



Motivational Orientations and Self-Efficacy Beliefs of Turkish Students towards EFL Learning*

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ABSTRACT

Purpose: There has been a concern as to what motivates people to learn a foreign language among researchers. Another concern in EFL context is that students may not benefit from learning opportunities due to low self-efficacy and low motivation to learn a foreign language. The main goal of this study is to explore the motivational orientations of high school students. **Research Methods:** In the study, a quantitative research design was employed during the data collection and the analysis phases. **Findings** The data analysis indicated that the participants were moderately motivated to learn English as a foreign language ($M=92.62$). In addition, a meaningful difference between participants' instrumental and

integrative orientations towards EFL learning was observed. It was also indicated that there was not a significance difference between male and female students' motivation level. However, students' instrumental motivation had a greater influence on language learning. In addition, there was not a gender-related significant difference in students' motivational orientations. The overall mean score for students' self-efficacy was found to be at moderate level ($M = 3.88$). Furthermore, female students' self-efficacy scores were significantly higher than those of the male students. Lastly, positive correlation was found between students' motivational orientations and self-efficacy beliefs. **Implications for Research and Practice:** The results emphasized the importance given to English language as a primary foreign language, a part of career paths and an indicator of various job opportunities. However, with support of integrative motivation, students' can set more realistic goals towards integrating into the international community.

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Introduction

Learner differences have always been the main concern of researchers in the field of foreign language learning. Johnson (2001) states that learners themselves bring individual differences to the learning task, and puts individual differences into three categories; cognitive variables, affective variables, and personality variables. All these three variables include different sub-variables that affect learning. For example, intelligence and language aptitude as cognitive factors influence learning behavior. According to Chastain (1988, p. 121) some of the affective factors that influence the development of second-language skills are self-concept, attitude, and perseverance, internal versus external locus of control, introversion versus extroversion, interests and needs. As the personality types, the effects of being introverted or extroverted on language learning have been investigated in different academic settings.

Most of the research in EFL context has placed affective factors to forefront for the last two decades. One of the affective factors, which are influential on learning, is motivation. Lightbown and Spada (1997) reported that motivation had an influence on pedagogical practices. Zimmerman (2000) also highlighted the importance given to motivation for learning during the last decades. In literature different definitions were given to motivation. According to Gardner (1985) motivation is "the extent to which an individual works or strives to learn the language because of a desire to do...". In addition, Williams and Burden (1997) explained motivation as "a state of cognitive and emotional arousal, which leads to a conscious decision to act, and gives a rise to a period of sustained intellectual and physical effort" (p.120). Different schools of thought also put forward explanations to motivation. From the behavioristic angle, motivation is the expectation of reward or reinforcement. For cognitivists, motivation is related to thoughts and decisions. As such, it is clear that motivation comes not only from external forces but also from an internal mechanism. Dörnyei (2005, p. 68) described motivation as 'effort, desire and attitude towards learning. He referred motivation as a multifaceted psychological phenomenon. Similarly, Lightbown and Spada (1997, p. 63) explained motivation in terms of two factors: learner's communicative needs and their attitudes towards the second language community. In view of the explanations, it is certain that motivation, which has a dynamic nature, affects one's cognitive performance.

From 1959 to 1990 Gardner remained as a prominent figure of motivational studies. Gardner and Lambert (1959) classified students as integratively or instrumentally motivated to learn. Integrative motivation concerned about learners' tendency to integrate into the target communities while instrumental motivation was related to pragmatic and utilitarian goals of language learning such as getting a good job and getting through the public exams. For example, instrumentally motivated learner regards foreign language learning as a means to a pragmatic end. Gardner (1985) developed Attitude/Motivation Test Battery (AMTB) in order to measure individual differences based on the socio-educational model of second language learning.

Many studies, which were inspired by Gardner's AMTB, were conducted in the field. Some of them focused on instrumental and integrative orientations for learning. In the Chinese EFL context, Xiong, 2010 investigated motivation differences among middle school students and observed that they had both instrumental and integrative motivation for learning English. In the Iranian EFL context, studies examined learners' motivational orientations and reported high instrumental motivation among foreign language learners (Hashemi and Hadavi, 2014; Vaezi, 2008). In the Turkish context, some studies supported that finding (Bektaş-Çetinkaya, 2012; Köseoğlu, 2013; Öztürk and Gürbüz, 2013). All those studies indicated the dominance of instrumental motivation among EFL students.

The relationship between gender and motivation is undeniably another important topic studied in EFL settings. Gardner and Lambert (1972) reported that the female were more motivated to learn a foreign language. Similarly, in his study Xiong (2010) found that girls were more interested in English and motivated to learn it than the boys. In the Turkish EFL some studies pointed out that female students had higher motivation than males did (Gördü-Aşıcı, 2016; Kızıltepe, 2003; Öz, Demirezen and Pourfeiz, 2015). There are not many studies on gender differences and motivation in the Turkish EFL context.

Another affective factor, which has a role on success in foreign language, is self-efficacy. Bandura (1977) introduced the construct as a part of his Social Cognitive Theory. He posited that people's levels of motivation was affected by their self-efficacy beliefs and described self-efficacy as an individual difference and explained it as personal beliefs about one's own capabilities. Self-efficacy as a possible predictor of motivation has been studied extensively in different pedagogic settings. Research into motivation also emphasized that motivation and learning behavior are influenced by learners' self-efficacy. Schunk (1989) argued that self-efficacy could enable learners to apply their knowledge, by which they attain cognitive skills. In addition, researchers reported that learners' self-efficacy beliefs had an inevitable influence on their motivation (Bandura, 1989; Linnenbrink and Pintrich, 2003; Pajares and Vakliante, 1997; Yang, 1999).

Some studies showed that there was a positive relationship between learners' motivation and self-efficacy beliefs (Bandura, 1989; Clement, R., Z, Dörnyei and K.A. Noels, 1994; Wang, CH., Schawab, G., Fenn, P., and Chang, M., 2013). In the Turkish EFL context, Tilfarlıoğlu and Cinkara (2009) stated that EFL university students had a high sense of self-efficacy in language learning tasks. Genç, Kuluşaklı and Aydın's (2016) findings were also in line with those of Tilfarlıoğlu and Cinkara (2009). However, Ersanlı (2015) reported that there was a low-level negative correlation between English language learning motivation and self-efficacy beliefs of students in Grade 8. All these studies did not include high school students.

One concern in EFL area is that students may not benefit from learning opportunities due to low self-efficacy and low motivation to learn a foreign language. Moreover some language learners with low self-efficacy remain nonresponsive to productive tasks. Another argument is about why students with

low motivation to learn a foreign language stay silent and inert in the classroom. Although there are many reasons for low desire to learn or low willingness to perform in the classroom, foreign language teachers should think about options to create more positive beliefs about self-capabilities in students' creative minds. If there is positive relation between learners' self-efficacy and their motivation, then new methods can be suggested to increase motivation, as well as self-efficacy.

In the light of all these facts and seeing the need for further research in the Turkish high school context, the current study aimed to investigate learners' motivational orientations in the Turkish EFL high school context. It also aimed to investigate the relationship between their foreign language learning self-efficacy beliefs and motivational orientations. To this end, following research questions were posed for the study:

1. What is the motivation level of Turkish high school EFL students?
2. Is there a significant difference between male and female students in terms of English language self-efficacy?
3. Is there a relationship between students' self-efficacy beliefs and their motivational orientations?

Method

Research Design

The present paper mainly aimed to investigate the relationship between learners' motivational orientations and their English language learning self-efficacy beliefs. To this aim, the study employed a quantitative research design during the data collection and analysis phases. Quantitative studies provide findings, which are descriptive in nature. Furthermore, the findings of this type of studies are easily comparable with those of their methodologically similar counterparts. The present quantitative study provided accurate numbers, which made it easy to create charts or graphics. Mean scores and other values are also useful while comparing the current results with those of the previous ones.

Research Design

The participants were 100 Turkish EFL students, 49 females and 51 males, studying at a Private High School in Muğla province, Turkey. The participants' age ranged from 17 to 18 with an average age of 17. As the study targeted only 11th and 12th graders, the participants were selected non-randomly because the 9th and 10th graders were supposed to have more concerns about their foreign language related self-capabilities. Thus, it was better to include more proficient learners to get healthy results.

Research Instrument and Procedure

The study was conducted during the spring term of 2015-2016 educational year. To gather data, two scales were used. The data were collected by means of the two scales. Initially, the Turkish version of 5-point Likert-type motivational orientations scale, which was adapted from Gardner's AMTB (1985) and the work of Clement, Dörnyei and Noels (1994) and used in Vaezi's (2008) study, was utilized to gather data on students' motivation. Revised versions of Vaezi's 25-item motivational orientations scale were used and found reliable in various studies. For example, the scale had a good reliability ($\alpha = .80$) in Naeini's (2012) and Hosseini and Taheri's (2014) studies. The scale in the present study consisted of two subcategories; integrative (12 items) and instrumental (13 items) motivation.

As a secondary research instrument, a 7- point Likert-type language Self-efficacy Scale (SES) was used in the study. The original scale was obtained from Wang et al.'s (2013) study. The scale ($\alpha = .96$) had a good reliability (Wang et al., 2013). The self-efficacy scale included four subcategories; listening efficacy scale, speaking efficacy scale, reading efficacy scale, writing efficacy scale. Each subscale was composed of 8 items that are relevant to four language modes. The responses ranged from "I cannot do it at all" to "I can do it very well".

The language of the original scales was English. Thus, In order to keep the original meaning of the statements and to increase reliability, back-translation method was employed during translation. In addition, the items written in the scales were explained whenever required by researchers in order to avoid any misunderstanding. After the examination of the instruments, the researcher administered each scale. Both of the scales were administered respectively during one class hour on the same day. It took the participants 20 minutes to complete each scale.

Data Analysis

Statistical Package for Social Sciences (SPSS) software version 20.0 was used to compute data, to compare mean scores and to make tables. In the study descriptive statistics provided mean scores, frequencies and standard deviation. As the data were normally distributed according to Kolmogorov-Smirnov test, parametric tests were used during analyses. Pearson Correlation Coefficients was used to find out whether or not there is a relationship between motivational orientations and self-efficacy beliefs of students. Furthermore, paired and independent t-tests were utilized to determine if there is a significant difference between students' scores in the scales or not.

As for the reliability issues, the reliability scores of the two scales were calculated. The Cronbach's alpha values were not only calculated for motivational orientations and self-efficacy scales but also for the subscales. The details are given below. Motivation scale was found to be highly reliable ($\alpha = .94$). The scale also contained two subscales; integrative motivation (12 items; $\alpha = .91$), instrumental motivation (13 items; $\alpha = .92$). The second scale was Self-efficacy Scale (SES) which was used to

determine students' self-efficacy levels (32 items $\alpha = .98$). The SES comprised of four subcategories; listening self-efficacy ($\alpha = .94$), speaking self-efficacy ($\alpha = .94$), reading self-efficacy ($\alpha = .93$) and writing self-efficacy ($\alpha = .94$). Each subscale consisted of 8 items.

Results

After the reliability tests confirmed that research instruments were reliable the data, which were gathered by means of two instruments, were analyzed through several statistical tests. Firstly, students' general motivation level was determined by calculating overall mean scores. The study indicated that students were moderately motivated to learn English as a foreign language in general ($M = 92.62$).

Table 1

Descriptive Statistics for Students' Overall EFL Learning Motivation

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
General Motivation	100	36.46	123.96	92.0104	18.17056

The calculation of students' motivation level was carried out as it was in Öztürk and Gürbüz's (2013) study on EFL motivation. The motivation scale consisted of 25 items. As the scale was likert type, the grading system was changed and recoded. The recoded version of the scores ranged from 25 to 125. The scores were as follows; High level motivation = 100 - 125, Moderate level motivation = 75 - 99, Low level motivation = 50 - 74, very low level motivation = 25 - 49.

In addition to the general motivation level of the students, descriptive statistics provided the frequencies of the students, who had different levels of motivation. According to the results, %13 of the participants ($N = 100$) had a motivation level below the moderate threshold level. The study indicated that %54 and most of the participants had moderate level of motivation. Besides, %33 of the participants scored high in the study (See Table 2).

Table 2

Frequencies of Students' General Motivation Level

Motivation Level	Frequencies of Students
High Level Motivation	33
Moderate Level Motivation	54
Low Level Motivation	9
Very Low Level Motivation	4

The study aimed to find out how students differ in their motivational orientations. Firstly, students' general orientation towards learning EFL was investigated. To achieve this, the study utilized paired samples t-test. The results of

paired samples t-test indicated that there was a statistically significant difference between students' integrative motivation ($M = 88.3, SD = 19.7$) and instrumental motivation ($M = 96.5, SD = 19.1$) at the .05 level of significance ($p = .000$). The test also revealed that instrumental motivation towards EFL learning was the dominant type of motivation among the participants (See Table 3).

Table 3.

Paired Samples T-test for Students' Motivational Orientations

	Motivation Type				N	95% CI of the Difference				
	Integrative		Instrumental			Lower	Upper	t	df	p
	M	SD	M	SD						
Pair 1	88.37	19.75	96.53	19.11	100	-11.09	-5.22	-5.51	99	.000

* $p < .05$.

The study also examined gender-related difference in students' motivational orientations (See Table 4).

Table 4

Results of T-test and Descriptive Statistics for General Motivation regarding Gender

	Gender						95% CI of the Difference				
	Male			Female			Lower	Upper	t	df	p
	M	SD	n	M	SD	n					
Motivation	88.76	18.43	51	95.38	17.43	49	-13.74	.50	-1.8	98	.06

* $p < .05$

According to the results female students had a slightly higher level of motivation than the motivation level of male students. However the independent t-test indicated that there was no significant difference between male students' motivation level ($M = 88.7, SD = 18.4$) and the females' ($M = 95.3, SD = 17.4$) at the .05 level of significance ($p = 0.68$).

Table 5

Results of Independent T-test and Descriptive Statistics for Students' Integrative and Instrumental Motivation Scores regarding Gender

	Gender						95% CI of the Difference		t	df	p
	Male			Female			Low.	Upp.			
	M	SD	n	M	SD	n					
Integ. Mot.	3.37	.79	51	3.70	.76	49	-.63	-.01	-2.11	98	.037
Inst. Mot.	3.75	.79	51	3.97	.72	49	-.51	.08	-1.39	98	.165

* $p < .05$

The analysis of the data showed how students differ in their motivational orientations towards learning a foreign language (FL) regarding their gender. Although the students had both types of motivation towards EFL learning, the study aimed to find out whether there is a significant difference between the scores of instrumentality and integrativeness. Initially, Levene's test for equality of variances confirmed the homogeneity of the groups. Then, the independent-samples t-test indicated that mean scores of integrative motivation were significantly higher for females ($M = 3.70$, $SD = 0.76$) than for males ($M = 3.37$, $SD = 0.79$) at the .05 level of significance ($p = .37$). However, it was not found any significant difference between the scores of instrumental motivation for males ($M = 3.75$, $SD = 0.79$) and for females ($M = 3.97$, $SD = 0.72$) at the .05 level of significance ($p = .165$).

Table 6

Overall Self-efficacy Level of the Students

	N	Minimum	Maximum	Mean	SD
Overall Self-efficacy	100	1.13	6.78	3.8841	1.34293

In the second phase of the research, the data gathered by means of the self-efficacy scale were analyzed in order to answer to the second research question. Firstly, students' overall mean score for self-efficacy was calculated and found as $M = 3.88$, which pointed to a moderate level of self-efficacy. The results indicated students had a moderate level of English self-efficacy (See Table 6).

Table 7

Students' Mean Scores in SES according to Their Gender

	Gender						95% CI of the Difference		t	df	p
	Male			Female			Low.	Upp.			
	M	SD	n	M	SD	n					
Self-efficacy	3.61	1.27	51	4.16	1.37	49	-1.07	-.02	2.07	98	.040

* $p < .05$

After the students' overall self-efficacy mean score had been calculated, an independent t-test was used to determine whether there is a significant difference between male and female students' self-efficacy level. The analysis of the data revealed that there was a statistically significant difference between female students' self-efficacy level ($M = 4.16$, $SD = 1.37$) and that of the males ($M = 3.61$, $SD = 1.27$) favoring females at the .05 level of significance ($p = .40$).

As for the correlation between variables, the study utilized Pearson's correlation Coefficients. The analyses of the data provided numbers that indicated correlations among variables. According to Evans (1996), the correlation value of 'r' can be explained verbally in research papers. The suggested values were as follows:

- .20 - .39 as "weak"
- .40 - .59 as "moderate"
- .60 - .79 as "strong"
- .80 - 1 as "very strong"

The third research question was posed to find out whether there is a correlation between motivational orientations and self-efficacy of the participants. The analysis of the data found positive correlations among all the variables at the level of .001 significance. Firstly, the analysis indicated that students' self-efficacy moderately correlated with their motivational orientations and general motivation. Secondly, it was revealed that both integrative motivation and instrumental motivation positively correlated with self-efficacy beliefs.

Table 8.*Correlations among Variables*

Correlations				
Variables	Self-efficacy	Motivation	Integrative Motivation	Instrumental Motivation
Self-efficacy	1			
Motivation	.50**	1		
Integrative Motivation	.48**	.92**	1	
Instrumental Motivation	.45**	.92**	.71**	1

**p < 0.01

According to the analyses, integrative motivation had a moderate positive correlation with students' self-efficacy in four skills (listening, speaking, reading and writing). The analyses also indicated that students' instrumental motivation had a positive correlation with their self-efficacy in three skills (listening, speaking and writing). However, a weak positive correlation was found between speaking self-efficacy and instrumental motivation.

Table 9.*Correlations among Variables*

Correlations						
Variables	Instrumental	Integrative	Listening	Speaking	Reading	Writing
Instrumental	1					
Integrative	.71**	1				
Listening	.48**	.47**	1			
Speaking	.39**	.47**	.82**	1		
Reading	.44**	.43**	.90**	.83**	1	
Writing	.40**	.47**	.85**	.91**	.89**	1

**p < 0.01

Discussion and Conclusions

The analysis of the data indicated that there was a meaningful difference between participants' instrumental and integrative orientations towards EFL learning. According to the paired samples t-test, the participants were mostly instrumentally motivated to learn a foreign language. That finding supported different other studies conducted in the Turkish EFL context (Bektaş-Çetinkaya, 2012; Köseoğlu, 2013; Öztürk and Gürbüz, 2013). The finding was also in line with those of other studies in the Iranian EFL context (Hashemi and Hadavi, 2014; Vaezi, 2008). According to the present findings, the aim of learning English as a foreign language was mostly to find a good job ($M= 98.75$). In different other countries, studies on students' motivational orientations towards foreign language learning reported more or less the same results. The results emphasized the importance given to English language as a primary FL, a part of career paths and an indicator of various job opportunities in EFL contexts. This is the direct result of the rapid spread of English as a means of communication in different fields such as Science and Business.

The present research also found that female students were more motivated to learn English than male students. That finding was supported by other studies conducted in Turkey (Gördü-Aşıcı, 2016; Kızıltepe, 2003; Öz et al., 2015). The current findings also indicated that female students had more integrative motivation than male students did. In the Turkish context, the teaching profession is mostly attributed to girls and in most of the ELT departments girls are dominant in number. It can be thought that females show much more tendency to study in this department and consequently are more motivated than boys.

In the last years, studies also focused on the relationship between motivation and self-efficacy. The present investigation has showed that there is a positive correlation between participants' motivation and self-efficacy level. Some previous studies also reported that self-efficacy had an influence on students' success and motivation (Genç et al., 2016; Tilfarlıoğlu and Cinkara (2009). However, Ersanlı (2015) found low level negative correlation between 8th grade students' motivation and self-efficacy levels. This contradiction may be caused by the age factor. With regard to the relationship between motivation and self-efficacy, the present study found a moderate level positive correlation between the two variables. That finding was in line with Gördü-Aşıcı's (2016) study. In literature, some other studies showed that there was a positive relationship between learners' motivation and self-efficacy beliefs (Bandura, 1989; Clement et al., 1994; Wang et al., 2013). In addition, Williams and Burden (1997) pointed out the role of self-efficacy and stated that the development of self-efficacy was a complex phenomenon. They also added that learners with high self-efficacy can be more successful in achievement tasks than those who are more capable of doing something. In conclusion, as Williams and Burden stated, in this area much more research needs to be carried out. Different factors can affect the relationship between the variables. Thus, it is better to examine factors that best match the research topics.

In this current communicative era, cognitive and affective factors are of great importance in terms of making interactions easy. Motivation, as an effective factor

has an undeniable influence both on cognitive processes and behavior. If communication is the main goal of language learning, then motivation should be of great importance. Recently, there has been an on-going debate on what motivates people to learn a foreign language. In addition, the present study supported the existing research reporting that instrumental purposes for learning a foreign language play an important role in various EFL contexts. Having a good knowledge of English can become an end itself, but learners have utilitarian goals for learning it. If learners' instrumental motivation is supported with more integrativeness towards foreign language, they will be more confident in FL related activities both inside and outside the language classrooms.

One must never forget that opportunities offered to students do not necessarily yield success in foreign language learning. In addition, motivation does not necessarily come from external sources. Apart from external sources like rewards, personal feelings have an influence on students' motivation to learn EFL. As students' self-efficacy level increases, they will benefit more easily from foreign language learning opportunities. Similarly, if students believe that they can do well in the tasks, they will be more motivated and confident in EFL learning. Additionally, high self-efficacy level may lower the adverse feelings and anxiety which are regarded as the main causes of failure by many people. Setting goals can also make students believe in themselves and become more confident in foreign language learning classrooms, and then it is important that teachers should encourage their learners and provide some tasks, which will help them to be more confident.

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Türk Öğrencilerin Yabancı Dil Olarak İngilizce Öğrenimine Karşı Güdüsel Yönelimleri ve Öz-Yeterlik İnançları

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Özet

Problem Durumu: Öğrencilerin yabancı dile yönelik düşük öz-yeterlik ve güdüsel yönelimleri yüzünden öğrenme fırsatlarından faydalanamayacağı yabancı dil olarak İngilizce öğrenimi alanında bir kaygıdır. Bunun yanı sıra, bazı düşük öz-yeterlik sahibi dil öğrencileri üretkenlik gerektiren etkinliklerde tepkisiz kalabilirler. Diğer bir iddia da yabancı dil öğrenmeye karşı düşük güdüsel yönelimleri olan öğrencilerin sınıflarda sessiz ve eylemsiz kalmasıdır. Sınıf içerisinde düşük öğrenme

arzusu ve üretme istekliliğinin birçok sebebi olmasına rağmen, yabancı dil öğretmenleri öğrencilerin yaratıcı zihinlerinde öz- yapabilirlikleri hakkında olumlu inançlar yaratacak seçenekler hakkında düşünmeliler. Eğer öğrencilerin güdüsel yönelimleri ve öz-yeterlikleri arasındaki ilişki olumluysa, öz-yeterliği ve dolayısıyla motivasyonu arttıracak yeni yöntemler önerilebilir. Bu nedenle bu çalışma bu ikisi arasındaki ilişkiyi ele almaktadır.

Çalışmanın Amacı: Tüm bu bilgilerin ışığında ve Türkiye’deki lise öğrenimi alanında başka çalışmalara duyulan ihtiyacı dikkate alarak, bu çalışma yabancı dil olarak İngilizce öğrenen Türk lise öğrencilerinin güdülenme yönelimlerini inceledi. Çalışma aynı zamanda yabancı dil öğrenimi öz-yeterlik inançları ve motivasyon yönelimleri arasındaki ilişkiyi araştırmayı amaçladı. Bu amaç doğrultusunda aşağıdaki araştırma sorularına cevap arandı:

1. Yabancı dil olarak İngilizce öğrenen Türk lise öğrencilerinin motivasyon seviyeleri nedir?
2. Bayan ve erkek öğrencilerin İngilizce öz-yeterlik düzeyleri arasında anlamlı bir farklılık var mıdır?
3. Öğrencilerin öz-yeterlik inançları ve güdüsel yönelimleri arasında anlamlı bir ilişki var mıdır?

Yöntem: Bu araştırma esas olarak öğrencilerin motivasyon yönelimleri ve İngilizce öğrenimi öz-yeterlikleri arasındaki ilişkiyi inceledi. Bu amaç doğrultusunda veri toplama ve analiz süresince nicel araştırma yöntemleri kullanılmıştır. Nicel çalışmalar genel olarak betimleyici bulgular sağlamaktadır. Buna ek olarak, bu tip çalışmaların bulguları yöntem olarak benzer diğer araştırmaların sonuçları ile kolayca karşılaştırılabilir.

Bulgular: Güvenirlik testleri ölçme araçlarının güvenilir olduğunu doğruladıktan sonra ilk olarak, öğrencilerin genel motivasyon düzeyleri belirlendi. Öğrencilerin genelde İngilizce öğrenmeye orta düzeyde güdülendiklerini bulundu (M = 92.62). Paired Samples T-test sonuçları öğrencilerin bütünleşmeci motivasyonları (M = 88.3, SD = 19.7) ve araçsal motivasyonları (M = 96.5, SD = 19.1) arasında .05 önem düzeyinde istatistiksel olarak anlamlı bir farklılığa işaret etmiştir (p = .000). İngilizce öğrenmeye yönelik araçsal motivasyonun katılımcılar arasında baskın motivasyon tipi olduğu görülmüştür. Sonuçlar, genel olarak erkek öğrencilerin motivasyonları (M = 88.7, SD = 18.4) ile bayan öğrencilerin motivasyonları (M = 95.3, SD = 17.4) arasında .05 düzeyinde anlamlı bir farklılık olmadığını gösterdi (p = 0.68). Ancak kız öğrencilerin bütünleşmeci motivasyonları daha yüksek bulundu. Bulgulara ek olarak, ölçekten elde edilen genel puanlar öğrencilerin araçsal olarak İngilizce öğrenmeye daha fazla güdülendiklerini gösterdi.

Araştırmanın ikinci safhasında öz-yeterlik ölçeği aracılığıyla elde edilen veriler ikinci araştırma sorusuna cevap vermek için analiz edildi. Öğrencilerin genel ortalama öz-yeterlik değeri (M = 3.88) orta düzey bir öz-yeterliğe işaret etti. Öğrencilerin genel öz-yeterlik puanları hesaplandıktan sonra erkek ve bayanların öz-yeterlikleri arasında anlamlı bir farklılık olup olmadığını belirlemek için bir bağımsız T-test

yapıldı. Veri analizi bayan öğrenciler ($M = 4.16$, $SD = 1.37$) ve erkek öğrencilerin ($M = 3.61$, $SD = 1.27$) öz-yeterlik seviyeleri arasında. 05 anlamlılık düzeyinde bayanların lehine bir farklılık olduğunu göstermiştir ($p = .40$). Değişkenler arasındaki ilişkilere gelince, çalışma Pearson İlişki Katsayılarından yararlandı. Evans'a (1996) göre, ilişki değeri 'r' araştırma raporlarında sözel olarak açıklanabilir. Önerilen sözel değerler yandaki gibidir; .20 - .39 "zayıf" .40 - .59 "orta", .60 - .79 "güçlü" .80 - 1 "çok güçlü". Üçüncü araştırma sorusu güdüsel yönelimler ve öz-yeterlik arasındaki ilişkiyi ortaya çıkarmak için ileri sürüldü. Veri analizleri tüm değişkenler arasında 0.01 anlamlılık düzeyinde olumlu ilişkiler buldu. Öncelikle, analizler öğrencilerin motivasyon yönelimlerinin genel motivasyonları ile orta düzeyde olumlu ilişki gösterdiğini belirtti. İkinci olarak, hem bütünleşmeci motivasyon hem de araçsal motivasyonun öz-yeterlik inançları ile olumlu ilişki gösterdiği ortaya çıkarıldı. Ayrıca, bütünleşmeci motivasyonun öğrencilerin dinleme, konuşma okuma ve yazma öz-yeterlikleri ile orta düzeyde olumlu bir ilişkiye sahip olduğu görüldü. Öğrencilerin konuşma öz-yeterlikleri ve araçsal motivasyonları arasında zayıf derecede olumlu bir ilişki bulunmuştur.

Sonuç ve Öneriler: Veri analizleri katılımcıların yabancı dil olarak İngilizce öğrenimine yönelik araçsal ve bütünleşmeci motivasyonları arasında anlamlı bir farklılık olduğunu göstermiştir. Paired samples t-test sonuçları katılımcıların yabancı dil öğrenmeye karşı çoğunlukla araçsal olarak güdülenmekte olduklarını gösterdi. Bu bulgu Türkiye'deki yabancı dil olarak İngilizce öğrenimi alanında diğer farklı çalışmaları desteklemektedir (Bektaş-Çetinkaya, 2012; Köseoğlu, 2013; Öztürk & Gürbüz, 2013). Bulgu aynı zamanda İran'da yapılan diğer araştırmalar ile de aynı doğrultudadır (Hashemi & Hadavi, 2014; Vaezi, 2008). Güncel bulgulara göre, yabancı dil olarak İngilizce öğrenmenin amacı çoğunlukla iyi bir iş bulmaktır ($M = 98.75$). Diğer ülkelerdeki öğrencilerin motivasyonu üzerine çalışmalar da az çok benzer bulgular sunmuştur. Bulgular temel yabancı dil, kariyer yolunun bir parçası ve farklı iş fırsatlarının göstergesi olarak yabancı dil öğrenme alanında İngilizcenin önemini vurgulamıştır. Bu İngilizcenin bir iletişim aracı olarak bilim alanında ve iş sektörlerinde yaygınlaşmasının bir sonucudur. Son yıllarda, çalışmalar motivasyon ve öz-yeterlik üzerine de yoğunlaşmıştır. Bu çalışma lise öğrencilerinin İngilizceye öğrenmeye yönelik motivasyonları ve öz-yeterlikleri arasında olumlu bir ilişki olduğunu göstermiştir. Önceki bazı araştırmalar öz-yeterliğin öğrenci başarısı ve motivasyon üzerinde etkisi olduğunu bildirmiştir. (Genç et al., 2016; Tılfarlıoğlu & Cinkara (2009). Fakat, Ersanlı (2015) 8. sınıf öğrencilerinin motivasyon ve öz-yeterlikleri arasında düşük derecede olumsuz bir ilişki bulmuştur. Bu çelişki, yaş faktörü yüzünden oluşabilir. Bu çalışma motivasyon ve öz-yeterlik arasındaki ilişki bakımından orta düzeyde olumlu bir ilişki bulmuştur. Bu bulgu Gördü-Aşıcı (2016)'yı destekler niteliktedir. Alanyazında bazı diğer çalışmalar motivasyon ve öz-yeterlik arasında olumlu ilişki olduğunu göstermiştir (Bandura, 1989; Clement et al., 1994; Wang et al., 2013). Buna ek olarak Williams ve Burden (1997) yüksek öz-yeterliğe sahip öğrencilerin etkinliklerde daha bilgili olanlara göre daha iyi performans gösterdiğini öne sürmüştür. Sonuç olarak, farklı faktörler değişkenler arasındaki ilişkileri etkileyebilir. Böylece, araştırma konusuna en uygun faktörleri incelemek en iyisidir. Günümüz iletişim çağında bilişsel ve duyuşsal faktörler

etkileşimi kolaylaştırmak bakımında çok önemlidir. Motivasyonun hem bilişsel süreçler hem de davranış üzerinde inkar edilemez bir etkisi vardır. Eğer dil öğrenmenin temel amacı iletişim kurmak ise, o zaman motivasyona önem verilmesi gerekir. Son günlerde insanları yabancı dil öğrenmeye neyin motive ettiği konusunda süregelen bir tartışma vardır. Bu çalışma yabancı dil öğreniminde araçsal motivasyonun önemli bir rol oynadığını bildiren önceki araştırmaları desteklemektedir. İyi bir İngilizce bilgisine sahip olmak bir amaç olabilir, fakat öğrenciler onu öğrenmek için farklı faydalı amaçlara sahipler. Eğer öğrencilerin İngilizceye karşı araçsal motivasyonları bütünlüleyici motivasyon ile desteklenirse, sınıf içindeki ve dışındaki yabancı dil öğrenme etkinliklerinde kendilerinden daha emin olacaklardır. Asla unutulmamalıdır ki, öğrencilere sunulan fırsatlar illa başarıyı ortaya çıkarmak zorunda değildir. Ayrıca, motivasyon mutlaka dış etkenlerden gelmek zorunda da değildir. Ödül gibi dış etkenlerin dışında, kişisel duygular da İngilizce öğrenenlerin üzerinde bir etkiye sahiptir. Öğrencilerin öz-yeterlik düzeyleri arttıkça onlar yabancı dil öğrenme fırsatlarından daha fazla yararlanacaklardır. Benzer bir şekilde, eğer öğrenciler etkinliklerle daha başarılı olacaklarına inanırlarsa, İngilizce öğrenmeye daha fazla motive olacaklar ve kendilerinden emin olacaklardır. Bunlara ilaveten, yüksek öz-yeterlik seviyesi birçok insan tarafından başarısızlığın temel sebebi olarak sayılan olumsuz duyguları ve kaygıyı azaltabilir. Öğrencilerin kendilerine hedefler belirlemeleri kendilerine daha fazla inanmalarına ve yabancı dil sınıflarında başarılı olmalarına yol açar. Öyleyse, öğretmenler öğrencilerini kendilerine inanmaları konusunda cesaretlendirmeli ve onların kendilerine güvenini arttırmalarını sağlayacak aktiviteleri planlamalıdır.

Anahtar Kavramlar: duyuşsal faktörler, bütünsel motivasyon, araçsal motivasyon, güven