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**EXTRINSIC MOTIVATIONAL RESOURCES FOR
SECOND/FOREIGN LANGUAGE LEARNING: A
STUDY ON EXPLORING MOTIVATORS AND DE-
MOTIVATORS OF ENGINEERING STUDENTS**

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MASTER OF ARTS THESIS

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	Tezin Adı	EXTRINSIC MOTIVATIONAL RESOURCES FOR SECOND/FOREIGN LANGUAGE LEARNING: A STUDY ON EXPLORING MOTIVATORS AND DE-MOTIVATORS OF ENGINEERING SRUDENTS

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Yukarıda adı geçen öğrenci tarafından hazırlanan *Extrinsic Motivational Resources for Second/Foreign Language Learning: A Study on Exploring Motivators and De-Motivators of Engineering Students* başlıklı bu çalışma 29/03/2019 tarihinde yapılan savunma sınavı sonucunda oybirliği/oyçokluğu ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

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ÖZET

Bu tez çalışmasında Türkiye'nin Konya ilindeki özel bir üniversitede yabancı dil olarak İngilizce öğrenen mühendislik öğrencilerinin motivasyonlarını etkileyen dışsal faktörlerin belirlenmesini ve bu motivasyon faktörlerinin etki yönlerinin (olumlu ya da olumsuz) tamamlanması amaçlanmaktadır. Bilgi toplamak için hem nicel hem de nitel yöntemler kullanılmıştır. Araştırmacı nicel araştırma metodu olarak 35 maddelik bir ölçek geliştirdi ve katılımcılara uygulamıştır. Araştırmanın nitel boyutu ölçekte katılımcılara sorulan bir açık uçlu sorudan oluşturmaktadır. Ölçek mühendislik bölümünden 309 üniversite öğrencisi tarafından tamamlanmıştır. Çalışmanın sonuçları, motivasyon ve yabancı dil öğrenme başarısının güçlü bir şekilde bağlantılı olduğunu göstermektedir. Ayrıca “önemli diğerleri”, “başkalarıyla etkileşim” ve “öğrenme ortamı” gibi faktörlerin öğrencilerin motivasyon seviyelerini önemli ölçüde etkilerken, “genel durumlar” faktörünün öğrencilerin öğrenme motivasyon seviyelerinde anlamlı bir fark yaratmadığı sonucuna varılmıştır. Öte yandan, bu faktörler arasında İngilizce öğretmeni ve veliler, övülmek, kötü düzenlenmiş sınıf ve okul ortamı, haftalık ders saatlerinin yetersizliği, öğrencilerin gelecek kaygıları, İngilizce öğretmenin motive etme dereceleri, İngilizce öğrenmenin

sunduđu yurtdışına ıkma fırsatları ve yerel/ulusal eđitim sistemi gibi belirleyiciler ğrencilerin İngilizce ğrenmeye ynelik motivasyonlarını en fazla etkilerken, ailenin yařam tarzı, cezalar ve yaptırımlar ve ebeveynlerin eđitim durumu en az etkilemektedir. Son olarak, bulgular mhendislik ğrencilerinin İngilizce ğrenmeye ynelik motivasyonlarını olumlu ynde etkileyen bazı dıř faktrlerin; đretmenlerin ve ebeveynlerin ğrencilerin İngilizce ğrenmeye karřı tutumları, İngilizcenin bařkalarıyla etkileřimde bulunmalarına katkısı, geri bildirim alma, dller ve vlme ve iyi dzenlenmiř bir đrenme ortamı olduđunu gstermiřtir. te yandan, arařtırma sonuları mhendislik ğrencilerinin İngilizce ğrenmeye ynelik motivasyonlarını olumsuz ynde etkileyen dıřsal faktrlerden bazılarının; ailenin yařamında İngilizcenin eksikliđi, ceza ve yaptırımlar, kalabalık sınıflar ve haftalık kurs saatlerinin yetersizliđi olduđunu ortaya koymuřtur. Arařtırmanın sonularına gre arařtırmacı, İngilizce ğrenmeye alıřan mhendislik ğrencilerinin her alıřma iin geri bildirim almaları ve bařarılı alıřmalardan tr vg almaları gerektiđini ne sryor. Mhendislik ğrencilerinin İngilizce đrenme ortamları dikkatlice dzenlenmelidir. Veliler ve İngilizce đretmenleri, bu alıřmada belirtilen mhendislik ğrencilerinin motivasyonlarını etkileyen dıř faktrlerin farkında olmalı ve buna gre nlemler almalıdırlar. Bu gncel tez alıřması sadece mhendislik fakltesi niversitesi ğrencileri ile yapılmıřtır. Aynı alıřma, farklı blmlerden ğrencilerle sonraki arařtırmalarda yapılabilir.

Anahtar Kelimeler: Motivasyon, motivasyon kaynakları, dıřsal motivasyon, dıř faktrler, İngilizce đrenimi

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ABSTRACT

The current thesis study aims to determine external factors affecting engineering students' motivation, who are learning English as a foreign language in a private university in Konya, Turkey, and to find out the impact direction (negatively or positively) of these motivational factors. Both quantitative and qualitative research methods are used to gather information. As a quantitative research method, the researcher developed a 35-item scale and applied it to the participants. The qualitative side of the research consists of an open-ended question asked to the participants on the scale. The scale was completed by 309 university students of engineering department. The results of the study show that motivation and foreign language learning success are strongly correlated. It is also concluded that the factors such as 'significant others', 'interaction with others' and 'learning environment' significantly affect the motivation level of the students while 'the general situations' factor does not make any meaningful difference in students' learning motivation levels. On the other hand, among these factors, determinants such as English teacher and parents, being praised, the poorly organized classroom and school environment, the insufficiency of the weekly course hours, students' future anxiety, the degree to

which English teacher motivates, opportunities to go abroad offered by learning English, and local/national education system affect engineering students' motivation for English language learning most while family lifestyle, the penalties and enforcements, and parent's educational status affects least. Finally, findings show that some of the external factors which positively affect engineering students' motivation for English language learning are; teachers and parents' positive attitudes towards students' learning English, the contribution of the English in interacting with others, getting feedback, awards and being praised, and a well-organized learning environment. On the other hand, results report that some of the external factors which negatively affect engineering students' motivation for English language learning are; lack of English in the family's lifestyle, punishment and enforcements, the crowded classes, and the insufficiency of the weekly course hours. According to the results of study, the researcher suggests that engineering students who try to learn English should get feedback for each study and they should be praised with their successful studies. Engineering students' English learning environments should be carefully arranged. Parents and English teachers should be aware of the external factors mentioned in this study that affect the motivation of the engineering students and should take measures accordingly. This current thesis study was conducted only with university students of engineering faculty. The same study can be done in further research with students from different departments.

Keywords: Motivation, motivation sources, extrinsic motivation, external factors, English language learning

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LIST OF ABBREVIATIONS

ELF	: English as a Lingua Franca
EFL	: English as a Foreign Language
L2	: Second Language
EM	: Extrinsic Motivation
IM	: Intrinsic Motivation
SDT	: Self-Determination Theory
SCT	: Social Cognitive Theory
YÖK	: The Council of Higher Education of Turkey
FA	: Factor Analysis

EXTRINSIC MOTIVATIONAL RESOURCES FOR SECOND/FOREIGN LANGUAGE LEARNING: A STUDY ON EXPLORING MOTIVATORS AND DE-MOTIVATORS OF ENGINEERING STUDENTS.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Foreign language learning does not lose its importance for many reasons throughout the world. To have a better job, to engage in cultural interaction and to make friends from different cultures, to meet more interesting people, to have knowledge in a broader perspective, to travel around the world in a more relaxed and informed way, to receive better education and many other opportunities provided by foreign language learning can be articulated among these reasons. On the other hand, how much we learn and solve the universe is full of unknowns. Solving its mystery has always aroused a curiosity in humanity. Some people want to discover and benefit from the world while others prefer to live simpler. It is inevitable to interact with other people to explore the universe. This interaction will be possible with at least one foreign language learning.

The first language that comes to mind when studying foreign language learning in the world is English. There are primary reasons for this. First of them is the impact of the ongoing globalization on society and people, and the fact that English is seen as Lingua Franca (ELF). The ELF interaction may include native speakers but is generally a communication language between people who do not share a common mother tongue or a common national culture, and English is an additional language (Jenkins, 2009). It is an entirely different concept than learning English as a foreign language (EFL). On the other hand, English is used as a common language in the fields of trade, politics, finance, science, education, medicine and so throughout the world. To illustrate the importance of learning English, Hamada and Grafstrom (2014) state that unlike Japanese students who learn English as a foreign language, Australian students who learn Japanese as a foreign language cannot expect many

career opportunities to be offered for them in the future because Japanese speakers are not as strongly demanded as English speakers.

Knowing English as a foreign language is of great importance all over the world including in Turkey, but learning it requires fulfillment of certain conditions. Gardner (2007) states that although there are many advantages of learning other languages, they are not entirely necessary, and as a result, motivation can play an essential role in learning a foreign language. No matter what we do, some factors motivate us in the process of doing the work. Demotivating factors are also as important as motivating factors. The exploration of motivators and de-motivators that affect students' second/foreign language learning is crucial to ensure progress and process. How extrinsic motivation of language learners is shaped and what external factors demotivate them will be the subject of this research.

1.1.1. Factors affecting Foreign Language Learning

Knowing the factors affecting foreign language learning is very important to make this process more efficient. The factors affecting foreign language learning have been examined by many researchers from the past to the present, and are still being investigated (Burstall, 1975; Lightbown, Spada, Ranta, & Rand, 1999; Andreou, Vlachos & Andreou, 2005; Khasinah, 2014). Many general factors are affecting foreign language learning, and these can be divided into two categories, generally, internal and external. In other words, creating a successful foreign language learning process is a challenging initiative that is related to many external and internal issues in the communities in which they are generated (Al-Daihani, Al-Yaman, & Almutairi, 2016). Internal factors are entirely related to language learners, and they bring them with themselves to the learning environment: age, personality, experiences, motivation (intrinsic), learning styles, cognition, and native language, anxiety. External factors are mostly outcome influences that shape the learning environment: instruction, curriculum, policy, motivation (extrinsic), socio-economic status, science, culture, access to native speakers (Ghania, 2013). These two general

factors are included in more general multi-dimensional frameworks used to investigate factors related to foreign language learning.

Some of these factors are dominant, and some are said to be equal, but each provides different contributions to the success or failure of foreign language learning (Khasinah, 2014). Some researchers, such as Spolsky (1989), claim that these factors are so important that even one of them can influence the outcome. It is mostly believed that one of the most critical factors that are considered to have positive or negative effects in foreign language learning is motivation because it has a source in both internal and external dimensions. “Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning” (MacIntyre, Baker, Cle'ment & Conrod, 2001, p.462).

1.2. Statement of the Problem

Turkish students, who learn English as a foreign language, often claim that they lack the motivation to learn this language. Aydoğan (2016) suggests that students' responses in favor of intrinsic motivation may arise from the tendency to respond socially desirable, that is, they may be influenced by extrinsic motivation. Therefore, we have to collect data about their extrinsic motivation, and it is needed to get an accurate picture of what they are and what kind of motivation students have.

The question is how engineering students' motivation levels, having courses as compulsory, vocational or selective English as a foreign language, are shaped according to external factors. The related literature shows that some of the extrinsic factors have a positive effect on the motivation level for foreign language learning, while others have an adverse effect. This effect aspect of factors is also one of the burning questions.

1.3. Research Questions

The research questions of the current thesis study were adopted from William and Burden's (1997) "the framework of L2 motivations" in their social constructivist models and adapted to the context of this current thesis study. The research questions are:

1. Does the motivation level of engineering students differ significantly in terms of;
 - The effects of general situations
 - The effects of significant others
 - The effects of interaction with others
 - The effects of the learning environment
2. Which external factors affect engineering students' English learning most, and which affect least?
3. What are the external factors that affect engineering students' motivation in learning English positively or negatively?

At the end of this thesis study, the researcher will try to find answers to these research questions.

1.4. Purpose of the Study

The current thesis study aims to determine external factors affecting engineering students' motivation, who are learning English as a foreign language in a private university in Turkey, and to find out the impact direction (negatively or positively) of these motivational factors. The aim of this study is also to guide engineering students and teachers on the education of English as a foreign language by defining motivating and demotivating factors in this context. It is among purposes to provide especially teachers with preliminary information and descriptive information about the engineering students' background and thus to take precautions to enable them to motivate students more effectively.

1.5. The significance of the Study

Studies conducted so far (Gilakjani, Lai-Mei & Sabouri, 2012; Dörnyei & Ushioda, 2013; Anjomshoa & Sadighi, 2015; Ekiz & Kulmetov, 2016; Dincer & Yesilyurt, 2017; Mitsalina, 2018) show that the place of motivation in foreign language learning and teaching is so important that it cannot be neglected. However, it is also essential to be aware of where the motivation stems from. In this study, the researcher will try to find out how engineering student's motivation is affected externally. To be aware of the external factors that affect motivation will enable foreign language teachers, parents and the authorities preparing the training policy to take more careful and efficient steps. A teacher who knows the factors that motivate the students in the process of learning a foreign language can use more effective approaches to increase the motivation of the students and even develop appropriate methods and techniques. If demotivating factors are pervasive in the classroom or school, or directly related to the teacher's self, the necessary arrangements should be activated without wasting time. On the other hand, since the motivational situation is the background that the student brings with him/her to the learning environment, knowing this fact before the process and interfering with the situation will contribute to the student's readiness. The reason why all participants are from the same department is to find motivating and demotivating factors that specifically affect the students in that department and to support their foreign language education.

1.6. Assumptions of the Study

In this study, the effect of extrinsic motivation factors on engineering students' learning English as a foreign language is investigated. It is assumed that there is a strong relationship between the students' motivation levels and their English levels and that the students' motivation levels are shaped by external factors. Also, it is assumed that some extrinsic factors affect the motivation of learning English more than others and while some of them have a positive effect on engineering students' English language learning, some of them harm it. These assumptions are supported

by the studies in the literature review of the current thesis study and are expected to be clarified at the end of the study.

1.7. Limitations of the Study

This study was conducted with the voluntary participation of 309 engineering students at a private university in Konya. All participants are studying at engineering department. Participants take English as a compulsory, vocational or selective course. In order to obtain information about the subject, a scale, of which reliability and validity have been proved, developed and applied by the researcher. The implementation of the study lasted four months (September-December 2018). The implementation of the study in only one university in Turkey and not been implemented in another kind of schools (elementary school, high school and so) are within the limitations of the study. Also, since there is not much detailed study on the effects of external factors on engineering students' motivation for learning English as a foreign language, case studies related subject have not been much added to the literature review section of the current study.

1.8. Definitions

Motivation: is a broad structure that includes all internal and external conditions that affect the conduct, maintenance, and control of behavior (Martin & Briggs, 1986).

Intrinsic Motivation: refers to taking part in naturally satisfying or pleasant behaviors.

Extrinsic Motivation: is the tendency to take part in activities due to external reasons not directly related to the activity.

Integrative motivation: the primary purpose of learning a foreign language is definitely towards the target language group.

Instrumental motivation: the primary purpose of foreign language learning is to have potential utilitarian gains such as getting a good job or a good salary.

Amotivation: is a situation where individuals cannot perceive a relationship between their behavior and the subsequent consequences of this behavior; instead, the results are thought to be determined by factors beyond their control.

Demotivation: is a situation/matter that reduces or destroys the motivational derivation of desired behavior or ongoing action.

Factor Analysis: “is a part of the General Linear Model (GLM) family of procedures bearing same assumptions as multiple regressions e.g. linear relationships, interval or near – interval data, latent variables, proper specification including relevant variables and excluding extraneous ones, lack of high multicollinearity, and multivariate normality” (Ather & Nimalathan, 2009, p.15).

CHAPTER II

LITERATURE REVIEW

2. 1. Introduction

This current thesis study aims to explore what motivating external factors and demotivating external factors of engineering students studying at a private university in Turkey are during their English language learning process. In this chapter, the researcher will compile mostly current studies related to the subject. On the other hand, it is tough to generalize the motivation findings across languages, since each language determines its source of motivation (Alsayed, 2003). The current thesis study focuses on motivation in learning English; therefore, the literature review is mostly based on studies on the motivation of those who learn English as a second or a foreign language and general studies and knowledge related to the subject.

2.2. Foreign Language Education and Training Policy in Turkey

To examine Turkey's current foreign language policy is first necessary to look briefly at the historical development of foreign language learning and teaching in this country. In a decision taken in the 1st Education Council in July 1923, German, French, and English were put into school programs as foreign languages instead of Arabic and Persian, which were taught as foreign languages for a long time in most of the educational institutions of the Ottoman Empire (Özbay, 2003). The importance of international relations in developing Turkey has brought the case to the compulsory learning of Western languages, which establish relations with different organizations (Demirel, 2012). During the second world, the interest in the German language had increased due to German scientists, who took refuge in Turkey, working in universities. After the second world war, because of UK and USA's colonial policy worldwide and by entering into a strategic partnership with the USA, the interest in English increased in Turkey (Özbay, 2003). Since 1956, new foreign language-based colleges and schools were allowed to be opened, and the foreign language chosen for teaching in these schools was English. Foreign Language Education and Training Act underlying the implementation of foreign language

education in schools in Turkey was adopted in 1983. According to this Law dated 29.10.1983 and numbered 2923; the Ministry of National Education decides on a foreign language to be taught in primary and secondary education institutions, and YÖK (The Council of Higher Education) takes decisions on foreign languages to be taught in higher education institutions.

Until 1988 in Turkey students had to choose one of the most common 3 West languages while starting 6th grade. So, students had to choose English, French or German. In the academic year of 1988-1989, foreign language courses were removed from the status of compulsory courses in regular high schools and became an elective course. The purpose of this was the government's desire to open high schools which will train in foreign languages. For this purpose, in the middle of 80s, the new high schools named 'Anatolian High School' have begun to open throughout Turkey to give education in a foreign language. In these schools, some lessons (Mathematics, Physics, Chemistry, Biology) was given in English, unlike common high schools. In the 1997-1998 academic year, it was decided to start foreign language teaching in the fourth year of primary schools. In 97% of the Anatolian High Schools, foreign language was English, the rate of teaching German and French in these high schools was only 3%. Since Turkey is a tourism country, to train people who know foreign languages in order to be employed in the hotels, Anatolian Tourism, and Vocational High Schools were opened. These schools offer education in a foreign language mostly English. In the programs of the governments between 2003 and 2013, there is no mention of foreign language education in particular; however, within the changes to be made, studies including the foreign language teaching dimension have been mentioned.

On the other hand, Kırkgöz (2014) indicates that foreign language education reforms can be examined in three stages. These are;

National Education Development Project (1994-1997): English language education, which had been introduced at secondary schools, was introduced as a compulsory course at primary from 4th grade. The weekly course hours for English as a foreign language as a compulsory course were set as 2 hours per week for the 4th and 5th

grades of the primary schools and 4 hours per week for the 6th, seventh and 8th grades. The role of the teacher as a guide and facilitator, and the learning activities of the students, especially with pair and group work, as active participation is proposed (MEB, 1997b).

2006 Education Reform: In the teacher training programs of the Faculties of Education, in order to meet the needs of teachers more efficiently; general knowledge courses were increased, elective courses were offered, vocational courses were spread throughout the process, and new courses were added to the program. Studies on the adaptation of foreign language education to the criteria of the European Union (EU) have been initiated. In addition to communicative methods, the new English curriculum includes concepts such as multiple intelligence theory, art, and craft activities (such as painting and cutting-paste), and content and language integrated learning (MEB, 2006).

2012 Education Reform: With the 2013-2014 academic year in Turkey, for the first time, the start of the foreign language education in the public schools was reduced to primary school 2nd class (age 6). The updated English curriculum highlights foreign language simplification and the development of communicative language skills of language learners by connecting with real life. The new program was prepared using the principles outlined in 'A common European Framework of Reference for Languages' initiated by the Council of Europe and voicing the objectives set in the teaching of foreign languages (MEB, 2013).

As stated in 2007 The Council of Higher Education (YÖK) Strategy Report, students who graduate from higher education institutions are required to know at least one foreign language. In the past decade, there has been a revolution in education due to demographic, economic and technological changes taking place around the world. The result of this in the context of higher education was the transformation of the universities into global institutions that are not local or national institutions but must compete in terms of students, staff, and finance. In striving to become one of the world's top ten economies until 2023, Turkey has such a clear objective like 'get a share of the process.' Turkey in the coming years to contribute to the economic

growth demonstrates the need for world-class universities. At the same time, it is emphasized in this context that English is taught and used in universities in Turkey; as it can be seen, English plays a unique role as the primary language used in the publication of academic research, information exchange and education. (British Council, 2015).

Almost all of the universities in Turkey has departments which teach in English. In many universities are taught in French or German in addition to English. Other languages are taught in only a few universities. The language of instruction in some of the universities in Turkey is entirely in English. In some state universities, the language of instruction is partially English, French or German. That is, in some faculties (such as Faculty of Medicine, Faculties of Engineering) and departments (such as International Relations, Business Administration), the language of instruction is English, French or German.

In Turkey, the teaching of foreign languages and principles to be followed which are based on set-up of training in foreign language are determined by The Council of Higher Education (YÖK) within the framework of the “Foreign Language Teaching in Higher Education Institutions and Regulations on the Principles to be followed in Foreign Language Teaching”. In this framework regulation, various changes have been made over the years in order to meet the requirements of the age and to provide students with a high-quality foreign language education at higher education level (Aydın et al., 2017). With the numbered 29662, dated 23 March 2016, published in Official Gazette, the latest implementation principles were determined. Some of the articles mentioned in this regulation are as follows (YÖK, 2016).

ARTICLE 5 - (1) The aim of foreign language teaching is to teach the basic rules of foreign language, to develop foreign language vocabulary, to be able to understand what they read and hear in a foreign language; and the aim of training in foreign language is to enable the graduates from associate, bachelor's and postgraduate degree programs to acquire foreign language proficiency.

ARTICLE 7 - (2) Compulsory foreign language courses are programmed at least two semesters of foreign language knowledge to meet foreseen level within the Higher

Education Qualifications Framework in Turkey. (3) For the students who are exempted from compulsory foreign language courses or who have taken these courses and succeeded, elective foreign language courses may be offered in the following semesters.

ARTICLE 8 - (1) In higher education institutions, it is possible to give partially or completely foreign language education by taking the decision of the Senate and the approval of the Council of Higher Education in the associate, bachelor's and postgraduate degree programs. In these programs, the compulsory preparatory class is opened. (2) Vocational foreign language courses can be given in the programs with full Turkish language. In these programs, the compulsory foreign language preparatory class cannot be opened, but the foreign language preparatory class can be opened with the Senate decision of the higher education institution.

ARTICLE 9 - (1) The quality of foreign language instruction is supervised by the Council of Higher Education. According to the result of this audit, the permission of training associate, bachelor's and postgraduate programs with a foreign language can be revoked with the decision of the Council of Higher Education.

Despite the changes and regulations made at universities in Turkey, the desired success in teaching foreign languages could not be achieved. Most of the universities are experiencing the problem that the students' needs and curriculum do not overlap. This situation leads to a decrease in the motivation of students and teachers (British Council, 2015).

2.3. Defining Motivation and Types of Motivation

As Järvelä (2001) notes: most of the early research on motivation was associated with the results of animal behavior because researchers considered human behavior too complicated to measure motivation. In the 1960s and 1970s, researchers used motivation to describe the cognitive process. Research in the 1980s generally focused on the relationship between competence value and motivation. Research on motivation was done in a way to contribute to the learning at the end of the 1980s. At

the end of the 1990s, the focus of educational psychologists on cognitive development brought a new perspective to this field, and in time, studies aimed at learning have gained wealth. Recently, linguists' research has focused on the effects of motivation on second/foreign language learning (Dörnyei & Ushioda, 2013; Oletić & Ilić, 2014; Alizadeh, 2016; Juniar, 2016; Mitsalina, 2018).

Motivation has been defined differently because of its multidimensional aspect and because it is an essential tool for second/foreign language learning. Behaviorists argue that motivation is how various types of stimulants reveal elicit emotional (attitudinal) responses in the individual through the classical conditioning principles (Staats, 1969). On the other hand, Cognitivists argue that motivation is something that stimulates an individual's active search for meaning and life satisfaction (Chilingaryan & Gorbatenko, 2015). Martin and Briggs (1986) describe motivation as a broad structure that includes all internal and external conditions that affect the conduct, maintenance, and control of behavior. From a different viewpoint, Dörnyei claims (2001, 2012) that “motivation deals with the questions of why people choose to do an activity over another, how much energy and effort they will be putting in to do the activity and how long they will continue to do the activity” (cited in Juniar, 2016, 10). In general terms, motivation is a phenomenon in which events such as beliefs, perceptions, values, and interests being closely related to each other that affect the action.

Motivation is commonly divided into two main groups as intrinsic (arising from internal factors) and extrinsic (arising from external factors) motivation (Deci & Ryan, 1985). Intrinsic motivation (IM) refers to taking part in naturally satisfying or pleasant behaviors. Legault (2016) states that internally motivated action does not depend on any outcome that can be separated from the behavior itself. In other words, from intrinsic motivation, individuals are motivated from work itself. There is no external control regulating the behavior of the person (Dündar, Özutku, & Taşpınar, 2007).

Conversely, extrinsic motivation is the tendency to take part in activities due to external reasons not directly related to the activity. These reasons can be gaining a

reward or avoiding punishment at the end of the work. Intrinsic motivation is a means or way to achieve the goal, rather than the pleasure of doing the work (Mahadi, & Jafari, 2012).

In the context of second language learning, Noels (1990, 2000) (cited in Noels, Clément & Pelletier, 2001) outlines extrinsic motivation in three sub-types. The first one is *external regulation*, which points to the L2 learning of students due to the pressure or rewards originating from the social environment. In this case, if the pressure or the reward is removed, the student is expected to stop learning. The second one is *introjected regulation* which refers to learners' more internalized reasons for learning a second language, such as shame or guilt. The most self-determined type of EM is considered to be *identified regulation* (the third type) in which students are individually decided to learn L2 because that activity is vital for their goals. As long as the goal exists, the student is not expected to abandon learning.

According to Harter's (1982) study, Spolsky (1989) indicates a model to make clear discrimination of intrinsic-extrinsic contradiction (cited in Ng, & NG, 2015, p.104). This model is shown in Table 2.1.

Table 2.1: Spolsky's discrimination model for intrinsic-extrinsic contradiction

Intrinsic Versus Extrinsic	
Preference for challenge	Preference for easy work
Curiosity / interest	Pleasing a teacher / getting grades
Independent mastery	Dependence on the teacher in figuring out problems
Independent judgment	Reliance on teacher's judgment about what to do
Internal criteria for success	External criteria for success

Integrative and instrumental motivation should also be defined to make all points clear. Junko (2005) notes that for integrative motivation the primary purpose of learning a foreign language is definite towards target language group; on the other

hand, for instrumental motivation, the main purpose of foreign language learning is to have potential utilitarian gains such as getting a good job or a good salary.

With the example is given by Nguyen (2008), some motivation types and how students are motivated will be better understood.

In the reality television show Survivor, students are divided into tribes to solve problems to earn immunity...Students who are intrinsically motivated (task-oriented) gladly participate in the activity for the challenge of solving the next problem, students who are socially motivated worked on the problems not to let their team, students who were achievement-oriented wanted to win, and students who are instrumentally motivated wanted the bonus points from winning the game to improve their grade in the course. Even students who are voted off the tribes continue to participate by coming up with problems for the next round. (p. 1)

It is understood that if there is a struggle, in any case, the individual can find a factor that will motivate him/her. What is important here is to discover the factors that affect motivation. Knowing these factors may increase the effectiveness of the teacher during the teaching process. Some factors affect both intrinsic and extrinsic motivation separately. As cited in Dörnyei and Ushioda (2013, p.54), Williams and Burden's (1997) social constructivist model shows the framework of L2 motivations as follows:

INTERNAL FACTORS

Intrinsic interest of activity:

- arousal of curiosity
- the optimal degree of challenge

- feelings of competence
- awareness of developing skills and mastery in a chosen area
- self-efficacy

The perceived value of activity:

- personal relevance
- the anticipated value of outcomes
- the intrinsic value attributed to the activity

Self-concept:

- a realistic awareness of personal strengths and weaknesses in skills required
- personal definitions and judgments of success and failure
- self-worth concern
- learned helplessness

The sense of agency:

- locus of causality
- locus of control RE process and outcomes
- ability to set appropriate goals

Attitudes:

- to language learning in general
- to the target language

Mastery:

- to the target language community and culture

Developmental age and stage

Gender

Other affective states:

- confidence
- anxiety, fear

EXTERNAL FACTORS

Significant others:

- parents
- teachers
- peers

The nature of interaction with significant others:

- mediated learning experiences
- the nature and amount of feedback
- rewards
- the nature and amount of appropriate praise
- punishments, sanctions

The learning environment:

- comfort
- resources
- time of day, week, year
- size of class and school
- class and school ethos

The broader context:

- wider family networks
- the local education system
- conflicting interests
- cultural norms
- societal expectations and attitude

Intrinsic and extrinsic motivations can be fed from one another and affect each other. Although intrinsic motivation is thought to be more effective, external factors may sometimes reduce and sometimes increase intrinsic motivation depending on its effect way on self-efficacy (Schunk, Pintrich, & Meece, 2008). One another type of motivation is demotivation which is known as the wrong side of motivation. The concept of demotivation will be explained under the heading "Motivation Problems of Language Learners."

There is also a strong relationship between these factors and foreign language learning. In the last decades, much research has been done on motivation and its effects on language learning, and it shows how important motivation is for language learning rather than whether it works or not.

2.4. Motivational Theories

Learning and motivation are concepts that are strongly linked to each other. Because of the multidimensional nature of motivation, this link has been studied and examined differently by various psychological theories. Each of these theories indicates the different sources of motivation needs and each has some certain deficiencies (Anjomshoa & Sadighi, 2015). Some of the theories that have been put forth so far will be examined by the researcher under this topic.

2.4.1. Behavioral Perspective

J.B. Watson founded behaviorist theory in 1913. The basic principle of the behavioral theory is based on the analysis of observable stimulus-response interaction and the analysis of human behavior in their relationship. The two most important advocates of behaviorism, Skinner and Watson, examined how learning is influenced by changes in the environment and tried to prove that this behavior can be predicted and controlled (Skinner, 1974). Considering the true environmental impacts, they concluded that all students have the same understanding and that all students can learn. In behaviorist context, Staats (1969) explains human motivation system with the attitude-reinforcer-discriminative (A-R-D) system. These are named as the triple functions of the stimuli which are included in the system of classical conditioning which does not differ from person to person or from small group to small group.

According to the behavioral approach, there is a need for punishment or reward to reveal a strong stimulus. Sailer, Hense, Mandl and Klevers (2013) note that from a behavioral learning perspective, motivation arises from past positive and negative reinforcements that influence the likelihood of future behavior. They also indicate that learners can be motivated if they are provided immediate feedback in the form of positive and negative reinforcement and if they are offered rewards. It is also possible that learners can be motivated while avoiding any punishments. It can be concluded that behavioral perspectives of motivation focus on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors. On the

other hand, behavior approach has certain drawbacks because of its stress on external motivating factors; for example, students who are motivated in this way may be less inclined to learn when no material reward is given (Anjomshoa & Sadighi, 2015).

2.4.2. Cognitive Perspective

In the late 1950s, psychologists and educators started to move away from to use the learning theory based on behaviorism, and they focused on learning theories and models based on the cognitive sciences (Ertmer & Newby, 1993). “The shift from behaviorism to cognitivism stemmed from the behaviorist tradition’s failure to explain why and how individuals make sense of and process information” (Yilmaz, 2011, p.205). Mergel (1998) define cognitivism as a theory based on the thought process behind the behavior. In other words, it studies on how human beings think (ways of thinking), how human beings understand (understanding related to the outside world), and how human beings know (being conscious of the outside world).

Anjomshoa and Sadighi (2015) remark that on the basis of Jean Piaget's equilibration, assimilation, accommodation, and schema formation, cognitive perspective emphasizes an innate desire of individuals to maintain balance and organization in their perceptions of the world around them. They also note that from the cognitive perspective on motivation, the behavior is affected by the individuals' environment and self-perception. While the behaviorist approach shows that motivation is affected by external factors (stimulus/response), the cognitive approach indicates that motivation should be intrinsic (more internal and information processing based). Behaviorist psychologists are inclined to punish learners' errors; on the other hand, cognitive psychologists think that failure is essential for learning.

2.4.3. Humanistic Perspective

Humanism is an approach of centering humanity in work done. Italian Dante (1265-1321), Petrarch (1304-1374) and Boccaccio (1313-1375) are the first to manifest humanism. Humanistic perspective serves as an alternative to the behavioral

perspective. Humanistic perspective on motivation is based on Maslow's (1970) hierarchy of needs. Here, he emphasized the importance of motivation in the path to success. Maslow's theory suggests that individuals must be freed from external factors in order to realize learning. It can be understood that the humanistic perspective is more focused on intrinsic motivation. It is also clear that Maslow's theory disagrees with behaviouristic and Gestalt perspective, which argues that “the whole is greater than the sum of its parts; learning is more than just invoking mechanical responses from learners” in learning (“Gestalt Theory,” 2018). Moskowitz (1978) comments that humanistic education is about personal development, self-acceptance, and establishing himself/herself. They overlap with the five-digit needs in Maslow's hierarchy of needs; physiological needs, security needs, social needs, esteem needs and the need for self-actualization.

Jingna (2012, pp.35-36) indicates the advantages and disadvantages of *Humanism Teaching Theory* as follows:

The Advantages

1. To take the student's inner thought into consideration.
2. To take the relationship between teachers and students and teaching style into consideration.

The Disadvantages

1. To emphasize the student's potential unilaterally, ignoring the effect of environment and education.
2. To emphasize the center position of students excessively, influencing the sufficiency of education and teaching.
3. To extend the students' interests and hobby excessively, underestimating the power of society and education.
4. To underestimate the effect of the teacher.

In addition to that, as Anjomshoa and Sadighi (2015) mention, the drawback of Maslow's theory to application is that it is the responsibility of the teacher to ensure the lower needs until the students accomplish success, competence and realizing

his/her potential. Parson (n.d.) notes that to follow humanistic perspective in education, the teacher should endeavor to create a positive learning environment where the student will be emotionally comfortable and will increase the student's self-esteem, self-confidence and desire to learn, allowing the learner to learn in his/her own pace and direction. From this perspective, it can be understood that student motivation and student-centered learning environment are co-ordinately interrelated.

2.4.4. Self-Determination Theory

Self-determination theory (SDT) is an approach focusing on human motivation and personality that utilizes traditional empirical methods while functioning an organism metatheory that emphasizes the importance of people's evolved internal resources for human development and behavioral self-regulation (cited in Ryan & Deci, 2000; Ryan, Kuhl, & Deci, 1997). As it is understood, SDT mostly emphasizes the internal dimension (intrinsic) of motivation; however, it does not ignore extrinsic motivation. Ryan and Deci (2000) also state that the field of SDT is to investigate the natural growth tendencies of people and innate psychological needs that underlie the self-motivation and personality integration of people, and furthermore, the conditions that enhance these positive processes.

Anjomshoa and Sadighi (2015) emphasize that on the one hand, the SDT proposes a natural tendency towards growth, such as Maslow's hierarchy theory, on the other hand, unlike these other theories, it does not accept “autopilot” for achievement, and it approves an active encouragement from the environment.

In a state university in Turkey, using both quantitative and qualitative research methods in their research on the self-determination of students Dincer and Yesilyurt (2017) aim to investigate the relationship between student motivational orientations and specific variables. The results of their study show that students often prefer the types of intrinsic motivation, which they defined, to the types of extrinsic motivation, and even they indicate that external factors somehow may lead to a lack of motivation. The findings of their study are shown in Table 2.2.

Table 2.2: Correlations between the motivational orientations and other variables

	Autonomous regulation	Teacher autonomy support	Classroom engagement
1. Amotivation	-.50**	-.26**	-.41**
2. External regulation	.28**	.19*	.12
3. Introjected regulation	.52**	.30**	.25**
4. Identified regulation	.62**	.34**	.56**
5. Intrinsic motivation	.66**	.46**	.51**

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

**Correlation is significant at the 0.01 level (two-tailed) (p.14)

2.4.5. Social Cognitive Theory

Albert Bandura is known as the founder of social cognitive theory. Bandura's research had a more holistic trend, and his analysis tended to offer a more comprehensive view of human cognition in the context of social learning. Social cognitive theory (SCT) “is a learning theory which has come out on the ideas that people learn by watching what others do, and that human thought processes are central to understanding personality” (Nabavi, 2012, p.11). SCT focuses on how learners interact cognitively with their social experiences and how these cognitions affect their behavior and development.

As cited in Nabavi (2012, p.12), McCormick and Martinko (2004) state some underlying assumptions of Bandura's SCT for learning. They note that:

- People can learn by observing others;
- Learning is an internal process that may or may not result in a behavior change;
- Learning can occur without a change in behavior (Observation without imitation).

It is evident that without the change in behavior, the individual can perform learning by observing the environment and the actions of others, and this is contrary to the behavioral perspective. Therefore, as Anjomshoa and Sadighi (2015) point out, there is self-efficacy in the center of SCT.

Bandura (1989) states that the capabilities of self-regulatory, the development of competencies, self-beliefs of efficacy to exercise control influence individuals' motivation and actions and expands freedom of movement and enables people to serve as causal contributors to their lives by selecting, influencing and building their conditions. He also notes that the performance of the observably learned behavior is affected by three types of motivation (reinforcement): direct (directly experienced by the learner), vicarious (observed to be consequences of the behaviour of the others), and self-produced (feelings of satisfaction or dissatisfaction for behaviours measured by personal performance). Also, according to SCT, prospective events can be transformed into current motivators and regulators of individuals' behavior.

2.5. The Importance of Motivation in Foreign Language Learning

Different reasons depending on experience and needs can open the door of foreign language learning. There must be a desire to drag us and lead to the end to realize learning. To be able to accomplish something, motivation is at the forefront of essential feelings. It would not be right to talk about success in language learning with simple motivation. An extraordinary motivation is required for learners to be successful at learning English as a Foreign language (Anjomshoa & Sadighi, 2015). Gilakjani, Lai-Mei, and Sabouri (2012, p.15) underline that “motivation is the ‘neglected heart’ of our understanding of how to design learning and teaching.” Numerous studies on how we can learn foreign languages better present the realization of this discourse.

Most educators and researchers accept motivation as one of the most critical factors affecting the rate and success of foreign language learning. Gilakjani, Lai-Mei, and Sabouri (2012) note that motivation, particularly in foreign language teaching environments, is so important that other aspects of teaching methodology seem

insignificant in comparison. Because they believe that motivated learners work hard, add their own goals to the class, focus their attention on the tasks, struggle with difficulties, do not need to be continuously encouraged, promote collaborative learning and even encourage others in the classroom — similarly, Al-Daihani, Al-Yaman and Almutairi (2016) state that motivation does learners insist on learning. Students insist on learning foreign language whether they have found some motivational sources, even if they are prejudiced because of the economic situation they are in, the target culture-nation they do not like, and communication skill they have fears to function it.

Zaman (2015) states that motivation is the primary stimulus for better performance in foreign language learning. In her study, she also mentions that there are factors such as getting a better job, using it to visit foreign countries, making a good impression among people, and job market which feeds this stimulus. From another point of view, Dörnyei (2001) notes that motivation is one of the most critical determinants of success and failure in language learning of students. It means that if the learner is well motivated to learn a foreign language, learning takes place. Otherwise, there may be difficulties in learning.

2.6. Motivation Problems of Language Learners

Motivation plays a vital role in the development of language skills; however, Alizadeh (2016) indicates that students' motivation can be inclined up or down depending on the language learning context. The more important it is to know how to increase the motivation of learners for foreign language learning, the more important it is to know the sources of motivation loss of the learners.

To know the subtle difference between motivation and demotivation before broaching the subject is important to avoid conflicts. Amotivation is defined as a situation where individuals cannot perceive a relationship between their behavior and the subsequent consequences of this behavior; instead, the results are thought to be determined by factors beyond their control (Lucas, Bernardo & Rojo-Laurilla, 2016). It is more related to self-determination. On the other hand, Dörnyei (1998) defined

demotivation as specific external forces that reduce or destroy the motivational derivation of desired behavior or ongoing action. It can be understood that motivation is a state of loss of motivation mostly caused by general outcome-expectations of individuals to act while demotivation is an individual's lack of motivation mostly because of external factors before performing or while acting (Dörnyei & Ushioda, 2013). Dincer and Yesilyurt's (2017) research shows that the source of the demotivation of students in developing their English-speaking skill is external factors and introjected regulations.

Learners' motivation problems may arise from many observable or unobservable factors, such as teaching materials, teaching methods, the role of interaction, school situation, personality, etc. Those factors can be both external and internal. For example, Bernaus (1995) conclude that students' socio-cultural background, school, teacher, knowledge of languages and exposure to English are the variables that affect students' motivation. Similarly, Dişlen's study (2013) on the reasons of lack of motivation of students to English language classroom, which is conducted in an EFL classroom at an Anatolian High School in Adana, Turkey, shows that the reasons can be both extrinsic and intrinsic. On the other hand, her interview with English language teachers shows that "age, difficulty in concentration, habits of solving multiple choice questions, overloading, language lesson hours, syllabus, health problems, shortage of material" (p. 40) can be sources of lack of motivation.

Ghanizadeh and Jahedizadeh (2015b) detect six demotivating factors in language learning classes; these are the class environment, teachers, class materials, characteristics of classes, experiences of failure, and lack of interest (cited in Rostami, Ghanizadeh & Ghonsooly, 2015). Similarly, in their study, Hamada and Grafstrom (2014) listed external based demotivators as; teachers, learning environment, traditional assessment, lesson style, and materials. Because of the subject of the current thesis study, some external factors generally accepted by researchers that may be the source of the students' motivational problems are considered by the researcher of the current thesis study as the subheadings to examine.

2.6.1. The Role of Learning Environment and Teacher in Motivation

Veronica (2013) states that *the natural order hypothesis* and *theory of the effective filter* introduced by Stephen Krashen imply that learners have a variety of external influences for themselves, that is, they will allow or prevent the receipt of external input according to their innate tendency. Thereby, it is important to create a comfortable environment in the language class and to show a positive attitude towards the learner. A student who is anxious to learn a foreign language can work hard to catch a group and gain proficiency in a language. In such a case, a friendly/supportive environment may be decisive. However, the judgment of one's classmates can also be harmful, and it can eliminate one's belief in his/her success.

In today's education system, teachers are not only obliged to pass on the information they have to the students, but also to have detailed information about the students' motivation processes because the teachers' choice for course materials, teaching techniques, ways to motivate, and so. can increase the motivation of students as well as can reduce their motivation. The study conducted by Ekiz and Kulmetov (2016) shows that to improve learners' motivation English language teachers;

- should provide students with information about course activities and current objectives,
- should create realistic learner beliefs,
- should make maximum eye contact,
- should be in a friendly manner in the language class,
- should use real objects or authentic materials,
- should avoid punishing students to keep discipline,
- should not stop students at every single error when they make any mistakes.

According to that study, stopping students at every single error and punishing them for keeping discipline demotivate students for language learning. The same study shows that the classroom environment should be designed as;

- when a student speaks, his/her friends should not interrupt,
- it should be provided to make students study with their friends,

- visual and other materials should be introduced to the class,
- light balance in the classroom should be provided,
- the size of the class should be set according to the attendance to class.

It is also strongly emphasized that being afraid of talking in front of others and interrupting by their friends can demotivate students. On the other hand, if students have friends in the classroom who know English well, this motivates them. They also can be demotivated by their friends' jokes when they speak English during the lesson. In a similar study that aims to examine what demotivates foreign language learners, Hamada and Grafstrom (2014) state that according to students comments; the lack of authentic use of the target language, the silence of the class and the absence of lively atmosphere of the classroom, the teacher's demoralizing questions, and the non-use of target language in the class are some sources of demotivation. Also, if there is an age gap or socioeconomic status differences between students, social hierarchy can affect participation in a language class (Zach, 2016).

It is important to emphasize that there is also a significant relationship between student motivation and teacher motivation. That is, in a foreign language learning context poorly motivated learners may demotivate the teacher while a poorly motivated teacher may demotivate learners (Bradley, 2010). In this case, it is the teacher who should stand firm and take on the role of raising the student's motivation. However, teachers' burnout syndrome, which is defined by Rostami, Ghanizadeh, and Ghonsooly (2015) as emotional exhaustion, depersonalization and the reduction of personal accomplishments among individuals working with people in some capacity, should not be ignored. In this regard, teachers should be given the support they need to overcome this challenge.

2.6.2. The role of Parental Factors in Motivation

Considering that education starts with the family, it is impossible to separate the family from the education of the students. The individual takes the basis of his/her character from the family and especially from his/her parents. In this case, the fact that the individual takes their parents as a role model before the social sphere is

inevitable. In his L2 Motivational Self System model, Dörnyei (2005) has considered the family effect as a sub-factor, in which the positive and negative effects of parental role on their children's motivation are discussed.

For language learning of their children “parents are mostly concerned about external factors such as scores, grades and number rankings, and other quantitative measurements” (Zach, 2016, p.57). However, when students do not get good scores, they think that they will not succeed anymore or even if they are not doing well in class, they are satisfied with sufficient English to pass the exam. Of course, parents want their children to have a good education, enter a good university, develop themselves, have prestige and get a good job. These desires increase their responsibility to motivate their children.

The study conducted by Ekiz and Kulmetov (2016) shows that if parents motivate their children to learn English as a foreign language increases their children's desire to learn. They suggest that parents should *encourage* their children to practice English as much as possible and *stress* the importance of English for their future career. Similarly, parents' level of help and knowledge may also stimulate learners to be motivated or demotivated. On the other hand, students can be demotivated when their parents put too much pressure on them to learn English.

2.6.3. The Role of Teaching Materials in Motivation

The studies of many researchers show that teaching materials have an impact on the motivation of students (Seven & Engin, 2007; Dörnyei & Ushioda, 2013; Zaman, 2015; Mitsalina, 2018). In these studies, teaching materials are considered as one of the external factors that affect the students' motivation. Bernaus (1995) notes that factors such as pedagogical techniques, teaching materials, and the personality of the teacher can interact with individual differences variables to promote competence. At this point, the relationship between teaching materials and motivation should be considered.

In their study, Seven and Engin (2007) conclude that well-prepared teaching materials (mostly visual and audio materials) may increase learners' interest and motivation. They also point out that students do not agree with the idea that teaching materials complicate the learning process, arguing that the lack of teaching materials during foreign language learning reduces motivation. The absence or lack of teaching materials in the classroom environment also appears to be a great handicap. Similarly, Mitsalina (2018) states that the authentic materials, in other words, the materials which contain real-life language, increase the motivation of the students, because the students understand that the language is real, and it is not just something studied just in the classroom. She also notes that the difficulty of teaching materials decreases learners' motivation.

Furthermore, she suggests Nuttall's (1996) three main criteria for choosing text to be used in classrooms. These are the suitability of content (reading material should be interesting for learners and relevant their needs), exploitability (the relevance of text for teaching purposes) and readability (combination of structural and lexical difficulty). It is clear that the materials chosen for foreign language teaching should increase the interest and curiosity of the students and also be appropriate for their needs.

2.6.4. Role of Teaching Strategy in Motivation

Arslan and Akbarov state (2010) that the reason why it is far below the desired success in foreign language teaching in Turkey is that of the method and motivation problem that has been discussed for years but cannot be solved. The results of the qualitative and quantitative analysis of the research conducted by Bernaus (1995) prove that motivation affects students' foreign language learning, and the foreign language teacher's personality and the teaching techniques they use affect the motivation of the students. Veronica (2013) notes that fear of the learner to make mistakes in foreign language learning may also leave him/her lacking in motivation; on the other hand, new methods such as Suggestopedia, Community Language Learning, the Silent Way, Total Physical Response, role-play and drama techniques

aim to help students express themselves more freely. Teachers must be aware that a technique which might be good for a student may not work well for everybody. In the study of Viju (2014), English language learners indicate that teaching and assessment methodology is not appropriate and somehow demotivates them.

Risfayanti, Sofian, and Husin (2014) indicate that classroom interaction is one of the most effective external factors that affect motivation. What is crucial here is the teaching technique used by the teacher and the teaching materials that are used depending on this technique. They state that using interesting technique and media, such as games, videos, pictures, and any others also will motivate the students in learning English. On the other hand, as it is known, rewards prizes, punishments, grades, and praises are some methods used to motivate students, and they do not always give positive results. Reducing the adverse effects of these extrinsic motivation factors through the methods used by teachers will strengthen the students' intrinsic motivations (Vero & Puka, 2017). There is no doubt that an enthusiastic approach is much more motivating than an unfamiliar approach. Classroom environments where active participation is not possible can also demotivate students. Carr, Éireann, Cliath, and Rúnaí (2007) suggest that teacher should use methods and techniques promoting active learning in the classroom to increase students' motivation, such as; discussion in class, co-operative learning, visual-based instruction, role-playing and simulation, written exercises, debates, drama, and peer teaching.

2.6.5. The Role of Age in Motivation

Students in different age categories can have different learning and cognitive skills, abilities, interests, needs, goals, attention rate to the lesson, etc. that have a significant effect on learning a foreign language (Ghania, 2013). Lenneberg (1967) stated that the biologically determined period for the second language learning of the individual is the period between two years of age to puberty - which is called critical period in the acquisition of the second language. Lenneberg believes that after this period, the brain loses its plasticity and language lateralization functions, so it gets

more difficult for adults to learn the second language. That does not mean that adults cannot learn a second/foreign language. However, the factors that motivate the students according to their ages can vary.

In his study, Ghenghesh (2010) tries to find the relationship between motivation and age in English language learning; he concludes that motivation decreases as age increases. The participants state that they are somehow more motivated in the lower grades, but as they move to the upper classes, there is a decrease in their motivation depending on the teacher and aspects of the lessons.

Palea and Bratu (2015) note that parents mostly motivate young learners who are successful in second language learning, social pressure, and environmental impact, while adult learners are less successful but can better organize learning strategies and have goals and personal or professional interests for further learning. The results of their study show that being successful in second language learning, regardless of age, depends on the level of motivation. Also, adult learners may consider using English as a hobby or as a social endeavor, or they may learn to communicate with foreigners and these thoughts may be enough to motivate them. Zach (2016) indicates that older learners of English language unselfconsciously interact with strangers in order to practice speaking English.

2.6.6. The Role of Future Anxiety in Motivation

Future anxiety is one of the subjects that every individual take into consideration as well as students do. Students are aware that they are in a race and they want to improve themselves to avoid this anxiety. Future anxiety may include the risk of being unemployed, academic goals, entering a university or a college, future career, looking after the family, communicating well with the others, etc. (Ghania, 2013).

The results of Zach's (2016) thesis study show that the majority of students see English as a means for finding a good job and not being unemployed. When students link up not knowing English with unemployment, students may be more motivated in the learning process as well as this can be a problem since the level of anxiety

increases. Also, the students have to solve the English test in university entrance exams, and this requires students to learn English. Unfortunately, the examinations in Turkey, as well as in most countries, are taking on the role of integral in learning English. Instead of learning English enthusiastically, students often experience the anxiety of passing the exam. The results of Viju's study (2014) show that students see learning English as a university requirement (with high mean contrast to others). Similarly, the thesis study conducted by Latu (1994) points out that the purpose of students for learning English is mostly because it will help them to get a good job after graduation and because it is a compulsory subject at school.

The fact that the lack of motivation changes according to the students studying in different departments remains obscurity. However, Andreou, Vlachos, and Andreou (2005) note that being successful in foreign language learning is correlate with career choice. According to Willcoxson and Prosser's (1996) discipline-based research (cited in Andreou, Vlachos & Andreou, 2005), specific learning style preferences chosen by students in disciplines such as Foreign Languages and Humanities are different from those chosen by students in disciplines such as Civil Engineering and Computer Science or Mathematics. It can be concluded that future anxiety related to language learning can affect students' motivation types.

2.6.7. The Role of Society's Expectations in Motivation

Brown (2007) stated that society's expectations from an individual are external factors that affect motivation. The individual has to meet the expectations of the society because he/she wants to adapt himself/herself to the society, to complete the sense of belonging, to have a healthy identity in the society, to adapt to the society and to live in a safe environment. Learning foreign languages can be one of these expectations of society. It is understood that society's attitude toward foreign language can affect learning both positively and negatively. In his thesis study, Zach (2016) conclude that learners of English mostly believe that English proficiency will make them look more sophisticated and intelligent in social life.

In their study, Kreishan and Al-Dhaimat (2013) found that external regulation of students, which is related to society's expectation, is the crucial dimension of extrinsic motivation. Students have an impression that second/foreign language learning is something expected of them.

2.7. Extrinsic Motivation for Language Classrooms

A highly motivated student enjoys learning the language, his/her desire to learn the language increases and he/she makes a great effort to learn the language. Therefore, it cannot be expected to be independent of the external factors that may affect the motivation of the student in the language classes. Teachers should know very well where these extrinsic motivations of students stem from in order to be more efficient in the learning process to students. "Without knowing where the roots of motivation lie, how can teachers water those roots?" (Oxford & Shearin, 1994, p.15). In their study named "*External Factors Affecting Second Language Motivation: The Role of Teacher Burnout and Family Influence*," Rostami, Ghanizadeh and Ghonsooly (2015) conclude that *instrumentality-promotion* is the most effective factor that affects students' motivation. They define instrumentality-promotion as a measure of the regulation of personal goals to accomplish something, such as the acquisition of higher qualifications in English to earn more money or to find a better job.

Aydoğan's study (2016) emphasizes that gaining prestige; increasing their social acceptance; widening their environment and reaching upper level are sources of extrinsic motivation of students to learn English. He also suggests that students' responses in favor of intrinsic motivation may arise from the tendency to respond socially desirable, so we have to collect data about their extrinsic motivation, and we need to get an accurate picture of what they are and what kind of motivation the students have.

Mahadi and Jafari (2012) state that a teacher is one of the crucial sources of extrinsic motivation. According to their study, the teacher should purify the language learning class from anxiety, set educational and academic goals, encourage students and ask questions to increase their curiosity.

Oletić and Ilić (2014) aim to answer the question of whether or not the students are intrinsically/extrinsically motivated while learning English as a foreign language and to what extent? They used a questionnaire that was completed by 30 high school students and 30 university students. Six items of the questionnaire were about extrinsic motivation. The results reveal that students are more extrinsically than intrinsically motivated. Most of the students think English learning as a long-term award, i.e., they believe that English will help them when traveling abroad, for a future career or secure job opportunities.

In their research to explore Jordanian undergraduate students' intrinsic and extrinsic motivations toward learning English, French, and German as foreign languages Kreishan and Al-Dhaimat (2013) ask 166 students studying in English, French, or German at Al-Hussein Bin Talal University to complete a questionnaire. They indicate the importance of extrinsic motivation for language learners. To measure extrinsic motivation, they investigate three types of external reasons for learning the second language. These are introjected regulation (e.g., "to show myself that I am a good citizen because I can speak a second language"), external regulation (e.g., "because I have the impression that it is expected of me"), and identified regulation (e.g., "because I choose to be the kind of person who can speak more than one language"). The results show that external identified regulation gained the highest mean score and students of all three languages were motivated extrinsically.

Saheb (2015) has done a study in three municipalities of Stockholm County consisting of 95 adult learners learning English to investigate the levels and types of motivation among them. He used a questionnaire to measure participants' motivation. The results show that regarding extrinsic motivation, the teacher's and the group classes' roles are more effective than family members and friends. The most striking item has been "*In an English class, the teacher's method is important*" with 93% agreement rate. It is also seen that 59% of the participants are learning English for personal prestige and 73% are learning it to be successful.

In their study aimed to find out which type of motivation among Pakistani students is more popular, Rehman, Bilal, Sheikh, Bibi and Nawaz (2014) conclude that 70% of

students believe that they are learning English for good marks, good job, higher education, and future career, on the other hand; 24% of students state that they are learning English because they love the English language. In a similar study conducted by Takahashi (2018) to identify the types of motivation for students in Rwanda to learn English. The results maintain that Rwandan students generally depend upon praise-oriented motivation. Their teachers' and parents' praise are very important for them to learn English. These two important studies reveal the importance of extrinsic motivation in learning English.

In her PhD thesis study, on role of motivation in second language learning, in which both quantitative and qualitative methods were applied to students from different universities to collect data, Zaman (2015) concludes that getting a better job, using it to visit foreign countries, making a good impression among people, and job market are essential external factors to improve their proficiency in English. Besides, she states that the classroom atmosphere, teachers' role, and materials are also crucial matters of extrinsic motivation to learners. She suggests that the interaction between teachers and students should be friendly, and the classroom atmosphere should not be strict.

The studies show that there is a correlation between motivation and foreign language proficiency; moreover, the extrinsic motivation of students who learn English as a foreign language in different cultures, in different countries and for different purposes can be different from each other.

CHAPTER III

METHODOLOGY

3.1. Introduction

In this chapter, the methodology of the current thesis study, one of the main parts of the study, will be discussed. The researcher will give detailed information about research design, the population, and sample of the study, methods of data collection, data collection process, factor analysis of the questionnaire and scale procedure, and data analysis process, respectively.

3.2. Research Design

This study aims to find out what are the external motivational sources of students of engineering faculty, whether there is a meaningful relationship between their motivation levels and their English levels, and which of these external factors are positive and which ones are negative. In order to achieve this aim, after taking expert opinions, the researcher decided to take advantage of both quantitative and qualitative research methods. As a quantitative research method, the researcher developed a 35-item scale and applied it to the participants. The qualitative side of the research consists of an open-ended question asked to the participants on the scale.

The Statistical Package analyzes the data collected by the scale for the Social Sciences (SPSS). On the other hand, responses to the open-ended question are included directly in the study and are interpreted by the researcher. The study is carried out in a private university in Konya, Turkey. While the whole study lasted for one year (February 2018-February 2019), its implementation of the scale, analysis of the data and interpretation of the findings lasted for six months (September 2018-February 2019).

3.3. The Population and Sample of the Study

The research was applied to engineering students who take English as a compulsory, vocational or elective course in a private university in Konya, Turkey. Participants take two or three hours of English lessons per week. Demographic information of the participants is given in the tables below.

Table 3.1. Gender of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	148	47,9	47,9	47,9
	Female	161	52,1	52,1	100,0
	Total	309	100,0	100,0	

As it is shown in Table 3.1, the study was conducted with 309 engineering students, 148 (47,9%) of whom were male, and 161 (52,1%) were female. All participants were volunteers for the study. This distinction is given only as demographic information and will not be used in data analysis of the study by the researcher.

Table 3.2. Type of English lesson taken by participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Compulsory	223	72,2	72,2	72,2
	Vocational	73	23,6	23,6	95,8
	Selective	13	4,2	4,2	100,0
	Total	309	100,0	100,0	

Table 3.2 shows that participants are taking English as compulsory (72,2%), vocational (23,6) and selective (4,2%) courses. This distinction is given only as

demographic information and will not be used in data analysis of the study by the researcher.

Table 3.3. Participants' Level of English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	31	10,0	10,0	10,0
	Average	189	61,2	61,2	71,2
	Bad	89	28,8	28,8	100,0
	Total	309	100,0	100,0	

Table 3.3 shows that of the 309 participants, 31 have good English level (10%), 189 have average English level (61,2%) and 89 have bad English level (28,8%).

Table 3.4. Participants' Level of motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	103	33,3	33,3	33,3
	Average	159	51,5	51,5	84,8
	Low	47	15,2	15,2	100,0
	Total	309	100,0	100,0	

Table 3.4 shows that shows that of 309 participants, 103 are well motivated to learn English (33,3%) while 159 are averagely motivated (51,5%) and 47 are poorly motivated (15,2%).

3.4. Methods of Data Collection

In order to find answers to the questions of the research and to gather data, the researcher initially created a questionnaire in the light of related literature review. The questions of the questionnaire are mostly adapted from Williams and Burden's (1997) social constructivist model showing the framework of L2 motivations (cited in Dörnyei and Ushioda, 2013, p.54). The list of questions was created by taking expert opinions. A 35-item questionnaire including demographic information (4 items) was prepared and implemented to students of engineering faculty. The process of transforming the questionnaire to the scale is given in detail by the researcher in sections 3.5 and 3.6 of the study.

The technique used to gather information in the research is a scale that is formed from the questionnaire. The scale was completed by 309 engineering students at a private university in Konya. The scale consisted of two different sections: 1. Demographic information, 2. Items determining the effects of extrinsic motivation. The first section consists of four items. These are about the gender of participants, type of English lesson taken by participants, participants' level of English and participants' level of motivation (detailed information is given in section 3.3 of the study). The second section consists of four factors (with 31 items in total) such as the effects of significant others (5 items), the effects of interaction with others (4 items), the effects of the learning environment (4 items) and the effects of general situations (18 items). In the second section, students were asked to answer the scores from the 5-point Likert scale (1 = never affects, 2 = affects little, 3 = affects moderately, 4 = affects considerably, 5 = fully affects). In addition to these, after taking expert opinions, an open-ended question was added under each factor to determine which of the items has a positive effect and which has a negative effect on students' motivation for English language learning.

3.5. Data Collection Process

The data collection tool of the research is a scale (see Appendix 1). In order to apply the scale, first of all, necessary permissions were obtained from the university with

the research ethics committee approval. After these permissions were obtained, the questionnaire was applied to 346 students, and after the factor analysis, the questionnaire was converted to a scale. The Turkish version of the scale (see Appendix 2) was applied in order for students to express their thoughts and feelings more clearly. Expert opinions were consulted at all stages. The prepared scale was completed by 309 participants in September-December 2018, and the results were obtained.

3.6. Factor Analysis of the Questionnaire and Scale Procedure

For the researcher of this current thesis, study has formed a new questionnaire based on the Williams and Burden's (1997) social constructivist model that shows the framework of L2 motivations, it is necessary to validate the validity and reliability of the current new questionnaire by Factor Analysis (FA). After the factor analysis, the questionnaire, whose validity and reliability are proven, will be ready for implementation. "FA is a part of the General Linear Model (GLM) family of procedures bearing same assumptions as multiple regressions e.g. linear relationships, interval or near – interval data, latent variables, proper specification including relevant variables and excluding extraneous ones, lack of high multicollinearity, and multivariate normality" (Ather & Nimalathasan, 2009, p.15). Statistical Package for Social Sciences (SPSS) was used for FA. The questionnaire was applied to 352 participants for the analysis. In order to increase reliability and normal distribution in SPSS, outlier method was applied. Six participants with coding out of the tolerance limits of +/- .3 had shown the last value properties and were excluded from the analysis, and 346 participants were left for the analysis. All of the 31 items showed normal distribution and provided factorization. Thirty-one items were collected under four factors as expected. Each of the factors was named by referring to expert opinions. The items collected under each factor and the factor analysis values are shown in Table 3.5.

Table 3.5. Detailed Factor Analysis Results.

Item Numbers	Factor 1 (the effects of general situations)	Factor 2 (the effects of significant others)	Factor 3 (the effects of interaction with others)	Factor 4 (the effects of the learning environment)
Item 29	.875			
Item 28	.815			
Item 27	.808			
Item 26	.781			
Item 30	.774			
Item 31	.772			
Item 25	.740			
Item 24	.702			
Item 18	.687			
Item 17	.661			
Item 23	.658			
Item 16	.648			
Item 21	.647			
Item 22	.640			
Item 19	.636			
Item 20	.580			
Item 14	.493			
Item 15	.486			
Item 1		.752		
Item 3		.626		
Item 13		.515		
Item 2		.409		

Item 4		.365		
Item 6			.907	
Item 7			.804	
Item 5			.683	
Item 8			.592	
Item 11				-.830
Item 12				-.751
Item 10				-.697
Item 9				-.673
Variance Ratio = Sum (57.353%)	37.531%	9.933%	5.219%	4.669%
Reliability Coefficients Sum (.939) The internal reliability (Cronbach's alpha) of the scale was .939.	.950	.802	.782	.620
Extraction Method: Principal Component Analysis.				
Rotation Method: Oblimin with Kaiser Normalization.				

KMO = .936

Bartlett's Test of Sphericity: Approx. Chi-Square = 6341,838

df = 465

Sig. = .000

Considering the above analysis data, it is seen that the factors have a significant distribution (Sig. = .000). Table 3.5. shows that factor 1 holds eighteen expressions, factor 2 holds five expressions, factor 3 holds four expressions, and factor 4 holds four expressions. The reliability of Factor 1 (the effects of general situations) is .950.

The reliability of Factor 2 (the effects of significant others) is .802. The reliability of Factor 3 (the effects of interaction with others) is .782. The reliability of Factor 4 (the effects of the learning environment) is .620. The variance Ratio of the factors is 57.353%, and the Reliability Coefficient of the factors is .939. The distribution of the items collected under the factors is given in Table 3.6.

Table 3.6. The groups of factors

Factors	Item numbers
The effects of general situations	29, 28, 27, 26, 30, 31, 25, 24, 18, 17, 23, 16, 21, 22, 19, 20, 14, 15
The effects of significant others	1, 3, 13, 2
The effects of interaction with others	6, 7, 5, 8
The effects of the learning environment	11, 12, 10, 9

After applying the factor analysis to the results of the applied questionnaire, the results showed that the items were divided into four factors. By this way, the questionnaire applied turns into a scale. The scale has been named 'Scale for the Effects of External Factors to Motivation on English Language Learning' by the researcher of the current thesis study.

In order to determine the positive or negative impact of substances on motivation, a question has been added under each of the factors as 'Which of the statement/s above affect/s your motivation of learning English positively or negatively? Why?'

After the changes made according to the results of the analysis, the scale became ready to measure the effect of external factors on the level of motivation in foreign language learning.

3.7. Data Analysis Process

Data obtained from the applied scale were analyzed by the researcher with a statistical package program named Statistical Package for the Social Sciences (SPSS). One-way extreme value scanning was applied to the data and after +/- the

cut point was determined, and the values outside this cut point were removed from the data, the analyses were made. The normality test was applied to understand whether the data showed normal distribution. When the normality test was applied to the data in SPSS, Skewness, and Kurtosis values were in the range of +/-1.0. This result shows that the data are normally distributed, and the test is parametric (Hair, Black, Babin, Anderson & Tatham, 2013). One-Way ANOVA test was applied since the data were distributed normally and the analysis was to be performed based on more than two independent samples. When a significant difference was observed in the result of the test ($p < .05$), the Tukey post-hoc test was applied to find out where the difference came from. Crosstabs analysis in SPSS was used to measure which items among a specific factor affect most or less.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, the researcher will give the findings emerged from the analysis of the data obtained from the applied scale. The findings will be given under four titles.

4.2. The Effect of Significant Others on Motivation

In order to determine whether the data related to ‘the effect of significant others’ factor is normally distributed, the Skewness (-,033) and Kurtosis (-,529) values in SPSS were analysed and the data showed normal distribution (+/-1.0 equation). The results show that the number of students with high, average and low motivation is 47, 159 and 103, respectively. One-way ANOVA test was applied to determine whether engineering students' motivation levels for English language learning differ in terms of ‘the effect of significant others’ factor. The results are shown in Table 4.1.

Table 4.1. One-way ANOVA test for ‘the effect of significant others’ factor

	Sum of Squares	df	Mean Square	F	p
Between Groups	14,325	2	7,162	9,414	0,000**
Within Groups	232,805	306	0,761		
Total	247,130	308			

*p<0.05, **p<0.01

The results of the One-way ANOVA test show that the participants’ scores indicate a significant difference in their motivation levels for English language learning in terms of the effect of significant others ($F_{(3,363)} = 9,414, p<0.01$). The Tukey test from post hoc was applied to find out where the difference is. The test results are shown in Table 4.2.

Table 4.2. Extrinsic motivation levels in terms of the effect of significant others

(I) Level of motivation	N	(J) Level of motivation	Mean Difference (I-J)	Std. Error	p
High	103	Average	0,35602*	0,11032	0,004*
		Low	0,61686*	0,15354	0,000**
Average	159	High	-0,35602*	0,11032	0,004*
		Low	0,26083	0,14482	0,171
Low	47	High	-0,61686*	0,15354	0,000**
		Average	-0,26083	0,14482	0,171

*p<0.05, **p<0.01

Table 4.2. shows that there is a significant difference among participants' scores for their extrinsic motivation levels in terms of 'the effect of significant others'. This difference is mostly observed between highly motivated and low motivated students ($p<0,000$). There is also a significant difference between highly motivated students and students with average motivation ($p<0,004$). Findings indicate that Significant Others factor has a significant effect on students' motivation level.

Crosstabs analysis in SPSS was used to measure which item affects most and which affects less. Crosstabs analysis shows that among the items related to the factor named "*the effect of significant others*" the second item (My English teacher's attitude towards my English language learning) affects engineering students' motivation most (40,8% considerably and fully affects) and the fifth item (My family's lifestyle) affects less (39,2% never affects). The direction (positive or negative) of the effect of significant others will be tried to be understood from the comments written by students in the scale.

The comments of the participants to the question 'Which of the statement/s above affect/s your motivation of learning English positively or negatively? Why?' in terms of the effect of significant others are given below:

Students with high motivation;

“Others do not affect positively or negatively but teacher.”

“My family's attitude towards learning English positively affects me because they think my English will be effective for my career in my future life.”

“The fact that I interact with others in English is developing and influencing my English in a positive way.”

“The fact that I don't have an English-speaking friend around me demotivates me.”

“My family's attitude towards learning English positively affects me because they are very persistent about my English language learning.”

Students with average motivation;

“The attitude of my parents affects positively; because they always emphasize the realities of life and the need for English for my job in the future. That's why my desire to learn English is increasing.”

“The contribution of English to me in interacting with others motivates me very much because this increases my desire to learn.”

“The support of my parents, teachers and friends is very important to me and motivates me.”

“My family and friends do not contribute much to my learning English.”

“My English teacher's attitude towards my English language learning affects my learning most because we mostly interact with the teacher.”

Students with low motivation;

“My English teacher's attitude towards my English language learning fully affects because the energy of our teacher in the course makes me love English more.”

“My family's lifestyle affects my motivation negatively because they do not know English.”

“My family's lifestyle doesn't include English at all, and there is not any factor that could motivate me here.”

“The contribution of English to me in interacting with others is very positive and one of the rare factors motivating me.”

“My friends' attitudes towards learning English are very effective and they are not motivating me. Unfortunately, I don't have a British friend, so I have a disadvantage. I think students who have foreign friends can learn much easier.”

4.3. The Effect of Interaction with Others on Motivation

To determine whether the data related to ‘the effect of interaction with others’ factor is normally distributed, the Skewness (-,107) and Kurtosis (-,633) values in SPSS were analysed and the data showed normal distribution (+/-1.0 equation). One-way ANOVA test was conducted to determine whether engineering students’ motivation levels for English language learning differ in terms of ‘the effect of interaction with others’ factor. The results are shown in Table 4.3.

Table 4.3. One-way ANOVA test for ‘the effect of interaction with others’ factor

	Sum of				
	Squares	df	Mean Square	F	p
Between Groups	22,540	2	11,270	12,346	0,000**
Within Groups	279,332	306	0,913		
Total	301,871	308			

*p<0.05, **p<0.01

The data obtained from the One-way ANOVA test show that the participants’ scores indicate a significant difference in their motivation levels for English language learning in terms of the effect of interaction with others ($F_{(3,363)} = 12,346$, $p < 0.01$). The Tukey test from post hoc was applied to find out where the difference is. The test results are shown in Table 4.4.

Table 4.4. Extrinsic motivation levels in terms of the effect of interaction with others

(I) Level of motivation	N	(J) Level of motivation	Mean Difference (I-J)	Std. Error	p
High	103	Average	0,51498*	0,12085	0,000**
		Low	0,69934*	0,16818	0,000**
Average	159	High	-0,51498*	0,12085	0,000**
		Low	0,18436	0,15863	0,477
Low	47	High	-0,69934*	0,16818	0,000**
		Average	-0,18436	0,15863	0,477

*p<0.05, **p<0.01

According to Tukey test results, it was determined that the scores of participants for their extrinsic motivation levels differed significantly in terms of the effect of interaction with others. This difference is mostly observed between highly motivated students' scores and those with average ($p<0,000$) and low ($p<0,000$) motivation. The findings show that the factor of 'the effect of interaction with others' has a significant effect on engineering students' motivation to learn English.

Crosstabs analysis in SPSS was used to measure which item affects engineering students' motivation most and which affects less. Crosstabs analysis shows that among the items related to the factor named "*the effect of interaction with others*" the eighth item (Being praised as a result of my studies for English) affects most (56% considerably and fully affects) and the ninth item (The penalties and enforcements I received because of lack of my English learning efforts) affects less (30,4% never affects). On the other hand, another factor that influenced motivation highly was the sixth item (The feedback I received on my English learning studies) with 46.3%. 23% of this rate of impact belongs to highly motivated students.

The direction (positive or negative) of the effect of interaction with others will be tried to be understood from the comments written by students in the scale. The

comments of the participants to the question 'Which of the statement/s above affect/s your motivation of learning English positively or negatively? Why?' in terms of the effect of interaction with others are given below:

Students with high motivation;

"None of them is important enough to affect at a high level."

"The feedback I received on my English learning studies affects me positively because knowing my weaknesses or strengths in a subject leads me to work better."

"I am opposed to being punished against inadequacy, it affects negatively."

"The penalties and enforcements I received because of lack of my English learning efforts affects my motivation for learning English negatively."

"I'm happy when I think I'm rewarded for my studies, and it motivates me."

"I never give up because of the punishments and enforcements I've received. I can learn English by making mistakes again and again."

Students with average motivation;

"The penalties and enforcements I received because of lack of my English learning efforts affects negatively."

"Being praised as a result of my studies for English motivates me too much."

"If I had a reward, it would have affected me positively and I would be more ambitious. Penalties affect negatively because I think I am unsuccessful."

"The praise I received while learning English increases my interest in English."

"The awards I received as a result of my studies in English affects my motivation because I trust myself when I get an award because of my studies and I try to be more successful."

Students with low motivation;

“The penalties and enforcements I received because of lack of my English learning efforts affects my motivation negatively, because that's why I'm afraid to make mistakes again.”

“I like to be praised as everyone likes.”

“The punishments and enforcements, I have received, dishearten me from the course and I lose my interest.”

“Penalties may lead to my inability to continue my education.”

“I couldn't get enough feedback for my English studies, and that's affecting me negatively.”

4.4. The Effect of Learning Environment on Motivation

In order to determine whether the data related to ‘the effect of learning environment’ factor is normally distributed, the Skewness (-,238) and Kurtosis (-,572) values in SPSS were analysed and the data showed normal distribution (+/-1.0 equation). One-way ANOVA test was applied to determine whether engineering students' motivation levels for English language learning differ in terms of ‘the effect of learning environment’ factor. The results are shown in Table 4.5.

Table 4.5. One-way ANOVA test for ‘the effect of learning environment’ factor

	Sum of Squares	df	Mean Square	F	p
Between Groups	9,474	2	4,737	4,788	0,009**
Within Groups	302,759	306	0,989		
Total	312,233	308			

*p<0.05, **p<0.01

One-way ANOVA test results show that there is a significant difference among the participants' scores in their motivation levels for English language learning in terms of the effect of learning environment ($F_{(3,363)} = 4,788, p < 0.01$). The Tukey test from post hoc was applied to find out where the difference is. The test results are shown in Table 4.6.

Table 4.6. Extrinsic motivation levels in terms of the effect of learning environment

(I) Level of motivation	N	(J) Level of motivation	Mean Difference (I-J)	Std. Error	p
High	103	Average	0,01116	0,12581	0,996
		Low	0,49416*	0,17509	0,014*
Average	159	High	-0,01116	0,12581	0,996
		Low	0,48301*	0,16515	0,010*
Low	47	High	-0,49416*	0,17509	0,014*
		Average	-0,48301*	0,16515	0,010*

* $p < 0.05$, ** $p < 0.01$

As it is shown in Table 4.6, the results of Tukey test from post hoc indicate that there is a significant difference among the participants' scores for their extrinsic motivation levels in terms of the effect of learning environment. This difference is mostly observed between low motivated students' scores and those with high ($p < 0,014$) and average ($p < 0,010$) motivation. The findings show that the factor of 'the effect of learning environment' has a significant effect on engineering students' motivation to learn English.

Crosstabs analysis in SPSS was used to measure which item affects most and which affects less. The results of Crosstabs analysis show that among the items related to the factor named "the effect of learning environment" the thirteenth item (The suitability of classroom and school environment) affects most (52,5% considerably and fully affects) and the twelfth item (The classroom size of English course) affects

less (31,7% never affects). In addition, it is emerged from the results that the physical structure of the learning environment (40,5% considerably and fully affects) and the duration of the weekly course hours (45,3 considerably and fully affects) are also effective.

The comments of the participants to the question 'Which of the statement/s above affect/s your motivation of learning English positively or negatively? Why?' in terms of the effect of learning environment are given below:

Students with high motivation;

“A well organized and clean learning environment affects positively.”

“A well-organized physical structure of the learning environment affects me positively because I feel comfortable and there is no focus problem.”

“The crowding of class is disturbing my concentration.”

“I would like to have more English lessons a week because the longer the time is the better. My interest in class is growing.”

“The suitability of classroom and school environment is very important because when I study English, the distractions around me have a negative effect on my motivation.”

Students with average motivation;

“The small size of the class affects positively.”

“The crowded classroom size of English course demotivates me because in crowded class, communication with the teacher is decreasing.”

“The crowded classroom size of English course demotivates me because the teacher would contact me more if the class size was less.”

“If the learning environment is well-arranged and the materials are sufficient, it positively affects my motivation, because reinforcing our learning by seeing material about what we learned increases my interest in the lesson more.”

“The suitability of the classroom environment affects me positively.”

Students with low motivation;

“Excessive class size (too many students in English classroom) affects my motivation negatively because there is not enough interaction and I can't get enough feedback for my studies.”

“Short time of course duration demotivates me, two hours a week is not enough.”

“The crowding of class sizes and the low number of course hours negatively affect my motivation.”

“The high number of class sizes causes me to have little communication with the teacher. This influences effective learning negatively.”

“The size of English class affects negatively because there are many students and our teachers can spare us little time.”

4.5. The Effect of General Situations on Motivation

To determine whether the data related to ‘the effect of general situations’ factor is normally distributed, the Skewness (-,088) and Kurtosis (,247) values in SPSS were analysed and the data showed normal distribution (+/-1.0 equation). One-way ANOVA test was conducted to determine whether engineering students’ motivation levels for English language learning differ in terms of ‘the effect of general situations’ factor. The results are shown in Table 4.7.

Table 4.7. One-way ANOVA test for ‘the effect of general situations’ factor

	Sum of Squares	df	Mean Square	F	p
Between Groups	1,039	2	0,519	1,049	0,352
Within Groups	151,514	306	0,495		
Total	152,553	308			

p<0.05

The results of One-way ANOVA test show that there is no significant difference among the participants' scores in their motivation levels for English language learning in terms of the effect of general situations ($F_{(3,363)} = 1,049$, $p > 0.05$). Although there is no significant difference, the results of Tukey test from post hoc are shown in Table 4.8.

Table 4.8. Extrinsic motivation levels in terms of the effect of general situations

(I) Level of motivation	(J) Level of motivation	Mean Difference (I-J)	Std. Error	p
High	Average	0,03460	0,08900	0,920
	Low	0,17651	0,12386	0,329
Average	High	-0,03460	0,08900	0,920
	Low	0,14191	0,11683	0,445
Low	High	-0,17651	0,12386	0,329
	Average	-0,14191	0,11683	0,445

$p < 0.05$

As it is seen in Table 4.8, there is no significant difference among the participants' scores for their extrinsic motivation levels in terms of the effect of general situations ($p > 0,05$).

However, crosstabs analysis in SPSS was used to measure which items among the factor of 'The effect of general situations' affects most, and which ones affect less to students' extrinsic motivation levels. The results of Crosstabs analysis show that among the items related to the factor named "*the effect of general situations*" the eighteenth item (future anxiety) with 69,2%, the twenty-second item (the degree to which my English teacher motivates me) with 66,0%, the twenty-third item (international opportunities offered by learning English) with 62,5%, the twentieth item (teaching methods and techniques used in the course) with 60,2%, the fourteenth item (local/national education system) with 59,5%, the thirtieth item (the

effect of the relation of the department I study on with English) with 54,7%, the twenty-fifth item (the level of prior knowledge I have about English) with 52,8% and the twenty-first item (my concern about English exams) with 52,1% affect considerably or fully the engineering students' motivation for English language learning. On the other hand, the results also show that the twenty-eighth item (the effect of my parent's educational status) with 42,1%, the twenty-ninth item (my concern to be late because of my age for learning English) with 36,6%, the thirty-first item (fear of making mistakes due to the reaction of my friends during English lessons) with 33,3% and the twenty-seventh item (the effect of the economic situation of my family) with 31,9% never affect the engineering students' motivation for English language learning.

The comments of the participants to the question 'Which of the statement/s above affect/s your motivation of learning English positively or negatively? Why?' in terms of the effect of general situations are given below:

Students with high motivation;

“The relation of the department I study on with English affects positively.”

“It is important that my English teacher is able to motivate me. I can't be successful if I can't be motivated.”

“My future anxiety and my desire to go to different places positively motivates me.”

“The level of prior knowledge I have about English affects my motivation in a positive way because I'm not struggling to attend classroom activities.”

“To be encouraged by my English teacher is a motivation source to me.”

Students with average motivation;

“I'm expected to be good because my family's education level is good, and it motivates me.”

“English will contribute to me in my profession and this affects me positively.”

“The department I am studying at affects my motivation to learn English negatively.”

“Item 14 (Local/national education system) has a negative impact on me. English education is quite low because of the perspective of many people in Turkey to English, and this adversely affect me.”

“The relation of the department I study on with English affects my motivation positively because I think I need English to progress in the department I am studying.”

Students with low motivation;

“My concern to be late because of my age for learning English and fear of making mistakes due to the reaction of my friends during English lessons affect my motivation negatively.”

“My concern about English exams affects my motivation negatively because in the process of learning English, having an exam that will affect my future unavoidably creates anxiety.”

“Local/national education system, social expectations and my concern about English exams affect me negatively.”

“The bad education system of the country demotivates me.”

“The financial situation of my family limits my education, and this demotivates me while learning English.”

“Fear of making mistakes due to the reaction of my friends during English lessons affects my motivation. When I make a mistake, I fear my friends and teacher's thoughts about me.”

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. DISCUSSION

The findings show that the engineering students who have high motivation have good levels of English, the engineering students with average motivation have average or bad levels of English and the engineering students with low motivation have bad or average levels of English. As Gardner (2010) and Brown (2007) state, students with higher motivation will be more successful than low motivated students. It has been proved once again with the current thesis study that motivation and foreign language learning success are strongly correlated. Nevertheless, there are still students who are highly motivated but have low levels of English. This may be due to other individual differences or other factors that affect foreign language learning. For example, Dashtizadeh and Farvardin (2016) note that students should be aware that setting high standards of perfection can change them to stressful and frustrated learners and can incline them in an unsuccessful learning process.

As Zaman (2015) states that teachers or others can have a very effective role to motivate students. The findings show that Significant Others significantly affect the motivation level of the engineering students who are learning English as a foreign language. The most important effect is seen among highly motivated and low motivated students. In the light of this information, it can be said that the reasons for the low motivation of the engineering students towards English language learning are because of the attitudes of the significant others around them. In addition, it can be conducted that the positive attitudes of the significant others towards engineering students who are learning English as a foreign language increase students' motivation. It is also one of the most important subjects that the attitude of the English teachers affects the English language learning of the engineering students. It is seen that the English teacher is the most significant person on this subject.

Brophy (1987) states that learning motivation is shaped by significant others (especially teachers and parents), by specifying expectations, modelling and direct training or socialization. This idea is proven with the findings of the study. The

comments given by the participants on the question of which of the items of ‘the effect of significant others’ factor affects, and which affects negatively show that teachers and parents’ positive attitudes towards students’ learning English makes students highly motivated. Especially parents who talk about the importance of learning English for the future motivate engineering students positively. Alizadeh (2016) notes that “attitude towards the L2 community is very important in learning the L2” (p.14). Similarly, from the results it is seen that participants point out that the contribution of the English is important in interacting with others and that this has a positive effect on their motivation. On the other hand, the fact that families do not have English in their lifestyles leads to a decrease in the motivation source of the students. Participants state that their teachers have the most positive effect on their motivation and their friends and parents can be demotivating.

As can be seen from the findings, interaction with others has a significant impact on the motivation of engineering students learning English as a foreign language. It seems that positive interaction contributes to motivation of engineering students on English language learning. A significant difference between highly motivated students and students with average and low motivation means that highly motivated students have different extrinsic motivation sources than others. It is also concluded that highly motivated students are affected more from the interaction with others. On the other hand, while *being praised* highly influenced the motivation of the engineering students in learning English, the *penalties and enforcements* have little or no effect. This means that students are expected to be praised from the people around them. Similarly, Williams and Burden (1997) indicate that the interaction of foreign language learners with teachers includes learning experiences, feedback, awards, praise and punishments which are considered as factors that can affect the motivation of the learner.

The comments given by the participants on the question of which of the items of ‘the effect of interaction with others’ factor affects and which affects negatively show that highly motivated students stated different opinions. Highly motivated engineering students state that they are against punishment and enforcements and the feedback and awards they received have a positive effect on their motivation. Most

highly motivated students indicate that there is no factor affecting their motivation negatively. Engineering students with average motivation express that while the penalties and the enforcements have a negative effect on their motivations, the praise and the awards they received have positive effect. Most of the low motivated engineering students point out that the penalties and enforcements negatively affect them. Some others imply that they need more praise and feedback. It is observed that students are more affected by punishment and enforcements as the motivation decreased and the most effective factor that increases motivation is the praise received by students as a result of their studies.

Gardner and Lambert (1972) indicate that learners are motivated to learn when they deal with materials arranged to their level and are in a safe environment. Findings show that learning environment has a significant effect on the motivation of engineering students learning English as a foreign language. It is understood from the findings that students with low motivation for English language learning are affected more from learning environment. In this regard, the lack of good learning environments may have a negative impact on low motivated students which may have been the cause of their low motivation. In particular, the poorly organized classroom and school environment and the insufficiency of the weekly course hours (two or three hours in a week) contribute to students to be with low motivation for English learning.

Considering the participants' comments about direction of the effects of the learning environment, highly motivated engineering students express that a well-organized learning environment has a positive effect on their motivation. Highly motivated students verbalize that the crowded classes have a negative effect and that weekly course hours (2-3 hours) are not enough. Engineering students with average motivation have often talked about the negative impact of crowded classes on their motivation for learning English. In addition, they report that a well-arranged learning environment and adequate course material have a positive effect. The common comments of the low motivated engineering students also indicate that there is a negative impact of the crowded classes and the lack of weekly course hours.

It is understood from the findings that the factor named 'the effect of general situations' does not make any meaningful difference in engineering students' learning motivation levels. However, when we look at the directly effect of the items under this factor on the motivation, it seen that general situations such as students' future anxiety, the degree to which English teacher motivates, opportunities to go abroad offered by learning English, teaching methods and techniques used in the course, local/national education system, the effect of the relation of the department students study on with English, the level of prior knowledge students have about English and students' anxiety about English exams affect considerably or fully their motivation for English language learning while parent's educational status affects least. This means that while general situations do not affect students' English learning motivation level in common, it is an indisputable fact that most of them affect the students' motivation when they are considered one by one.

When looking the participants' answers to the question about how 'the effect of general situations' factor affect motivation, it is seen that if the department (engineering) they study on have a relation with English, it affects highly motivated students in a positive way. Highly motivated students also believe that to be motivated by English teachers is important for students, and the future anxiety and having prior knowledge about English positively affects their motivation. On the other hand, students with average motivation state that the good education level of their families and the relation of the department they study on with English have a positive effect on their motivation; however, local/national education system affects their motivation negatively. It is understood that students are motivated by the fact that the department they study on is related to English. Similarly, Al Kaboody (2013) indicates that some students take care to learn the target language for career success. Low motivated students state that their anxiety about being late for learning English because of their age, their anxiety about their English exams, the bad local/national education system, the bad education level of their families and the fear of making mistakes during the course negatively affect their motivation for learning English. As Dörnyei (2007) points out, language learners' anxiety is one of the factors that affect the motivation of language learning most. But the results of this thesis showed that

anxiety is not only negative but also positively affects motivation of students for learning English. On the other hand, for the students' fear of making mistakes Al Kaboody (2013) states that this fear feeds on the anxiety of social image deterioration resulting from being criticized and humiliated by other learners.

5.2. CONCLUSION

The current study aims to determine external factors affecting engineering students' motivation, who are learning English as a foreign language in a private university in Konya, Turkey, and finding out the impact direction (negatively or positively) of these motivational factors. In order to achieve this aim, the researcher tried to find answers to three different research questions with scientific methods. Both qualitative and quantitative research methods were used as research design.

The first research question was: Does the motivation level of engineering students differ significantly in terms of; the effects of general situations, the effects of significant others, the effects of interaction with others, and the effects of the learning environment. Firstly, it is concluded that *Significant Others* significantly affect the motivation level of the engineering students who are learning English as a foreign language. In addition, the positive attitudes of the significant others towards engineering students who are learning English as a foreign language increase students' motivation and the negative attitudes of the significant others towards students decrease their motivation for learning English. Secondly, the results show that *Interaction with Others* has a significant impact on the motivation of engineering students learning English as a foreign language. Positive interaction with others contributes to motivation of engineering students on English language learning and it seems that highly motivated students are affected more positively from the interaction with others. Thirdly, it is concluded that *Learning Environment* has a significant effect on the motivation of engineering students learning English as a foreign language and it is understood that students with low motivation for English language learning are affected more from the lack of good learning environment.

Finally, findings report that *The General Situations* does not make any meaningful difference in engineering students' learning motivation levels.

The second research question was: Which external factors affect engineering students' English learning most, and which affect least? It is concluded that the *English teacher and parents* are the most significant people who affect engineering students' motivation. On the other hand, *family lifestyle* is seen the least influential external factor on motivation by engineering students. Among interaction with others factor, it is seen that while *being praised* highly influenced the motivation of the engineering students in learning English, *the penalties and enforcements* have little or no effect. For learning environment, the results report that *the poorly organized classroom and school environment* and *the insufficiency of the weekly course hours* (two or three hours in a week) contribute to students to be with low motivation for English learning most. When looking at results general situations such as *students' future anxiety*, *the degree to which English teacher motivates*, *opportunities to go abroad offered by learning English*, *teaching methods and techniques used in the course*, and *local/national education system* affect students' motivation for English language learning most while *parent's educational status* affects least.

The third research question was: What are the external factors that affect engineering students' motivation in learning English positively or negatively? It is concluded that the external factors which positively affect engineering students' motivation for English language learning are;

- teachers and parents' positive attitudes towards students' learning English,
- the contribution of the English in interacting with others,
- getting feedback, awards and being praised,
- a well-organized learning environment,
- the future anxiety,
- having prior knowledge about English,
- if the studying department have a relation with English,
- the good education level of their families.

On the other hand, the external factors which negatively affect engineering students' motivation for English language learning are;

- lack of English in the family's lifestyle of students,
- punishment and enforcements,
- the crowded classes,
- the insufficiency of the weekly course hours (two or three hours in a week),
- local/national education system,
- anxiety about being late for learning English because of age,
- anxiety about English exams,
- the fear of making mistakes during the course.

All in all, it is seen that external factors have a multifaceted effect on engineering students' motivation in learning English. The effect levels of these factors vary according to the motivation level of the students, and it is concluded that engineering students with low motivation are more affected negatively by these factors.

5.3. SUGGESTIONS

Under this title, based on the results of the current thesis study the researcher will make suggestions to increase the motivation of the students in the English language learning process and for further research.

Suggestions to improve engineering students' motivation for English language learning:

Significant others, around the engineering students who are trying to learn English, should have a more positive attitude towards the student's learning. In addition, they should not hesitate to emphasize the importance of learning English for the student's future.

English teachers should know the needs of engineering students very well and have a much more positive attitude towards their learning.

Teachers should pay more attention to engineering students' motivation and try to use appropriate motivation strategies to help students get the most out of their language learning experiences.

Engineering students who try to learn English should get feedback for each study and they should be praised with their successful studies.

People around engineering students trying to learn English should not impose penalties or enforcements on students when they consider that students are inadequate in learning English; on the contrary, they should continue to support their learning.

Engineering students' English learning environments should be carefully arranged. Especially the suitability of the classroom and school environment for language learning should be provided.

Parents and teachers should encourage engineering students to overcome their fears of making mistakes when learning English.

Engineering students' fears of making mistakes, being criticized and being humiliated, and how to eliminate these problems to increase their motivation can be examined in further studies.

English teachers should teach engineering students with a variety of methods and techniques.

All in all, most importantly, parents and English teachers should be aware of the external factors mentioned in this study that affect the motivation of the engineering students and should take measures accordingly.

Suggestions for further research:

This current thesis study was conducted only with university students of engineering faculty. The same study can be done in further research with students from different departments.

The study indicates that there are engineering students who are highly motivated but have low levels of English. This contradiction may be the subject of further studies.

Investigating the factors that affect motivation in language learning should be further improved and these and similar studies should be done in different age categories and in different geographies.



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APPENDICES

Appendix 1. Scale for the Effects of External Factors to Motivation on English Language Learning (English)

This scale has been prepared in order to collect data for thesis study about " Extrinsic Motivational Resources for Second/Foreign Language Learning: A Study on Exploring Motivators and De-Motivators of Engineering Students" and will ultimately be used for the scientific purpose.

Thank you for your participation.

Onur KARAGÜL

Part A: DEMOGRAPHIC INFORMATION

Please tick the right option for you.

1. Your gender?

A) Male B) Female

2. What kind of English lesson do you take?

A) A) Compulsory (General) B) Vocational C) Selective

3. What is your level of English as a foreign language?

A) Good B) Average C) Bad

4. What is your level of motivation for learning English as a foreign language?

A) High B) Average C) Low

Part B: Evaluate the impact of the following items on "your motivation" for learning English by the scale. Please circle the appropriate option for you.

Item no.	THE EFFECT OF SIGNIFICANT OTHERS	Never Affects	Affects Little	Affects Moderately	Affects Considerably	Fully Affects
1	My parents' attitude towards my English language learning	1	2	3	4	5

2	My English teacher's attitude towards my English language learning	1	2	3	4	5
3	My friends' attitude towards my English language learning	1	2	3	4	5
4	The contribution of English to me in interacting with others	1	2	3	4	5
5	My family's lifestyle	1	2	3	4	5
<p>'Which of the statement/s above effect/s your motivation of learning English positively or negatively? Why?</p>						

Item no.	THE EFFECT OF INTERACTION WITH OTHERS	Never Affects	Affects Little	Affects Moderately	Affects Considerably	Fully Affects
6	The feedback I received on my English learning studies	1	2	3	4	5
7	The awards I received as a result of my studies in English	1	2	3	4	5
8	Being praised as a result of my studies for English	1	2	3	4	5
9	The penalties and enforcement I received because of the lack of my English learning efforts	1	2	3	4	5
<p>'Which of the statement/s above effect/s your motivation of learning English positively or negatively? Why?</p>						

Item no.	THE EFFECT OF LEARNING ENVIRONMENT	Never Affects	Affects Little	Affects Moderately	Affects Considerably	Fully Affects
10	The physical structure of the learning environment	1	2	3	4	5
11	The duration of the weekly course hours	1	2	3	4	5
12	The classroom size of English course	1	2	3	4	5
13	The suitability of classroom and school environment	1	2	3	4	5
'Which of the statement/s above effect/s your motivation of learning English positively or negatively? Why?						

Item no.	THE EFFECT OF GENERAL SITUATIONS	Never Affects	Affects Little	Affects Moderately	Affects Considerably	Fully Affects
14	Local/national education system	1	2	3	4	5
15	My conflicting interests	1	2	3	4	5
16	Cultural norms	1	2	3	4	5
17	Social expectations	1	2	3	4	5
18	Future anxiety	1	2	3	4	5
19	Course materials	1	2	3	4	5
20	Teaching methods and techniques used in the course	1	2	3	4	5
21	My concern about English exams	1	2	3	4	5
22	The degree to which my English teacher motivates me	1	2	3	4	5
23	International opportunities offered by learning English (education, travel, etc.)	1	2	3	4	5
24	The methods used to evaluate my English	1	2	3	4	5

	level					
25	The level of prior knowledge I have about English	1	2	3	4	5
26	The level of prior knowledge I have about British culture	1	2	3	4	5
27	The effect of the economic situation of my family	1	2	3	4	5
28	The effect of my parent's educational status	1	2	3	4	5
29	My concern to be late because of my age for learning English	1	2	3	4	5
30	The effect of the relation of the department I study on with English	1	2	3	4	5
31	Fear of making mistakes due to the reaction of my friends during English lessons	1	2	3	4	5
<p>'Which of the statement/s above effect/s your motivation of learning English positively or negatively? Why?</p>						

Appendix 2. Scale for the Effects of External Factors to Motivation on English Language Learning (Turkish)

Bu ölçek yüksek lisans tez aşamasında “İkinci/Yabancı Dil Eğitimi İçin Dışsal Motivasyon Kaynakları: Mühendislik Öğrencilerinin Motive Edici ve Demotive Edici Unsurlarını İncelemeye Dayalı Bir Çalışma” konulu tez çalışması için veri toplamak amacıyla hazırlanmıştır ve tamamen bilimsel amaç doğrultusunda kullanılacaktır.

Katılımınız için teşekkür ederim.

Onur KARAGÜL

Bölüm A: DEMOGRAFİK BİLGİLER

Lütfen sizin için doğru olan seçeneği işaretleyiniz.

1. Cinsiyetiniz nedir?

A) Erkek B) Kadın

2. İngilizce dersini alış şekliniz nedir?

A) Zorunlu (Genel) B) Mesleki C) Seçmeli

3. Yabancı dil olarak İngilizce seviyeniz nedir?

A) İyi B) Orta C) Kötü

4. Yabancı dil olarak İngilizce öğreniminde motivasyon düzeyiniz nedir?

A) Yüksek B) Orta C) Düşük

Bölüm B: Aşağıdaki maddelerin İngilizce öğrenme “motivasyonunuza” etkisini ölçeğe uygun bir şekilde değerlendiriniz. Lütfen size uygun seçeneği daire içine alınız.

Madde no.	ÖNEMLİ KİŞİLERİN ETKİSİ	Hiç Etkilemiyor	Az Etkiliyor	Orta Derecede Etkiliyor	Oldukça Etkiliyor	Tamamen Etkiliyor
1	Anne ve babamın İngilizce öğrenmeme karşı tutumları	1	2	3	4	5
2	İngilizce öğretmenim İngilizce öğrenmeme karşı tutumu	1	2	3	4	5
3	Arkadaşlarımda İngilizce öğrenmeme karşı	1	2	3	4	5

	tutumları					
4	Başkalarıyla etkileşimde İngilizcenin bana katkısı	1	2	3	4	5
5	Ailemin yaşam tarzı	1	2	3	4	5
Yukarıdaki ifadelerden hangisi/ hangileri İngilizce öğrenme motivasyonunuzu olumlu ya da olumsuz etkiliyor? Neden?						

Madde no.	BAŞKALARI İLE ETKİLEŞİMİN ETKİSİ	Hiç Etkilemiyor	Az Etkiliyor	Orta Derecede Etkiliyor	Oldukça Etkiliyor	Tamamen Etkiliyor
6	İngilizce öğrenme çalışmalarım üzerine aldığım geri dönütler	1	2	3	4	5
7	İngilizce öğrenme çalışmalarımın sonucu olarak aldığım ödüller	1	2	3	4	5
8	İngilizce öğrenme çalışmalarımın sonucu aldığım övgüler	1	2	3	4	5
9	İngilizce öğrenme çabalarımın yetersizliğinden dolayı aldığım cezalar ve yaptırımlar	1	2	3	4	5
Yukarıdaki ifadelerden hangisi/ hangileri İngilizce öğrenme motivasyonunuzu olumlu ya da olumsuz etkiliyor? Neden?						

Madde no.	ÖĞRENME ORTAMININ ETKİSİ	Hiç Etkilemiyor	Az Etkiliyor	Orta Derecede Etkiliyor	Oldukça Etkiliyor	Tamamen Etkiliyor
10	Öğrenme ortamının fiziki yapısı	1	2	3	4	5
11	Haftalık İngilizce ders saati süresi	1	2	3	4	5
12	İngilizce dersinin sınıf mevcudu	1	2	3	4	5
13	Sınıf ve okul ortamının uygunluğu	1	2	3	4	5
Yukarıdaki ifadelerden hangisi/ hangileri İngilizce öğrenme motivasyonunuzu olumlu ya da olumsuz etkiliyor? Neden?						

Madde no.	GENEL DURUMLARIN ETKİSİ	Hiç Etkilemiyor	Az Etkiliyor	Orta Derecede Etkiliyor	Oldukça Etkiliyor	Tamamen Etkiliyor
14	Yerel/ulusal eğitim sistemi	1	2	3	4	5
15	Çatışan çıkarlarım	1	2	3	4	5
16	Kültürel normlar	1	2	3	4	5
17	Toplumsal beklentiler	1	2	3	4	5
18	Gelecek kaygısı	1	2	3	4	5
19	Ders materyalleri	1	2	3	4	5
20	Derste kullanılan öğretim yöntem ve teknikleri	1	2	3	4	5
21	İngilizce sınavlarına karşı kaygım	1	2	3	4	5
22	İngilizce öğretmenimin beni motive edebilmesi	1	2	3	4	5
23	İngilizcenin sunmuş olduğu yurt dışı imkanları (eğitim, seyahat vs.)	1	2	3	4	5
24	İngilizce bilgimin değerlendirilmesinde kullanılan yöntemler	1	2	3	4	5

25	İngilizce hakkında sahip olduğum ön bilgi seviyesi	1	2	3	4	5
26	İngiliz kültürü hakkında sahip olduğum ön bilgi seviyesi	1	2	3	4	5
27	Ailemin ekonomik durumunun etkisi	1	2	3	4	5
28	Annem ve babamın eğitim durumlarının etkisi	1	2	3	4	5
29	İngilizceyi öğrenmeye karşı yaşımdan dolayı geç kalmış olma kaygım	1	2	3	4	5
30	Okuduğum bölümün İngilizce ile ilişkisinin etkisi	1	2	3	4	5
31	İngilizce dersi esnasında arkadaşlarımla vereceği tepkiye bağlı olarak hata yapma korkum	1	2	3	4	5
Yukarıdaki ifadelerden hangisi/ hangileri İngilizce öğrenme motivasyonunuzu olumlu ya da olumsuz etkiliyor? Neden?						

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Doğum Tarihi:	16.05.1985		
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