngilizce öğrenmek konusunda iyi olduğum için bu derste başarılı olmayı umuyorum.	1	2	3	4
35. Diğer öğrencilerle rekabet ettiğimde İngilizceyi daha iyi öğrenirim.	1	2	3	4
36. Ana dili İngilizce olan insanlarla iletişim kurabilmek için İngilizce öğrenmek önemlidir	1	2	3	4
37. İngilizce becerilerimi geliştirmek ileride bana maddi kazançlar sağlayacak.	1	2	3	4
38. Bu ders İngilizceyi öğrenmek için iyi bir fırsattır.	1	2	3	4
39. Bazen İngilizce dersi bittikten sonra bile devam etsin isterim.	1	2	3	4
40. Dil bilgisinde iyiyimdir.	1	2	3	4
41. İngilizce konuşan arkadaşlarım olsun istediğim için İngilizce öğreniyorum.	1	2	3	4
42. İngilizceyi en iyi işbirlikçi bir ortamda öğrenirim.	1	2	3	4
43. İngiliz kültürünün dünyaya çok katkıda bulunduğunu düşünüyorum.	1	2	3	4
44. İngilizce dersinde konuşmak zorunda olduğumda kendimi rahatsız hissederim.	1	2	3	4
45. İngilizceyi daha iyi nasıl öğrenebileceğimi sık sık düşünüyorum.	1	2	3	4
46. İngilizce dersinde diğer derslere göre kendimi daha rahatsız hissediyorum.	1	2	3	4
47. İngilizce dersi benim için kolaydır.	1	2	3	4
48. İngilizceyi öğrenebileceğimi düşünüyorum fakat test ve sınavlarda pek başarılı olamıyorum.	1	2	3	4
49. Türkçedense İngilizcede duygularımı daha açık ifade edebildiğimi hissediyorum.	1	2	3	4

|	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
50. İngilizce öğrenmek zor ama eğlencelidir.	1	2	3	4
51. İngilizcenin kulağa hoş geldiğini düşünüyorum.	1	2	3	4
52. İngilizce dersinde diğer öğrencilerden daha iyi olmak isterim.	1	2	3	4
53. Öğretmenim, benim yetersiz bir öğrenci olduğumu düşünmesin diye derste çok sık konuşmak istemem.	1	2	3	4
54. Diğer öğrenciler İngilizce konuştuklarında onları dinleyerek İngilizce öğrenebilirim.	1	2	3	4
55. İmkânım olduğunda İngilizceyi sınıf dışında kullanmaktan hoşlanırım.	1	2	3	4
56. Zorunlu olmasaydı bile İngilizce dersini almak isterdim.	1	2	3	4

BÖLÜM C: Bu bölüm İngilizce eğitsel aktivitelere karşı yaklaşımınızı ölçmek için oluşturulmuştur. Her bir madde için **X** kullanarak bir kez cevap veriniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. Öğrenciler hatalı olup olmadıklarını görebilsin diye, öğretmen anında geri dönüt vermelidir.	1	2	3	4
2. Amerikan yaşam tarzı ve davranışlarını bu derste öğrenmek benim için önemlidir.	1	2	3	4
3. Telaffuz, İngilizce dersinin odak noktalarından biri olmalıdır.	1	2	3	4
4. Zor olsalar da zorlayıcı aktivite ve materyalleri tercih ederim.	1	2	3	4
5. İngilizce dersindeki aktiviteler öğrencilerin bu dilde konuşma/iletişim becerilerini geliştirmeye yardımcı olmalıdır.	1	2	3	4
6. Proje geliştirmeyi ve kendi fikirlerimi ifade etmeyi severim.	1	2	3	4
7. Öğretmen derste çoğunlukta ders kitabına bağlı kalmalıdır.	1	2	3	4
8. Dinleme ve konuşma becerileri İngilizce dersinin odak noktası olmalıdır.	1	2	3	4
9. Sınıfta diğer öğrencilerle çalışmaktansa yalnız çalışmayı tercih ederim.	1	2	3	4
10. Dil eğitimi günlük İngilizcenin kullanıldığı olaylara/konulara dayanmalıdır.	1	2	3	4
11. İngilizce dersinde konuşmaya zorlanmayı değil, dersi dinlemeyi tercih ederim.	1	2	3	4
12. Okuma becerisi İngilizce dersinde vurgulanmalıdır.	1	2	3	4

	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
13. İngilizce dersinin içeriği öğrencilerin hedeflerine/beklentilerine dayanmalıdır.	1	2	3	4
14. İngilizce dersinde öğrencilerden ziyade öğretmen derse hakim olmalıdır.	1	2	3	4
15. Günlük yaşamdan materyallerle İngilizce öğrenmeyi severim	1	2	3	4
16. İngilizce öğrenmenin iletişim becerilerime faydalı olmasını isterim.	1	2	3	4
17. Dilbilgisi açısından dili doğru kullanabilmek İngilizce dersinin odak noktası olmalıdır.	1	2	3	4
18. İkili ya da küçük grup aktiviteleriyle İngilizceyi öğrenmeyi severim.	1	2	3	4
19. Anadili İngilizce olan insanlarla konuşmama yardımcı olabilecek aktiviteleri severim.	1	2	3	4
20. Dilbilgisi İngilizce dersinde vurgulanmalıdır.	1	2	3	4
21. İngilizce dersinde iletişim aracı olarak sadece İngilizcenin kullanılmasını isterim.	1	2	3	4
22. Çeşitli aktivitelere aktif olarak katılabileceğim İngilizce derslerini tercih ederim.	1	2	3	4
23. İngilizce dersinde yeni ve farklı şeyler yapmaktan hoşlanırım.	1	2	3	4
24. Grup ya da ikili çalışmalar İngilizce dersinde zaman kaybıdır.	1	2	3	4
25. Öğrenciler anlamadıkları bir şey olduğunda, soru sorabilmeliler.	1	2	3	4

APPENDIX D: PROMAX FACTOR SCREE PLOTS

Scree Plot of Promax Motivation Factors
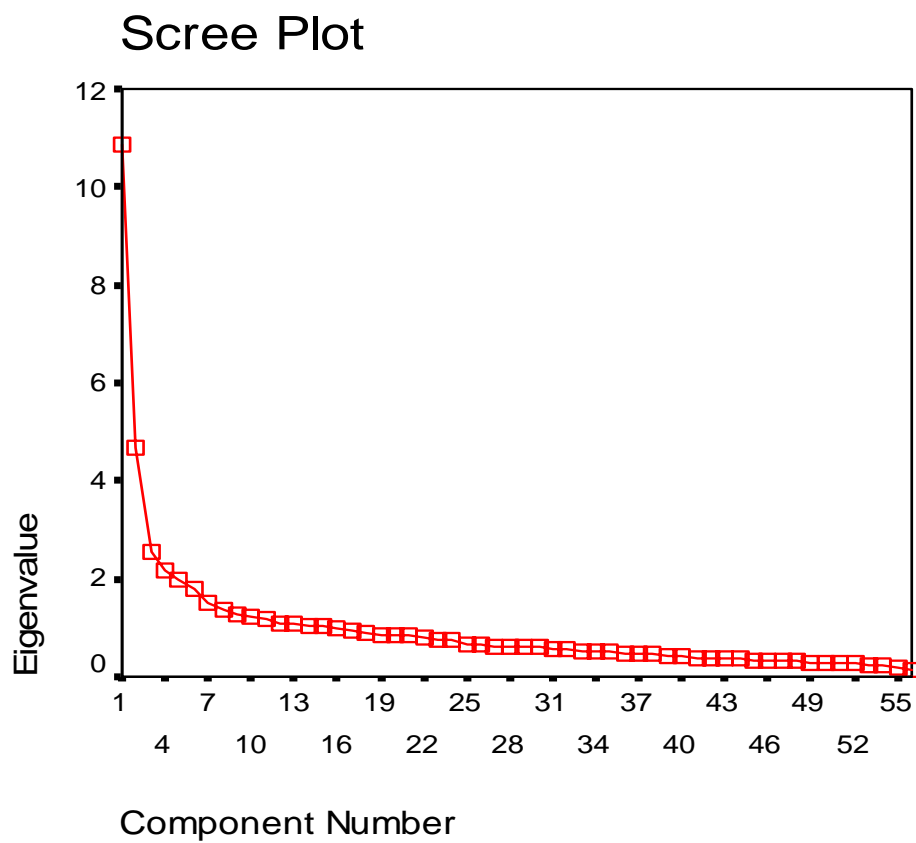
Scree Plot of Promax Instructional Activity Factors