An Exploratory Study Of Aegean Turkish Students' Attitudes and Motivation Levels Toward Learning English

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Tiivistelmä – Abstract

The role of learners' attitudes and motivation toward learning a language is recognized as a key factor that influences the language learning process, hence this paper explores different dimensions of the Aegean Turkish students' attitudes and motivation levels toward learning English. A specially designed questionnaire that included closed and open-ended items was administered to 1224 Turkish high school students from the Aegean region. In the closed-ended part, a likert type questionnaire consisting of 48 statements on a scale of 6 options from Strongly Agree to Strongly Disagree was employed; while several general questions related to the English teachers, the Turkish education system, course materials, and the English language itself were used in the open-ended part. The results of this study reveal that the students displayed slightly moderate attitudes and motivation levels toward learning English, and several statistically significant background variables, for example, the students' age, gender, multi-lingualism, high school types, duration of English studies, parents' education, English proficiency, and income levels, were found to influence the students' attitudes and motivation levels.

Avainsanat – Keywords

language learning attitudes and motivation, Turkish high school students, the English language

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<tr><td colspan="5">Tiivistelmä – Abstract

Oppijan asenteet ja motivaatio kielen oppimista kohtaan nähdään avaintekijöinä, jotka vaikuttavat kielen oppimisen prosessissa. Tämä tutkimus tarkastelee läntisen Turkin alueen opiskelijoiden asenne- ja motivaatiotasoja ja niiden eri ulottuvuuksia englannin kielen oppimista kohtaan. Läntisen Turkin 1224:ään lukioon jaettiin kyselylomake, joka sisälsi suljettuja ja avoimia kysymyksiä. Suljetun osion likert-tyyppinen kyselylomake koostui 48:sta väittämästä, joissa jokaisessa oli kuusi vastausvaihtoehtoa ”olen vahvasti samaa mieltä”-vastauksesta ”olen vahvasti eri mieltä”-vastaukseen. Avoimessa osiossa oli taas useita kysymyksiä englannin opettajista, turkkilaisesta koulutusjärjestelmästä, kurssimateriaaleista ja itse englannin kielestä. Tämän tutkimuksen tulokset paljastavat, että opiskelijat ilmaisivat jossain määrin kohtalaisia asenne-ja motivaatiotasoja englannin kielen opiskelua kohtaan. Myös monet tilastollisesti tärkeiden taustamuuttujien, kuten oppilaiden ikä, sukupuoli, monikielisyys, lukion taso, englannin kielen opiskelun kesto, vanhempien koulutustaso, englannin kielen taidot ja tulotaso, huomattiin vaikuttavan oppilaiden asenne- ja motivaatiotasoihin.</td></tr>
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kielen opiskeluun liittyvät asenteet ja motivaatio, turkkilaiset lukio-opiskelijat, englannin kieli</td></tr>
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Index of Abbreviations

ALC - Attitudes toward the Learning Community

ALL - Attitudes toward Learning the Language

AMI - Attitude Motivation Index

AMTB - Attitude and Motivation Test Battery

EPI - English Proficiency Index

IFL - Interest in Foreign Languages

INST - Instrumental Orientation

IO - Integrative Orientation

KMO - Kaiser-Meyer-Olkin Measure of Sampling Adequacy

L2 - Second Language

MI - Motivational Intensity

OECD - The Organization for Economic Co-operation and Development

PCA - Principal Component Analysis

SPSS - Statistical Packages for Social Science

UNESCO - The United Nations Educational, Scientific and Cultural Organization

UNEVOC - International Centre for Technical and Vocational Education and Training

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1. Introduction

The ability to learn a language is considered as one of the defining characteristics of human beings. As Cook (2013, p. 1) emphasizes, language is at the center of human life and functions as a tool to express feelings, help people realize their dreams and promote their careers, achieve intellectual satisfaction or simple pleasures, pray or curse. Through language people shape their lives and recall their past; they exchange information and feelings; in short, they develop their social and personal identities.

With the advent of the modern technology, and the development of international relations, there have been various cultural, political, social, financial, and educational needs to establish communication among people from different linguistic, and cultural backgrounds. The English language, currently regarded as the primary lingua franca in the world, fulfills the need by linking countless people with each other, and the number of people who learn and speak it continually rises.

As McKay (2016, p. 20) reports, English is the most spoken language by an estimated quarter of the world's population; by 375 million people as a first language, by 375 million people as a second language, and by 750 million people as a foreign language, which amounts to almost 1.5 billion people in total. In this regard, English functions as a key tool in accomplishing global communication among the speakers of various languages; however, the fact that the number of native speakers of English is fewer than the number of speakers of English as a second and foreign language means that most people do not have the chance to speak with a native speaker of English to practice and develop their language skills. Therefore, failures in communication may occur which might have strong implications for the learning of English.

Although the importance of learning a language is widely accepted, to learn and understand a language is a challenging and tiresome process, and language learners experience differences in the level of success they attain even though they follow a common language learning process in their learning environments. For this reason, researchers have been trying to learn the reason why some language learners are more successful than others under equal opportunities. It has been assumed that various social and psychological factors such as the role of the first language, language learning environment, the type of methodology and instruction, learners' motivations, attitudes, and anxiety levels toward the target language, their aptitudes, intelligence, age, personalities, influence language learning (Kiziltepe, 2003).

In addition to several external factors such as the learning environment, course materials, and teaching methodology, learners' attitudes and motivation toward learning the target language have an evident effect on their behaviors, and, accordingly, on their performance, as shown by Gardner (1985), Dörnyei (1998), and Ushida (2005), because learners with positive attitudes and motivation toward learning a language tend to develop more constructive approaches than learners with negative beliefs which can cause anxiety in class, low cognitive success, and undesirable attitudes.

At a time when more and more people want to speak other languages than their own, the acquisition and the use of other languages have become essential to the lives of millions of people; and, accordingly, assisting people with learning and speaking other languages in a more efficient way can be considered as a fundamental mission in the global age.

1.1 Aims

Due to various political and economic factors, different languages such as French, German and English have been important in Turkey. To reach the level of the developed countries in the world, Turkey realized the significance of foreign language education, and started to invest in teaching the important languages of the time. In the past, French and German were regarded as the languages of science and literature; however, like in many parts of the world, in Turkey, English has replaced other languages as the medium of communication with the world.

English started to be intensively taught as a foreign language at all levels of the Turkish private or state schools including primary, or even pre-primary levels which means that the students are forced to take English courses for many years in the compulsory education system. Nevertheless, since learners have their unique pace of mastering language proficiencies; some learners might experience slow progress with a lack of desire to learn while others can accomplish their language learning in a swift manner.

In many occasions, the English teachers at Turkish schools face instances where learners display boredom, and reluctance to participate during classes which leads to failures in the learning process, and some learners might have prejudices against the communities that speak English which can lead learners to view the language learning process as an ordeal and waste of time and effort. Therefore, students who do not have the desire to learn another language are expected to be less successful.

Despite all the hard work and planning for several years, many Turkish students cannot attain the desired level of English proficiency, which can be seen on the English Proficiency

Index (EPI[1]) annually published by Education First (2016) where Turkey ranks 26th among 27 European countries. On the same EPI published each year from 2011 to 2015, Turkey steadily occupied the last position among the European countries until 2015 when Azerbaijan was included on the EPI, and overtook the last position from Turkey.

Although English teaching hours at schools have increased, and the Turkish government has increased its spending on education, the Turkish schools have not been successful in teaching English to the students as emphasized by the EPIs, and a comprehensive assessment of the Turkish education system needs to be made to find the exact source of the problem. For this reason, affective factors for learners, such as motivation and attitudes, might play a certain role in the Turkish students' language learning process, so as part of an initial attempt to discover the main drawbacks of the Turkish education system, this study aims to investigate the Turkish high school students' motivation and attitudes toward learning the English language.

[1] The EPI is an annual index created from the results of a set of English tests including grammar, vocabulary, reading and listening sections completed by thousands of adults around the world.

1.2 Research Questions

This study aims to analyze and describe the attitudes and motivation of Turkish high school students in the Aegean region of Turkey with the help of the following questions:

1. What are the students' attitudes toward the English learning situation?
2. What are the students' integrative motivation levels toward learning English?
3. What are the students' instrumental motivation levels toward learning English?
4. Is there a statistically significant difference between the students' integrativeness and instrumentality toward learning English?
5. What are the motivation levels of the students toward learning English?
6. What are the students' attitudes toward their English teachers?
7. What are the anxiety levels of the students toward learning English?
8. Is there a statistically significant difference among students with respect to their attitudes and motivation toward learning English and their background variables such as:
    - their age,
    - their gender,
    - the gender of the English teacher,
    - the type of high school,
    - their duration of English studies,
    - the education level of the parents,
    - the English proficiency level of the parents,
    - the average income of their families,
    - their multi-lingualism.

1.3 Hypotheses

1. Turkish students have negative attitudes toward the English learning situation.
2. Turkish students have negative attitudes and motivation toward learning English.
3. Turkish students are instrumentally motivated to learn English.
4. Turkish students have high levels of anxiety toward learning English.
5. Turkish students have negative attitudes toward their English teachers.
6. There is not a statistically significant difference among the Turkish students with respect to their attitudes and motivation to learn English and their background variables, such as:
    - their age,
    - their gender,
    - the gender of the English teacher.
7. There is a statistically significant difference among the Turkish students with respect to their attitudes and motivation to learn English and their background variables, such as:
    - the type of high school,
    - their duration of English studies,
    - the education level of the parents,
    - the English proficiency level of the parents,
    - the average income of their families,
    - their multi-lingualism.

2. Literature Review

2.1 Introduction

Affective factors, such as the learners' motivation and attitudes, have been a source of interest for research, since it is accepted that they have a considerable influence on the language learning process, as previously conducted studies have demonstrated. The relevant literature on motivation and attitude studies is plentiful; thus, this literature review presents a collection of theoretical assumptions on the topic, and earlier studies that will form the main framework.

In this chapter, at first, affective factors that have various influences on language learning processes will be introduced. Secondly, the mainstream theories of motivation will be mentioned, by presenting the relevant studies. The general characteristics of the participants in the study will be considered while presenting the relative literature, because the central aim is to define the main themes of the language learners' motivation and attitude as a preparation for the following chapters which are entirely linked to the investigation of Turkish high school students' motivation and attitude toward learning English.

2.1.1 The Fundamental Model of Learning

To show how the social milieu, individual differences, and learning contexts affect each other as an on-going process in language learning, Gardner (1985 p. 147) developed his fundamental model as displayed in Figure 2.1, and he has updated it ever since, to keep up with new research, and recent approaches in the field of education, and psychology.

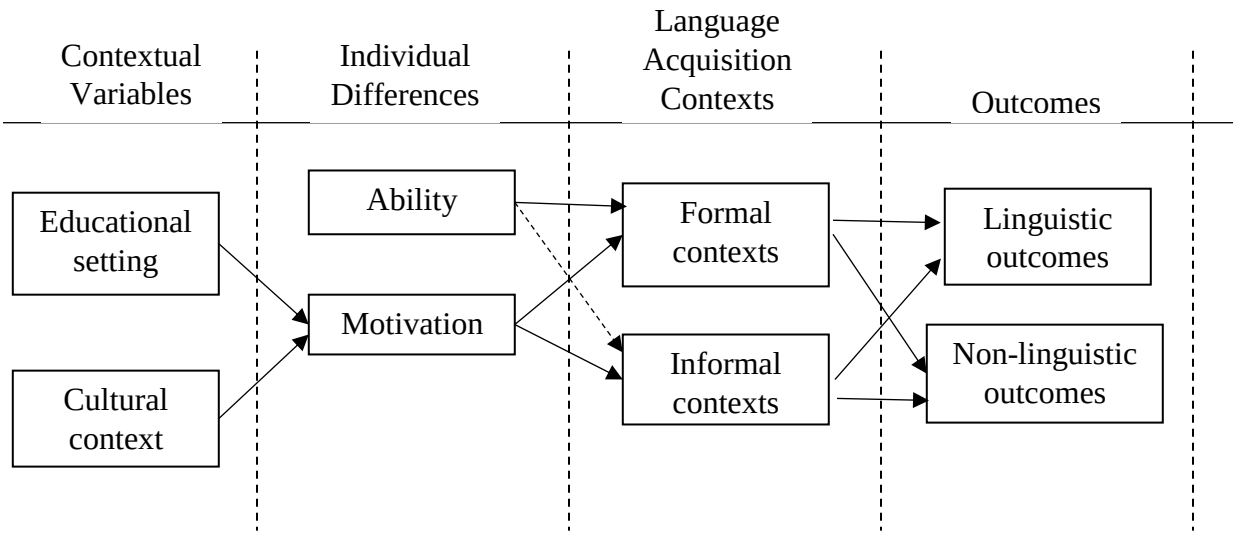


Figure 2.1. Adaptation of Gardner's Fundamental Model

The important aspect of the model is that the main components of the learning process might alter in time, and an influence of a succeeding component to an earlier one is not expected (e.g. individual differences, cultural contexts). The first component, the social context of the learners, needs to be considered in understanding the effects of individual differences in the language learning process. For instance, in a setting where bilingual development is supported, an individual's language learning competence is likely to develop more than in an environment of a monolingual community. Also, certain biases toward some cultural norms in the target language, the teacher, the curriculum, and the characteristics of the education environment might affect the learner's motivation or anxiety level, which can influence the learning process of the individual; therefore, the learning environment can have various distinctive effects on the individual differences.

In the model, two important individual differences, such as the ability variable (e.g. intelligence and language aptitude) and affective variable (e.g. motivation), are emphasized in the learning process of a language which implies that the learners with better ability levels are predicted to succeed more than the learners that are less talented. Likewise, other factors having

equal influences, learners who have higher levels of motivation are likely to be more successful in the learning process than learners with lower motivation levels, a view which is also shared by other scholars such as Glaser (1976) and Bloom (1976 p. 67). In the model, the ability and affective variables are independent, because some learners high in motivation can be low or high in ability for various reasons, or vice versa.

The ability component is explicitly involved in the formal learning contexts while the motivation component can be related to both informal and formal language acquisition settings. It is expected that affective individual differences such as motivation and situational anxiety determine whether a learner participates in informal learning contexts such as movies, language clubs, leisure excursions, whereas both ability and affective variables are supposed to play important roles in the formal learning contexts, such as the classroom environment where learners need to be present and active with specific tasks; therefore, the individual differences can have several effects on the success rate of an individual. The distinctive feature is specified in the figure with the help of arrows linking motivation to formal and informal learning contexts, while the ability variable might play a less important role in an informal learning context which is indicated by the dashed arrow. However, intelligence and aptitude can affect the individual's performance in informal environments only when the learner decides to take part, which can be decided by the presence of individual motivation and anxiety.

In the final stage, depending on the learners' experiences in formal and informal contexts, their linguistic and non-linguistic skills develop. Linguistic skills include the learners' proficiency and fluency levels in the target language, while non-linguistic skills refer to general interests in language materials, or their attitudes and motivation toward learning and practicing the target language.

2.1.2 Affective Factors in Learning

Research on the language learning process accompanied by the globalization of technology, science and economy has gained popularity, but it has taken a great deal of time and determination to appreciate the significant roles affective factors can play in the language learning process. For this reason, in this section, to understand the importance of affective factors in language learning, and in what ways affective factors are recognized as part of language learning, various references to the common theories and methods will be discussed.

Starting with the 20th century, the research on the language learning process and the effectiveness of language teaching practices has been dynamic. Various methods and theories became popular as the amount of research on language education increased. Even though new methods appeared to split from the old ones with numerous criticisms and disagreements, they also developed the useful features of the earlier methods and theories.

With the influence placed on educational psychology of behaviorism, affective factors which create individual differences such as motivation, attitudes, learning styles, emotions, and beliefs were ignored. The first studies on the importance of affective factors in language learning started with Thurstone and Chave (1929) who tried to develop and measure the attitudes and opinions of test subjects toward the Church. Later, with the adaptation of Thurstone and Chave's scale, Jordan (1941) attempted to measure the students' attitudes toward specific school subjects and the link between learners' attitudes and achievement. Another early study in the field of language attitude was conducted by Jones (1949) who tried to measure pupils' attitudes toward Welsh as a second language. In his study, Jones found correlations between pupils' language attitudes and their language learning success. More comprehensive research on language attitudes was conducted by Lambert (1955), who investigated the attitude factor by supposing

that a learner develops attitudes toward learning a foreign language due to emotional connection with the community that speaks the target language.

The research on the effect of motivation in language learning arguably gained its popularity with the studies by Gardner and Lambert (1959) on the Canadian students' motivation to learn French. Especially during the 1970s, a stream of new ideas and studies emphasized the affective factors rather than the traditional structural approaches to language education. In one study, Gardner and Lambert (1972) made a notable claim that motivation was a powerful element in successful language learning.

According to Richards (2002), various new methods and theories were adopted in the explanation of the language learning process which led to many theoretical and methodological developments such as Total Physical Response, Silent Way, Communicative Language Teaching, and the Natural Approach in language teaching. In short, taking learners' feelings and beliefs about the target language into consideration, new education methods have had the intent of reducing the level of stress and anxiety among learners by establishing a friendly learning atmosphere. Focusing on the philosophy of increasing learners' self-confidence and reducing the stress and pressure they experience in studying languages, these methods and theories changed the way language education were taking place. However, as Richard and Rodgers (2001 p. 245) maintain, several of the methods that appeared during the 1970s fell out of favor.

Although the learner oriented theories led to an age of developments in methods, their popularity diminished in time with the common perception of the best method in language education losing its appeal. Lately, it has become obvious that the language learners who are exposed to similar types of instruction tend to perform in a different manner. For this reason, it is generally agreed that the method utilized in language teaching may not be reason enough for the

difference among language learners; rather, learners' self-identity and the factors which might have various influences on the learning process can provide an explanation for the causes of individual differences in language learning.

Consequently, keeping in mind that each language learner has unique characteristics, affective factors such as learners' attitudes and motivation toward learning the target language need to be considered in the language learning process.

The Definition of Motivation

The reason why some learners can attain the desired level quickly and competently while others fail to achieve when both types of language learners are presented with equal learning resources in the same learning environment led several researchers to conduct a series of inquiries on the subject matter. The efficiency of the teaching methods and the adequacy of the materials used in the education setting, or some learners having distinctive talents or abilities might be important factors; however, individuals' different motivation levels toward language learning is recognized as a determining reason why learners display different achievement levels in the learning process. Therefore, to analyze what kinds of effects motivation has on the language learning process, a general review of types of motivation is necessary.

Motivation is a multi-faceted term used in a range of different contexts denoting a variety of meanings and functions. Numerous studies conducted in the fields of psychology and education have shown that motivation signifies a central concept; however, it is possible to encounter a wide variety of explanations when one attempts to clarify. For example, Kleinginna and Kleinginna (1981) have provided 102 different definitions of motivation and motives, meaning a single widely accepted definition of motivation is not easy to make. However, Keller (1983) states that "Motivation is the magnitude and direction of the behavior which refers to the

choices people make concerning what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect." As Gardner (2005) claims, several distinctive features of the motivated person are indicated in that definition; different than an ordinary person with simple goals, a motivated person shows extra cognitive, affective and behavioral characteristics to attain his goals. For instance, a motivated person displays effort, determination and persistence in achieving the goal while displaying an intense desire to enjoy and attend the necessary activities; he has expectancies about his success or failure in pursuing his goals which suggests that he is self-confident about his accomplishments.

Theories of Motivation

According to the Merriam-Webster's Advanced Learner's English dictionary (2008), motivation is defined as "the act or process of giving someone a reason for doing something" and "a force or influence that causes someone to do something". In that regard, motivation is defined as a driving and influencing factor in people's actions or behaviors which denotes a direct reference to its context in the field of psychology.

Aydin (2007) states that the theories of the Behavioral School in the 1930s, and the Biological and Psychoanalytic Schools in the 1960s were the ones which have been influential and contributed to the advancement of the theories of motivation in the field of language education. For instance, Maslow (1943) argues in his theory of human motivation that in case of a pressing need for survival, motivations such as hunger, water, or sleep, the pursuit of learning will be obstructed; therefore, certain psychological, safety, social, and esteem needs must primarily be satisfied for a person to be motivated to learn new information. Another theory by Skinner (2005 p. 101) explains that motivation in terms of the link between a stimulus and a resulting response that will increase the repetitions of the desired performance, such as in the

case of language learning where punishment or reward can be employed to motivate a learner. Also, Nicholls (1984) claimed that students will be more positively motivated to learn when they try to achieve the mastery of the course materials rather than engaging in a competition with the other learners, and learners should personally assess themselves for their performance.

Even though some of the explanations of motivation once famously accepted is not widespread in the academic world anymore, they have contributed to the improvement of language education, course materials and contents. A content analysis of the Encyclopedia of Educational Research provides a summary of the two main trends in the study of motivation that started in the 1930s (Weiner, 1990). First, the focus of motivation studies changed from a more general and largescale theory to a narrower, more specific theories, and to the analysis of certain characteristics of motivated behaviors. The second major change occurred in the forms of theories and assumptions on motivation, from studies which regarded the individual as a mechanical being without conscious or will and operated by the environmental factors, to the recognition of the person as wise beings, having free wills, masters of knowledge, developers of problem-solving, and the revelation of other features that are linked to a dynamic mind.

This shift of thought is regarded as part of a general change in psychology from a mechanical understanding of human behaviors to a more cognitive and affective explanations, such as causal attributions, individual differences in achievement levels and needs, or the intensity of anxiety related to failure in learning. For educational researchers interested in discovering the reasons why some individuals performed poorly in an education environment, this was a fundamental and well-suited shift.

To sum up, several leading theories between 1930s and 1970s which maintained the view that motivation is the result of basic drives, and the learning process occurs due to the reward and

punishment lost their acceptance in contemporary studies of motivation, because human behavior is a multi-faceted phenomenon, and therefore it is not an efficient way to study it with direct experimental manipulations. As emphasized by Graham and Weiner (1996), what remains from the scientific studies of motivation of Hull's Drive Theory (1943), Lewin's Field Theory (1935), Atkinson & Birch's Theory of Achievement Strivings (1978), Rotter's Social Learning Theory (1954) is a variety of affective and cognitive approaches to the study of motivation. Most of the modern theoretical notions which have a narrower scope but more relevance for classroom motivation are established on the understanding of the need for achievement and causal attributions, efficiency, and control theories regarding the goals that the individual is trying to achieve.

2.1.3 Motivation in Language Learning

The investigation of language learning motivation has been a flourishing but multi-faceted area, and a researcher needs to assess the influences of the numerous factors, such as the context or the purpose of the learning environment, and the learners' individual differences. For this reason, the importance of motivation in learning has been recognized, and studied by several scholars in different periods of time with increasing number of books, and articles published about the subject matter, starting in 1960s.

Dörnyei (2001:8) attempts to explain motivation in language learning in terms of two basic dimensions of human behaviors; direction and magnitude (intensity) which are the reasons why learners determine to perform an activity, how much effort they want to put into it, and for how long they are ready to pursue the target action. With a similar perspective regarding language learning, Gardner (1985 p. 10) refers motivation to the combination of effort and the

desire to achieve the goal of learning the language with favorable attitudes toward learning the language.

While the main theoretical focus of this study is Gardner's (1985) socio-educational model, as emphasized before, there have been other mainstream motivational theories by several recognized researchers in different periods, and it is constructive to present them, too. As proposed by Dörnyei & Ushioda (2014), to comprehend the multi-dimensional aspects of motivation, it is practical to divide and review the history of the study field into four main phases as:

(a) *The social psychological period* (Starting in 1959) characterized by the work of Gardner and his students and associates in Canada.

(b) *The cognitive-situated period* (during the 1990s) characterized by works focusing on cognitive theories in educational psychology.

(c) *The process-oriented period* (early 2000s) characterized by an interest in motivational change by Dörnyei, Ushioda, and their colleagues in Europe.

(d) *The socio-dynamic period* (late 2000s) characterized by the socially grounded, dynamic and complex interacting motivation systems.

Notably, the theories of motivation in each period, which will be further elaborated upon in the following sections, have been revised on various occasions to their current forms as new studies and results from the field have caused shifts with their central focus on the social and cognitive factors, or on the dynamic features of the learning environment.

2.2 The Social-Psychological Period

The period starting from 1959 to early 1990s distinctively characterized by the motivation studies in language learning by Robert Gardner, Wallace Lambert, and their

colleagues working in Canada is labeled as the social-psychological period (Dörnyei, 2010 p. 66). To understand the unique Canadian social structure influenced by the frequently challenging contact between the English and French speaking communities, Gardner and Lambert (1972) considered learning a second language as a facilitating tool between the two speaker groups, and thereby, viewed motivation as a central factor in learning and speaking the language of the other community which would improve the relations of the communities.

The main claim of the social-psychological period was that the students' attitudes toward the target language group certainly affect the degree of their success in learning the features of the target language (Gardner, 1985 p. 6), because different than learning other school subjects such as history and geography which might include some aspects of the learners' own cultures, language learners are required to take in other community's cultural or geopolitical characteristics and make them part of their own behavioral styles. This claim, related to the social influence in language learning, was shared by other researchers, such as Williams (1994 p. 77) who agreed that due to its social nature, language learning differs from other subjects at schools, since it is an individual's social existence and identity. Therefore, learning a language means more than learning phonological structures of the target language and its grammar rules; rather, it is a process where the learners' self-image is altered with the new social and cultural behaviors that fundamentally influence the social nature of the language learners. This notion denoted new theoretical and practical implications in the motivation research by focusing on the social-psychological aspect which required a new approach that integrated individual psychology with social psychology in language learning.

2.2.1 Gardner's Theory of Motivation

Robert Gardner (1985) proposed his 'socio-educational model' to investigate the influence of motivation by pointing out how external factors and individual differences could play roles in the language learning process. As the core of the model, Gardner presented the construct of 'integrativeness' which was influenced by Mowrer's (1950) assumption that a child wants to learn a language by making an identification with his parents thanks to their reinforcing actions during early years, and he is motivated to embrace the characteristics of his parents as rewarding substitutes when they are absent. For example, in the case of a verbal performance, a child identifies himself with his parents by making similar sounds and achieves a sense of comfort when they are not present, and, therefore, a child's identification act is his motivation to acquire the language.

Gardner and Lambert (1972) believes that if an individual displayed a strong interest toward the community of a language, or language communities in general, it might steer them to become more open to learn another language and accept the cultural or linguistic characteristics of the community, and they called this process 'integrativeness', an affective component of the language learning which is similar to the identification act of a child. Gardner (2006) stresses that learners will display low integrativeness if their own ethno-linguistic identity continues to be a part of their language learning process; however, learners with less sense of ethnic concern who welcome different cultural groups, or who are interested in the language community of the target language will show high integrativeness, which can increase the leaners' motivation to learn a language.

The socio-educational model has three distinctive features (Gardner, 2010b): first, it includes an exact number of functionally explained concepts which fulfills the scientific

condition of carefulness, second, it is supplemented with the Attitude and Motivation Test Battery (AMTB) which provides consistent measurement of its core concepts by allowing practical tests of the paradigm; third, in addition to task and classroom motivation, it is focused on the motivation of learners to learn and speak another language fluently.

Basic Assumptions of Gardner's Theory of Motivation

According to Gardner (2006), there are five main assumptions underlying his theory of motivation:

1. Language learning is a challenging and lengthy process, due to the development of ability to communicate with the speakers of the target language. It is required for the researchers studying individual differences in language learning to select individuals who have a relatively equal level of training with similar backgrounds, so that variables showing interesting features can be tested and their influences interpreted.

2. Ability and motivation, two distinctive individual features, are the decisive factors in the learners' level of achievement. Even though there might be other variables that can possibly be related to achievement, they are not immediately indicated in the process of learning; rather they reveal their connection to motivation or ability. For instance, the factor of age in achievement might be related to ability and motivation differences among age groups, while leaners' attitudes toward their instructors or learning environment might be related through the motivation factor. Also, during the learning process, some variables might become more important than others for future learning, such as negative attitudes toward the target language community which, in turn, can influence the individual's language learning by decreasing his integrativeness.

3. Environmental factors (e.g. personal, social, educational) influence and shape the motivation differences among learners, such as their experiences in life, aims in language learning or attitudes toward the target language. On the other hand, genetic factors are thought to be responsible for the ability differences among learners, although environmental factors might play a partial role.

4. Language learning is a process that can occur either in formal or informal settings. The school or the language workshops can be accepted as formal settings where a specific training in the target language takes place, while peer circle, mass media, holiday, or the internet can be presented as examples of informal situations in which language is acquired, or practiced.

5. Formal and informal language learning environments can lead to linguistic or non-linguistic results. For example, the linguistic results can mean all characteristics of the target language development, such as reading, speaking, writing, listening skills, or general comprehension of the target language. On the other hand, non-linguistic results include the remaining outcomes of the language learning, comprising several of the personal variables, such as attitudes toward the target language, motivation to learn, or language anxiety.

2.2.2 The Socio-Educational Model

A static diagram of the socio-educational model of a dynamic learning process is presented in Figure 2.2.

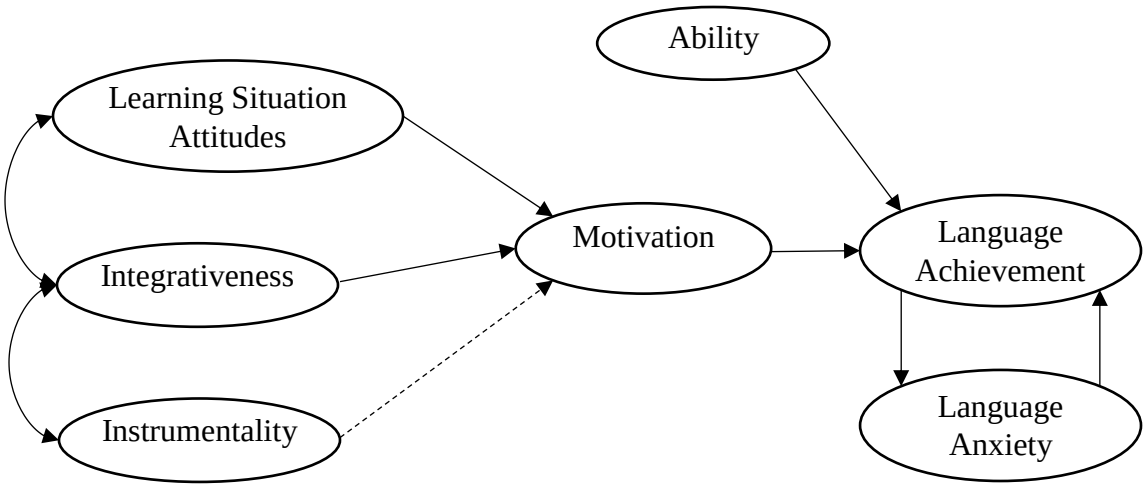


Figure 2.2. The socio-educational model

The ability and motivation components are shown to have direct links to language achievement, because learner differences in variables such as intelligence and ability and motivation can determine the success rate of learners, and depending on his ability or level of motivation, an individual can attain success in learning. However, since ability and affective factors are independent from each other, a learner with high ability and motivation levels is expected to succeed more in learning. Also, Integrativeness is linked to Learning Situation Attitudes, and to Instrumentality in the figure, emphasizing that the two sets of components are likely to correlate with each other positively. It is predicted that language learners who display high integrativeness levels regard the language acquisition setting positively, or in a similar way, they will have high levels of instrumentality, which suggests that the three components are closely related to each other.

The model presents arrows that connect Attitudes toward the Learning Situation, Integrativeness, and Instrumentality to Motivation which shows that the motivation level of learners is influenced by these three factors. Moreover, two directional arrows between Language Anxiety and Language Achievement mean that individual experiences in the learning

process can influence the level of achievement that can lead to different levels of language anxiety. Predictably, learners with poor achievement levels can display increased levels of language anxiety that can eventually inhibit success in language learning.

Cultural and educational environments are stressed by the socio-educational model as suggested by its name; so, in an education setting, learners' cultural and family backgrounds are still present which leads to personality and distinctive characteristics of the learners referred to as integrativeness. A socially relevant affective characteristic, it signifies a general openness to other cultural groups in general, and a willingness to adopt characteristics of other cultural communities which supports the learner's motivation to learn another language (Gardner, 2010a p. 85).

The education setting has a variety of influences on the learning process from educational policies regarding the aims and the quality of education, to the typical school setting, or the classroom environment where social expectations become a dominant factor on learners to learn another language. Similarly, the overall quality of the schools and the instructors, and the encouragement by the school staff toward learning a language can have numerous effects on the success rate of learners; nevertheless, the nature of the learning environment and the instructor operating in it will have a major influence on the learning process.

When an instructor is interested in teaching and enthusiastic about supporting the learners by displaying vital skills, and the curriculum is structured well with various motivating and interesting activities or tasks, then the success rate of language learners will increase compared to a setting which lack these characteristics. However, individual differences for motivation and achievement levels will be shaped by the learner himself by how he perceives the learning

situation. Therefore, the learner's evaluation of the learning situation is considered as a key environmental factor for motivation.

2.2.3 The Attitude Motivation Test Battery (AMTB)

To measure the various aspects of the constructs in the socio-educational model, Gardner (1985) developed the Attitude/Motivation Test Battery (AMTB) which consists of 11 reliable and valid scales made up of more than 130 items. The AMTB is accepted as a functional tool of self-reporting, and it has been customized for various education settings around the world with its scientific measurement. Gardner also utilized a smaller version, called the mini-AMTB with 12 items meaning one item for each scale, to be used in some contexts (Gardner & MacIntyre 1993, Tennant and Gardner 2004). Table 2.1 displays the five main components and the corresponding 11 scales in the AMTB, and Figure 2.3 shows the socio-educational model with constructs and their measures, which will be examined in order.

Table 2.1

The Constructs and the Scales of AMTB

Constructs	*Scales*
Attitudes toward the Learning Situation	Teacher Evaluation (TEACH) Course Evaluation (COURSE)
Integrativeness	Integrative Orientation (IO) Interest in Foreign Languages (IFL) Attitudes toward the Learning Community(ALC)
Instrumentality	Instrumental Orientation (INST)
Motivation	Motivational Intensity (MI) Desire to Learn the Language (DESIRE) Attitudes toward Learning the Language (ALL)
Language Anxiety	Language Class Anxiety (CLASS) Language Use Anxiety (USE)

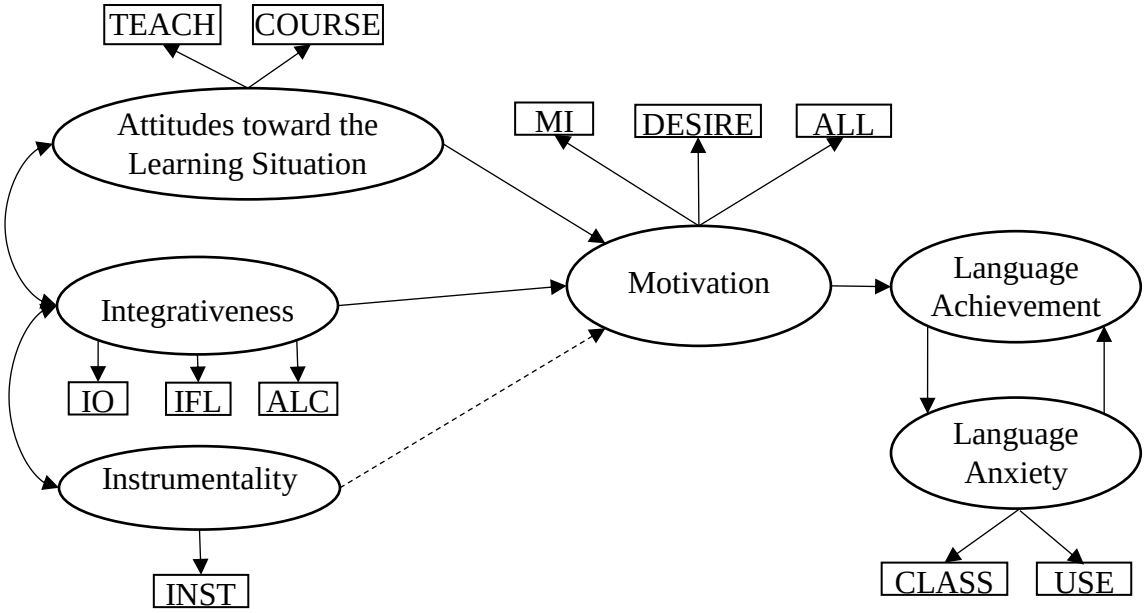


Figure 2.3. The socio-educational model with the indicators

Attitudes toward the Learning Situation

Affective reactions toward the learning environment, the learning materials and their availability, the curriculum, and the teacher are important components of the individuals' attitudes toward the learning situation. In the AMTB, the attitudes are measured in relation to learners' assessment of the teacher and the class, because a capable teacher with expertise in establishing good communication, an interesting curriculum with exciting lesson plans, and fair evaluation methods are assumed to increase the learner's positive attitudes and motivation levels, which will promote the language learning. The two measures and their abbreviations in the AMTB are: Teacher Evaluation (TEACH), and Course Evaluation (COURSE).

Integrativeness

Integrativeness involves an affective reaction and openness toward the culture of the target language. Learners with high levels of integrativeness are eager to adopt the characteristics of other language groups rather than focus on their own ethno-linguistic identities. Cultural or family values, attitudes, biases, childhood experiences, or possible innate tendencies are likely to

form different levels of integrativeness among language learners. The three measures and their abbreviations in the AMTB are: Integrative Orientation (IO), Interest in Foreign Languages (IFL), and Attitudes toward the Language Community (ALC).

Close to integrativeness, other researchers offered similar constructs with different labels. For instance, Kraemer (1993) conducted a study to show Social/Political Attitudes on Israeli students' motivation to learn the Arabic language with an emphasis on social distance, civil rights, and confidence regarding peace between Israel and Palestine. Another similar term, 'International Posture', is offered by Yashima (2002 p. 62), who defines it as Japanese students' attitudes to the international community, which affects their motivation to learn and speak English, and he employed the measurement scales of intercultural friendship, interaction with foreigners, interest toward international events, and global affairs. 'Social/Political Attitudes' and 'International Posture' indicate similar concepts to integrativeness, which all acknowledge the influence of social factors in learners' motivation levels.

Instrumentality (Instrumental Motivation)

Instrumentality signifies the circumstances where individuals acquire languages due to practical reasons, such as obtaining a social position, or gaining an advantage in a job-related environment. According to Norris-Holt (2001), instrumental motivation is a distinctive feature of language learning in places where little or no social interaction occurs in the culture or the community of the target language. The measure and its abbreviation in the AMTB is: Instrumentality (INST).

Motivation

Motivation is a multi-faceted concept, therefore, Gardner (2010b) focused on three major components: the desire to learn the language, effort, and attitudes toward learning the language

which evaluate the affective, cognitive, and behavioral aspects of motivation. In the model, attitudes toward the learning situation, integrativeness, and in some situations, instrumentality support motivation. The three measures and their abbreviations in the AMTB are: Motivational Intensity (MI) Desire to Learn the Language (DESIRE) Attitudes toward Learning the Language (ALL)

Language Anxiety

Henter (2014) explains that there are three types of anxiety; the first one as a relatively personality trait; the second one as a state of a temporary situation; and the third one as specific to a situation that recurs in a certain situation, such as language learning. Anxiety in language learning which is thought to be the result of learners' past experiences, or their lack of necessary learning skills can occur in social communications, exams, or language practices that can adversely influence the learning process. Indicators of anxiety comprise having difficulty with concentration, sweating, fear or nervousness of the learning environment, worry of peer-judgment, or absenteeism in examinations. The two measures and their abbreviations in the AMTB are: Language Class Anxiety (CLASS), and Language Use Anxiety (USE).

2.3 The Cognitive-Situated Period

In the beginning of the 1990s, a shift in the research on motivation started to appear with a proposal by Crookes and Schmidt's (1991) to reopen the motivation research agenda. According to Dörnyei (2010), there were two major trends which were influential in the cognitive-situated period:

1- The need to broaden the understanding of motivation in language learning, and to adopt new theories in motivational psychology from the 1980s. Scholars with a cognitive view

in motivation supported the belief that learners' assessment of their own skills and previous experiences represent an important part of motivation.

2- The need to confine the broad motivation theories in language learning to a more adjusted and specific examination of motivation in real education settings, such as schools, or language classes.

The main aim of this new school of thought was not to belittle the previous studies conducted in the field, but to widen the perspectives of motivation research. The combination of language learning motivation and new cognitive variables lead to the formation of two main theories: self-determination theory, and attribution theory.

2.3.1 Self-Determination Theory

Offered by Deci & Ryan (1985), the self-determination theory emphasizes different kinds of extrinsic and intrinsic motives in motivational psychology in language learning. The main argument of this theory is that to maintain efforts in learning, learners' intrinsic motivation needs to be supported with real learning opportunities to perform or decisions to make in the learning process. There are three main concepts in self-determination theory: 'Extrinsic' and 'intrinsic' motivations, and 'amotivation'. Extrinsic motivation has three sub-types of regulation: external, introjected and identified. External regulation, accepted as the least self-determined type of extrinsic motivation, signifies the influences of external sources of motivation, such as peer or parental pressure, financial benefits, and societal confrontations. The introjected regulation refers to learners' self-imposed rules or norms as they need to follow against feelings such as guilt, shame or pride. The last type, identified regulation stresses the continuation of a learner's engagement in the learning task, since it is useful and valuable for the learner's individual aims, or interests.

Intrinsic motivation is the second main type of motivation, and it emphasizes the learner's innate sense of pleasure that can lead to a voluntary learning process. Learners who display intrinsic motivation are likely to sustain their efforts in learning either with or without any outside factors. Raffini (1996 p. 3) states that the wish to explore and overcome challenges in the learning process is a fundamental aspect of intrinsic motivation, and it is driven by learners' psycho-academic needs to gain power and control their own decisions (autonomy); to carry out tasks which make them feel successful (competence); to develop a sense of secure and constructive learning environment (belonging and relatedness); to accept the way they are (self-esteem); and to attain satisfaction in the tasks they do (involvement and stimulation). The last type of motivation is amotivation, a lack of intrinsic or extrinsic motivation which can cause learners to abstain from achieving their goals in the learning process.

The importance of intrinsic motivation as a driving force in learning has been emphasized by Brown (1990, 1994), who stated that learners with a high level of intrinsic motivation do not necessarily need any external rewards to sustain the learning activity; thus, they will attain their aims in a more certain way. However, learners extrinsically motivated are likely to take part in the learning tasks for possible external rewards rather than voluntary participation; for this reason, the instructors might remove the learners' autonomy by constantly giving rewards leading to a less successful learning. Self-determination theory supports the idea that nonauthoritarian and learner oriented instructors boost the intrinsic motivation levels of learners by encouraging them to make a choice in their tasks, hunt for their own interests, and overcome their own challenges (Dörnyei, 2010 p. 77).

2.3.2 Attribution Theory

Attribution theory was the other influential theory of motivation in the cognitive-situated period, and it was first offered by Heider (1958), who labelled people as amateur scientists, attempting to understand the behaviors of people by connecting information to find a logical explanation or a reason. However, it was mainly Weiner (1986) who formed a theoretical framework that could be used in the research of social psychology. The focus of attribution theory is on how learners interpret events, and how it is related to their thinking and behaviors. It supposes that people attempt to determine the reasons behind other people's actions, such as previous achievements or failures in a language learning process.

As Weiner (1990) argued, causal attributions are the mediating link between people's previous experiences with their future success attempts; the subjective explanations which people attribute to previous failures and achievements significantly influence their motivational characteristics behind future behaviors. For example, if learners consider their low ability as the cause of a past failure in a certain activity, they are likely not to try to perform the activity again; nevertheless, if they believe that the failure or unexpected result occurred due to a lack of effort or the inappropriate methods that they used, they are more likely to show eagerness to achieve the task.

There are two types of attribution that a person can make: internal attribution, which is the interpretation that an individual is acting in a distinct manner due to some characteristics, such as personality, feeling, or attitude; or external attribution, which is the interpretation that an individual is acting in a distinct manner due to a situational factor he is in. Emotional and motivational drives are also the cause of internal attributions. For instance, putting the blame on

others instead of personal confrontation is a self-centered attribution to defend against criticisms or assaults.

The three important factors which have an influence on attributions for achievement are ability, effort, and task difficulty, as analyzed by Weiner (*ibid*.): learners who display high self-esteem and school achievement are likely to relate their success to internal, stable and innate factors, like ability; whereas, they relate their lack of success to failure to external factors, like effort and task difficulty. For example, learners who fail constantly in learning other languages may consider themselves less skilled in the language learning activities; the self-assessment of learners might manifest itself in the process of language learning as a form of learners' anticipation of success or failure.

Locus of control, stability, and controllability, the three dimensions of attribution, need to be considered in the analysis of attributions. The locus of control in attribution includes internal or external ends: Internal attributions indicate to the individual himself, while external attributions indicate an outside factor; effort and ability can be classified as internal attributions, since they denote to the learner; however, learner's luck or task difficulty are examples of external attributions.

The other classification of attributions is the norm of stability or instability, which means whether the motives of a learner's behavior in the learning process change or not. The ability of a learner is not expected to change in time, because it is an innate characteristic that makes it a stable attribution, while an individual's effort to learn a language can increase or decrease in time depending on attitudinal, cultural or financial factors, which make effort an unstable attribution.

The last attribution is controllability, which refers to an individual's control over his behavior, and his desire to change it when he wants to. A learner's effort is an example of a

controllable attribute, because a learner can show different levels of effort in the learning process depending on his aims, feelings, or personality; whereas a learner's ability is an example of an uncontrollable attribute, since it is not possible for a learner to change his ability to comprehend or memorize in language learning.

2.4 The Process-Oriented Period

Following the cognitive-situated period, motivation's dynamic character and temporal variation led some researchers to devise new theories and methodologies in the beginning of the 2000s (Dörnyei, 2010 p. 83). The main argument of this period was that when studied in its relationship to individuals' behaviors and learning environments, motivation represents an ongoing process that undergoes changes over time. For example, even during a single language class or a learning task, it is possible to observe a change on the motivation level of a learner, and in the case of an activity that occurs in a long process, such as language learning, motivation levels of learners are expected to display continuous change rather than remaining stable and static.

As Garcia (1999) emphasized, the tasks in the learning process learners can encounter take a deal of time, hence, one of the distinct features of learners' motivation is that it fluctuates over time, an assumption which started to be a focus of studies in the process-oriented period. Since language learning is a lengthy process, the potential separation of different motivational stages was recognized by researchers, such as Williams & Burden (1997), and Ushioda (1998); however, developed by Dörnyei & Otto (1998), The Process Model of L2 Motivation is distinguished with its influence in the motivation studies of the process oriented period.

2.4.1 The Dörnyei and Otto Model of Motivation

The process model of motivation, first developed by Dörnyei and Otto (1998), and further elaborated by Dörnyei (2001), includes two main dimensions; action sequence and motivational influences. The first aspect demonstrates a behavioral process in which learners' early needs and wishes are converted into goals and later into the working intentions, and the ways they are performed, leading to the achievement of the goals after which a final assessment of the process takes place. The second dimension, Motivational Influences, represents the sources of energy and motivational forces which arouse and power the process of behaviors. The dimension of Motivational Influences is divided into three separate and distinct stages: Preactional Stage (Choice Motivation), Actional Stage (Executive Motivation), and Postactional Stage (Motivational Retrospection) as demonstrated in Table 2.2.

Table 2.2

The Process Model of Motivation (Dörnyei, 2010)

Stage	*Functions*	*Influences*
Preactional	• Forming intentions • Launching action	• nature of the goal • value of the task • attitudes to L2, and its speakers • self-efficacy • learner beliefs • available supports
Actional	• Acting • Ongoing appraisal • Action control	• quality of learning experience • sense of autonomy • teacher intervention • classroom reward • self-regulation
Postactional	• Forming attributions • Elaborating strategies • Further planning	• attribution bias • self-confidence • feedback, praise, grades

1. *Preactional Stage:* It can also be called the initial phase, where the choice motivation is generated by the learners so that they can form their goals, and accordingly select the suitable tasks.

2. *Actional Stage:* After motivation is generated by the learners, they need to protect and preserve it actively during which the target activity continues. This dimension is also labelled as executive motivation, which is especially important for lasting activities such as language learning in an education setting in which learners can face several distractions, such as learning anxiety, peer pressure or disturbance, lack of learning materials, or physical concerns about the learning environment.

3. *Postactional Stage:* The final phase is related to the learners' reflections and evaluations about the whole process. The way learners reflect on their experiences in the final stage will become influential in their selection of future activities.

For Dörnyei (2010), the important aspect of the model is that different motivational theories which have been proposed by various researchers can be applied in each phase of the motivational process depending on the type of motivation, because it possess two main limitations. Firstly, it is not an easy task to define the boundaries of actional process in an active education setting where learners' simultaneous actions can coincide with each other in a multi-faceted way, since leaners can generate different motivational frames in an operational setting such as a language classroom. Secondly, the process of an action is not an independent one without disruptions from other activities the learner is occupied with. The simultaneous engagement can indicate that different action processes are active at the same time; for instance, while the assessment of the success or failure of an earlier action is ongoing, another action

might be started in a classroom environment in which learners' motivation and success rates are influenced by various academic, social and individual factors.

While learners' academic motivation is a vital aspect of their tendency to attend schools, the classroom also includes a social environment where learners experience significant personal developments in their lives, such as acquiring friends, forming romantic relationships, and identifying formation or change. Therefore, learners' social and personal goals will accompany their academic goals, and observing instructors can recognize in what ways such social or personal plans may alter or disturb the process of learners' academic actions. As Dörnyei & Ushioda (2014 p. 70) maintained, the limitations of the process model of L2 motivation caused him to follow a more socio-dynamic viewpoint that intends to comprise the multi-dimensional aspect of the language learning process in a better way.

2.5 The Socio-Dynamic Period

Dörnyei (2009) emphasized that even though the process-oriented period viewed motivation as a dynamically altering stimulation in a learner, linear cause-effect relationships still characterized the main concept, so he voiced a need for a radical reformulation that would explain the multi-faceted system of motivation. Mainstream social psychological and cognitive approaches to motivation studies are influenced by situative perceptions which intend to combine the concepts of self and context in an ongoing process; nevertheless, Norton (2000 p. 10) argues that there is a need to develop a comprehensive identity theory which integrates the language learning context and the language learner.

The identity of a learner refers to how he comprehends his relationship with the world, and how it is shaped in time, and what possibilities the future holds for the learner. According to Block (2003), Norton's approach to motivation, learner's identity and language as a social

process, began to make an impact in the field of motivation studies, meaning that language learning needs to be regarded as a socio-cultural process instead of a cognitive psycholinguistic process, an idea also shared by Lafford (2007). Therefore, a new period reframed by the interaction of the dynamic nature of motivation with a complex set of internal, social and contextual elements was proposed by researchers such as Ushioda (2009), and Dörnyei (2009), who introduced the L2 Motivational Self System.

2.5.1 The L2 Motivational Self System

Dörnyei (2010) proposed the L2 Motivational Self System as a mixture of previous theories of the language learning motivation with more explicit emphasis on the psychological theories of the self through his motivation research in Hungary which focused on the attitudes of 13,000 learners toward five target languages, Russian, French, German, English, and Italian within a period of 12 years. The results of the study showed that the integrativeness variable played a determining role in the learners' general motivational nature, and Dörnyei concluded that the language learning motivation displayed a broad link with the learners' 'ideal L2 self', resulting in his proposal for the 'L2 Motivational Self System' founded on the following three components:

1. Ideal L2 Self, based on the ideal L2-speaker learners would like to become, is a strong motivator to learn the target language, since it decreases the inconsistency between learners' actual and ideal selves. For Dörnyei (2009), the traditional integrative and internalized instrumental motives of Gardner's (1985) are closely connected to the ideal L2 Self component, because learners would have a more appealing ideal L2 self when they view the speakers of the target language more positively. The ideal L2 Self also relates to the promotion focus of

instrumentality, concerned with learners' hopes, accomplishments, or desires to reach an ideal language learning state.

2. Ought-to L2 Self relates to the qualities that the learner ought to have to meet certain criteria and to prevent possible undesirable consequences. The Ought-to L2 Self dimension is similar to less internalized types of instrumental motives which are driven by external rewards such as financial benefits, school grades, or teacher praises that reflects the prevention aspect of instrumentality in averting a negative outcome from the learning process.

3. L2 Learning Experience is concerned with situated, executive motives and experiences of the learning environment, such as the influence of the instructor or peer circle, the curriculum, or the achievement experience.

Different than the first two components which are related to theories of selves, the third component is put forward to characterize the possible teacher, peer or curriculum influences in the learning environment, which were previously recognized as the important facets of the studies on motivation. The model also supposes that rather than the internal or external self-images of the learners, the success rate in the actual learning process is the primary cause for language learning motivation.

In summary, the L2 Motivational Self System proposes that there are three main sources for the language learners' motivation; the learners' image of themselves as successful language speakers, social pressure from the language learners' environment, and constructive language learning experiences.

3. Methodology

The main aim of this study was to investigate Turkish high school students' attitudes and motivation toward learning English, and whether their attitudes and motivation revealed statistically significant differences depending on their age, gender, English teacher's gender, type of high school, duration of English studies, parents' education and English proficiency levels, family's average income, and multi-lingualism. In this chapter, the design of the study and the relevant methodological procedures will be explained by providing details regarding the participants, the data collection instruments, and the analysis procedures.

3.1 The Participants

A detailed description of the participants needs to be offered, because the relevant data gathering and analysis techniques rely on an appropriate selection of the participants to test the hypotheses and reach the aims of the study. Therefore, Turkish high school students were chosen as the sample for this study, since the EPI results of the last six years show that Turkey has a very poor English proficiency level among the European nations (Education First, 2016). Even though the Turkish high school students are younger than the average age of test takers of EPI, which is 28, an investigation of their attitudes and motivation can provide an understanding as to the reason why the English proficiency level is so poor in the country.

A total number of 1224 Turkish high school students from the Anatolian and Vocational high schools took part in the research in 5 different cities, Kutahya, Usak, Denizli, Manisa, and Izmir in the Aegean region of Turkey. Rather than from the city centers, the schools were chosen in the smaller towns to form a standardized sample size and profile. Also, a convenience concern was another reason why the two school types were chosen for this research, because they are the

two most common high school types in Turkey which last a minimum of 4 years, 9th to 12th grades, and cover the age range from 14 to 17 (UNESCO-UNEVOC, 2015).

The Anatolian high schools can last 5 years with an extra language preparatory grade that signifies a central focus on foreign language education with an increased number of foreign language courses, and natural sciences taught in foreign languages, which prepares students for further academic studies in higher education. Alternatively, the vocational high schools aim to prepare students to join the workforce shortly after they graduate, even though they still have the possibility to progress in their study fields at polytechnic or higher institutions, but very few prefer to do so. Therefore, the students at the Anatolian high schools are expected to have more positive attitudes and motivation toward learning English than the students attending vocational high schools, because students who choose a career path in vocational fields such as carpentry, repair, plumbing, or painting may consider learning English as a less central part of their field of expertise which they can hardly use in Turkey, whereas students who plan to continue their education at higher institutions are expected to be aware of the influential role of learning and speaking English in their future studies.

In the case of the curriculum and the course materials at Turkish high schools, both types of schools are required to follow the national curriculum which is determined by the Turkish Board of Education and Discipline (2016), assigned by the Turkish Ministry of Education. Also, the English course books are provided by the same government body to the students free of charge. Nevertheless, supplementary audio-visual materials and other authentic tools are not provided by the Turkish Education Ministry; rather, the schools and the students are expected to supply them by relying on their own financial means and needs. Therefore, in view of the average economic power of the Turkish people, which is presented on the Better Life Index

(OECD, 2016), it can be assumed that the Turkish high schools perform English teaching through limited available resources.

3.2 Instruments

To measure the students' attitudes and motivation toward learning English, a specially designed questionnaire with 4 main parts (see Appendix A) was employed to collect the data. In the first part, background information about the respondents was gathered, such as their age, gender, English teacher's gender, type of high school, duration of English studies, parents' education and English proficiency levels, family's average income, and multi-lingualism. The second part consisted of a scale with 36 items designed to measure the Turkish students' attitudes and motivation toward learning English. In the third part, a mini-AMTB was used to increase the validity and reliability of the second scale. The final part included a collection of open-ended questions which is a qualitative evaluation of the students' attitudes and motivation toward the education system, the school environment, the teacher and the course materials; however, apart from supporting the results of the study, most of the information in the final part will not be within the focus of this study, which is descriptive and inferential in design.

3.2.1 Attitudes and Motivation Questionnaire

A Likert scale with 36 items was designed to measure the Turkish students' attitudes and motivation toward learning English. The items were chosen from Gardner's (2004) AMTB, and Gömleksiz' (2003) attitude scale, and they were modified to be suitable for the Turkish context. The scale consisted of 18 positive and 18 negative statements, and the students were asked to rate each statement by choosing one option out of 6 from 'strongly agree' to 'strongly disagree'. A response to each positive statement was scored as 6 for 'strongly agree' and 1 for 'strongly

disagree', while for the negative statements, scores were calculated reversely such as 1 for 'strongly agree' and 6 for 'strongly disagree' to form an appropriate measurement scale.

3.2.2 The mini-AMTB

The third part of the study included a mini-AMTB with 12 statements that are directly related to each measuring scale of the AMTB. As discussed in Section 2.2.3, it was designed by Gardner (2004) to be used for specific situations, because as Gardner states it is not fully possible to measure a multi-faceted concept like learners' attitudes and motivation toward a target language only through a mini-AMTB. However, due to its specific measurement ability, the mini-AMTB is employed to support the second part of the questionnaire of this study. The format of the mini-AMTB is the same as the attitudes and motivation scale with 6 options ranging from 6, assessed as 'strongly agree', to 1, assessed as 'strongly disagree'.

3.3 Data Collection Procedure

The statements of the Gardner's AMTB were in English, but since the students had different English proficiency levels, the questionnaire was translated into Turkish, and its accuracy was verified by several Turkish English language teachers. The validity and the reliability of the questionnaire was tested with a pilot-study, which was carried out with 44 Turkish high school students through E-lomake[2], and the respondents were given opportunities to comment on the questionnaire regarding its clarity and efficiency. At the end of the pilot study, thanks to the students' assessments and suggestions, a few statements were revised, and the structure of several sentences were modified to diminish possible comprehension difficulties.

[2]E-lomake is a free online data collection service offered by the University of Eastern Finland: https://e-lomake.fi

Also, the factorial framework of the pilot questionnaire was statistically and theoretically proven to be applicable for the future studies.

Before the questionnaire was conducted at each school, a necessary permission was obtained from each Provincial Directorate of National Education; however, the official in charge of overseeing the studies at state schools did not consider it necessary to provide a written permission after examining the contents of the questionnaire. Once permission was acquired, the researcher went to each school and informed the school administration about the study. A basic explanation regarding the aim and the scope of the survey was stated at the beginning of the questionnaire to avoid possible misunderstanding and anxiety among the students. There was no time limit, and with the help of the school administrators and teachers, the questionnaire was completed, and collected by the researcher as paper formats. To perform the necessary statistical analyses, the data were manually entered to the online system. Nevertheless, some of the responses were discovered to be incomplete and lacking key information, therefore, they were omitted completely from the study, and the final total number of the students who took part in the survey stood at 1224.

3.4 Data Analysis

In the descriptive and inferential analyses of the questionnaire, the Statistical Packages for Social Science (SPSS) Version 23 was utilized, and Gardner's socio-educational model established the main theoretical framework. As a first step, the scores of 18 negatively formed statements were reversed to create an accurate measurement scale with the other 18 positive statements. For example, when a student strongly disagreed with the statement '*I don't want to go to school when I have an English class*', his choice was automatically scored as '1'; however,

his attitude was in fact positive, so his selection needed to be converted to ‘6’ before the statistical analysis could begin.

As the second part of the analysis, the internal consistency and the reliability of the questionnaire was measured with the help of Cronbach Alpha (Cronbachα). As Kline (2000) claims, the Cronbachα value of 0.7 or higher is recommended in an effective questionnaire test to be more reliable and valid. After the internal consistency and the reliability of the questionnaire was established, Principal Component Analysis (PCA) was employed within the attitudes and motivation questionnaire to reduce the dimensions of the data set of 36 interconnected items into a smaller set of factors and to analyze various latent variables, while maintaining the original data as much as possible, as Jolliffe (2002 p. 1) suggests. Also, the internal consistency and reliability of the mini-AMTB was tested, and each statement of the mini-AMTB was added accordingly to the attitudes and motivation scale to boost the validity and reliability of the scale.

Following PCA, composite scores of the constructs were formed for each student so as to continue with independent-samples t-test, or one-way ANOVA, which are parametric tests. The main reason behind summing the scores of the constructs was that a Likert scale is an ordinal scale in nature, and, according to some researchers, non-parametric tests are advised to be used in the analyses of the Likert scales. Nevertheless, as Norman (2010), and Warmbrod (2014) argue, Likert scales can be treated as interval scales and parametric tests can be used if they are summated scores determined by a composite of responses to multiple items rather than responses to single items. For this study, aggregate measures of the constructs such as ‘*Attitudes toward the Learning Situation*’, ‘*Integrativeness*’, ‘*Instrumentality*’, *‘Teacher’,* ‘*Motivation*’, and ‘*Language Anxiety*’ were formed to investigate certain hypotheses with the help of histograms. To investigate more general hypotheses, an Attitude Motivation Index (AMI) was constructed with

the summated scores of '*Attitudes toward the Learning Situation*', '*Integrativeness*', '*Instrumentality*', '*Motivation*', and '*Teacher',* as suggested by Gardner (2006).

The 0.05 level was accepted to be the default criterion of statistical significance for the analyses ($p < 0.05$). Independent-samples t-test was used to test whether the mean scores of two unrelated test groups, such as male and female students, Anatolian and Vocational high school students, students who could speak two and more languages, or students' fathers and mothers with respect to their education and English proficiency levels were statistically different from each other. On the other hand, one-way ANOVA and Post hoc analyses were employed to compare the means of three or more sample groups after the homogeneity of the data was confirmed, as Levene (1960) suggests. However, if Levene's homogeneity is violated, Field (2009: p. 382, 388) encourages the use of Welch or Brown – Forsythe equality of means, and, for Post hoc analyses, he recommends using Tukey's HSD if the homogeneity of variance is established, and Games – Howell if the homogeneity of variance is not met.

One-way ANOVA was used on the students' Attitude and Motivation Index (AMI) to determine whether their ages, duration of English studies, parents' education, English proficiency and income levels had a determining effect on their attitudes and motivation toward learning English. Moreover, when a significant difference occurred as a result of the relevant tests, their effect sizes were measured to evaluate the degree of difference among the sample groups on a Cohen's *d* scale for independent-samples t-test results, and Eta-squared (η^2) for one-way ANOVA test results as suggested by Cohen in Table 3.1 (1992).

Table 3.1

Guidelines for the Effect Size

Effect Size	*Use*	*Small*	*Medium*	*Large*
Cohen's *d*	t-test	0.2	0.5	0.8
Eta-squared (η^2)	ANOVA	0.01	0.06	0.14

Note: Adapted from Larson-Hall (2010 p. 118)

4. Initial Results

4.1 The Background Characteristics of the Participants

Background information regarding the students' age, gender, English teacher's gender, type of high school, duration of English studies, and multi-lingualism is presented in Table 4.1.

Table 4.1
Statistical Information About the Students

Age			
	Frequency	Percent	Cumulative Percent
16	665	54.3	54.3
17	386	31.5	85.9
18	148	12.1	98.0
19	25	2.0	100.0
Total	1224	100.0	
Gender			
	Frequency	Percent	Cumulative Percent
Female	534	43.6	43.6
Male	690	56.4	100.0
Total	1224	100.0	
The English Teacher's Gender			
	Frequency	Percent	Cumulative Percent
Female	910	74.3	74.3
Male	314	25.7	100.0
Total	1224	100.0	
Type of High School			
	Frequency	Percent	Cumulative Percent
Anatolian	588	48.0	48.0
Vocational	636	52.0	100.0
Total	1224	100.0	
Duration of English Studies? (in Years)			
	Frequency	Percent	Cumulative Percent
5.00	105	8.6	8.6
6.00	266	21.7	30.3
7.00	368	30.1	60.4
8.00	315	25.7	86.1
9.00	170	13.9	100.0
Total	1224	100.0	
Multi-lingualism (Languages other than Turkish and English)			
	Frequency	Percent	Cumulative Percent
No	902	73.7	73.7
Yes	322	26.3	100.0
Total	1224	100.0	

Ranging from 16 to 19 years old, the total number of the participants in the survey was 1224 with 43.6% female and 56.4% male students from the Anatolian and Vocational high schools. Also, the gender distribution of the participants' teachers was 74.3% female and 25.7% male. In the case of the students' duration of English studies, the percentage of the students who studied English for 5 years was 8.6%, 6 years was 21.7%, 7 years was 30.1%, 8 years was 25.7%, and 9 years was 13.9%, meaning that the average amount of time each student spent on English studies was 7 years. Further information was collected about the students' multi-lingualism, and 26.3% of the students think they can speak a language different than Turkish and English.

Information about the family's education, English proficiency and income levels is displayed in Table 4.2.

Table 4.2

Statistical Information about the Students' Families

The Education Level of the Parents

		Frequency	Percent	Cumulative Percent
Mother	Primary school	619	50.6	50.6
	Middle School	291	23.8	74.3
	High School	175	14.3	88.6
	University	97	7.9	96.6
	Not Stated	42	3.4	100.0
	Total	1224	100.0	
Father	Primary school	425	34.7	34.7
	Middle School	310	25.3	60.0
	High School	296	24.2	84.2
	University	173	14.1	98.4
	Not Stated	20	1.6	100.0
	Total	1224	100.0	

The English Proficiency Level of the Parents

		Frequency	Percent	Cumulative Percent
Mother	Poor	917	74.9	74.9
	Moderate	158	12.9	87.8
	Advanced	13	1.1	88.9
	Not Stated	136	11.1	100.0
	Total	1224	100.0	
Father	Poor	800	65.4	65.4
	Moderate	254	20.8	86.1
	Advanced	39	3.2	89.3
	Not Stated	131	10.7	100.0
	Total	1224	100.0	

The Average Income of the Family

	Frequency	Percent	Cumulative Percent
Low	74	6.0	6.0
Medium	1011	82.6	88.6
High	46	3.8	92.4
Not Stated	93	7.6	100.0
Total	1224	100.0	

The distinctive difference between the parents' education levels occurred at the level of primary schools; half of the mothers were primary school graduates, while more of the fathers were high school and university graduates. An independent samples t-test was done to compare the composite scores of the mothers' and the fathers' education levels, and the data from the *not stated* option for the mothers ($N = 42$) and the fathers ($N = 20$) being excluded from the calculation. The results revealed a statistically significant difference between the composite scores of the mothers ($M = 1.79$, $SD = .98$), and the fathers ($M = 2.18$, $SD = 1.07$), $t(2384) = 9.28$, $p < .001$, $d = 0.4$; therefore, the education level of the students' fathers was higher than their mothers with a medium effect size according to Cohen's d in Table 3.1.

Regarding the parents' English proficiency levels, the fathers ($M = 1.30$, $SD = .53$) had a higher level than the mothers ($M = 1.17$, $SD = .41$) as shown by an independent samples t-test, $t(2179) = 6.40$, $p < .001$, $d = 0.27$, which was conducted to compare their English proficiency composite scores, and the *not stated* option for the mothers ($N = 136$) and the fathers ($N = 131$) were excluded from the calculation. The result signified a statistically significant difference between the parents' English proficiency levels, but its effect size was small. Lastly, more than 80% of the students believed that their families had a medium level of income.

4.2 Principle Component Analysis (PCA)

4.2.1 PCA of the Attitudes and Motivation Questionnaire

The internal consistency and the reliability of the Attitudes and Motivation Questionnaire measured by Cronbach Alpha (Cronbachα) was 0.908. As Kline (2000) claims, a Cronbachα value of 0.7 or more needs to be obtained for an effective questionnaire test to be reliable and valid. In the case of this study, the value of 0.908 was achieved, which is highly acceptable for a questionnaire to be reliable and valid. After the internal consistency and the reliability of the

questionnaire was established, Principal Component Analysis (PCA) was performed within the data.

Kaiser (1974) notes that to carry out a factor analysis, the sample size needs to be adequate, which can be analyzed with a Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy, and a bare minimum of 0.5 should be obtained. Additionally, according to Hutcheson & Sofroniou (1999), the values can be interpreted as mediocre between 0.5 and 0.7, great between 0.7 and 0.8, and superb above 0.9. In the current study, a KMO value of 0.934 was obtained, which can be recognized as superb, therefore, the sample size is highly acceptable for factor analysis. Also, Bartlett's Test of Sphericity is expected to be on a significant level ($p < .05$) which indicates the relationship among the variables in an analysis (Williams *et al*. 2010), for the current analysis, Bartlett's test was significant ($p < .001$), meaning that the factor analysis is applicable.

As a first phase of the factor extraction, the main components within the data need to be extracted thanks to the calculation of eigenvalues[3]. In principle, there are as many components as there are variables (36) in the data; however, most of them will not be kept. The related eigenvalue of each factor is analyzed, and depending on it, the importance of a component can be decided as shown in Figure 4.1.

[3] An eigenvalue provides a measure of the amount of variance that can be explained by a proposed factor (Hinton *et al*. 2014).

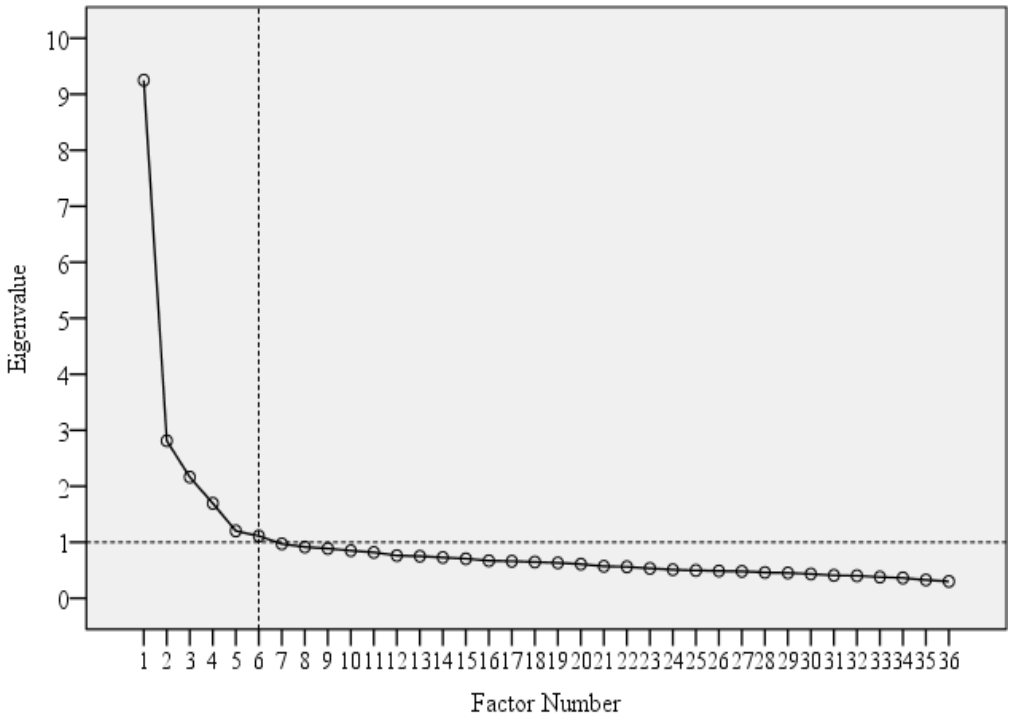


Figure 4.1. Scree plot of the attitude and motivation questionnaire

6 components with eigenvalues 1 or greater were kept, meaning that there are 6 main underlying factors in the responses of the students. To analyze the total variance in detail, Table 4.3 provides eigenvalues that are related to each factor before and after the method of rotation.

Table 4.3
Attitudes and Motivation Questionnaire

	Initial Eigenvalues Before Rotation			Rotation Sums of Squared Loadings
Factor	Total	% of Variance	Cumulative %	Total
1	9.249	25.693	25.693	4.825
2	2.812	7.810	33.503	4.965
3	2.163	6.009	39.512	3.862
4	1.695	4.709	44.220	4.528
5	1.202	3.339	47.560	3.320
6	1.111	3.087	50.647	4.648

Note: Extraction Method - Principal Component Analysis.

The primary aim of PCA is to explain the variance of a data set by using as few factors as possible, and the eigenvalues related to each factor signify the percentage of variance explained by the specific factor. Therefore, in Table 4.3, factor 1 explains 25.693% of total variance in the

study, and the initial factors are expected to explain more considerable sums of variance than the subsequent factors. Factors with eigenvalues greater than 1 are extracted, and in this case, there are 6 main factors. In the part labelled as Rotation Sums of Squared Loadings, total adjustment of eigenvalues following the rotation process can be seen; and for this rotation phase, the technique called *Direct Oblimin* was used, since variables in the analysis were expected to be correlated with each other as recommended by Field (2009 p. 642).

One of the benefits of the rotation technique is that it optimizes the factor structure by equalizing the relative weight of the factors. In this study, before the rotation, factor 1 had an eigenvalue of 9.249 with the remaining 5 factors having 2.812, 2.163, 1.695, 1.202 and 1.111 respectively. However, to balance the eigenvalues of factors and their total variance accounted for the analysis, the rotation is administered, and according to the results in Table 4.3, factor 1 had an eigenvalue of 4.825, and the remaining 5 factors had 4.965, 3.862, 4.528, 3.320 and 4.648 eigenvalues, respectively. Through the factor rotation technique, equal distribution among the 6 main components has been achieved.

Following PCA, it is possible to interpret and label the 6 factors with the help of the Pattern Matrix (see Appendix B) from which the factor loadings on each variable can be examined. The resulting classification of the factors are:

1. Attitudes toward the Learning Situation,
2. Motivation,
3. Instrumentality,
4. Attitudes toward the Teacher,
5. Language Anxiety,
6. Integrativeness – Cultural Interest.

4.2.2 PCA of the mini-AMTB

The internal consistency and the reliability of the mini-AMTB measured by Cronbach Alpha (Cronbachα) was 0.914 which makes it a reliable and valid scale (Kline, 2000). Following the establishment of internal consistency and the reliability, Principal Component Analysis (PCA) was conducted.

Initial statistical information analysis confirms that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.94, which is accepted as a superb value for the sample size (Hutcheson & Sofroniou, 1999). Similarly, the Bartlett's Test of Sphericity of the data was on the significant level ($p < .05$), suggesting that the factor analysis is applicable, and PCA scree plot of the mini-AMTB is presented on Figure 4.2.

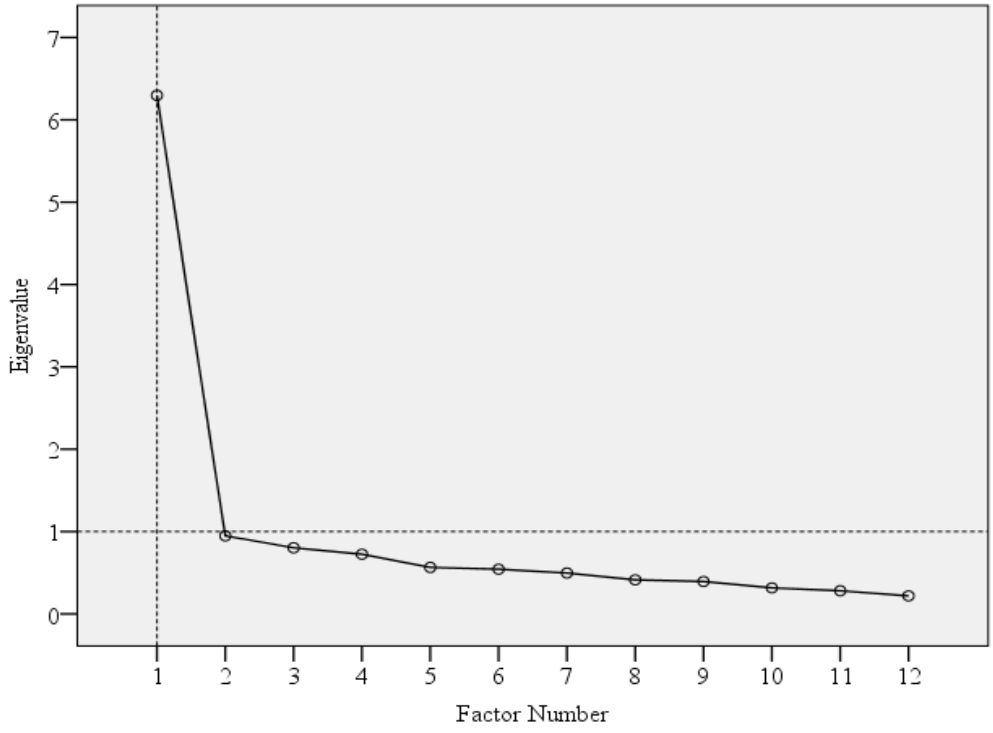


Figure 4.2. Scree plot of the mini-AMTB

According to the scree plot, there is 1 factor with an eigenvalue greater than 1 which explains the most variability in the data, and the total variance of the mini-AMTB is shown in Table 4.4.

Table 4.4
The mini-AMTB

Initial Eigenvalues			
Factor	Total	% of Variance	Cumulative %
1	6.297	52.477	52.477

Note: Extraction Method - Principal Component Analysis.

Factor 1 explains 52.47% of the total variance in the study, indicating that Gardner's (2004) mini-AMTB has a strong internal consistency, and reliability which measures the respondents' attitudes and motivation; however, as suggested by Gardner (2010a p. 133), the mini-AMTB can have a distinctive function in certain contexts, such as supporting the Attitude and Motivation Questionnaire of this study.

4.3 The Scale Formation

4.3.1 The Integration of the mini-AMTB into the Scale

The Principle Component Analysis (PCA) showed that there were 6 factors for the Attitudes and Motivation Questionnaire and 1 factor for the mini-AMTB, which provided the explanation for most of the variance underlying the scales. To enhance the efficiency of the study, the items of the mini-AMTB were distributed to each relevant factor of the Attitudes and Motivation Questionnaire, and each factor with its internal consistency and reliability value measured by Cronbach Alpha (Cronbachα), the effect of the change of the item 33, and the addition of the mini-AMTB are presented on Table 4.5.

Table 4.5
The Scales and Their Cronbachα Values

Sub-Scales	Number of the Items	Cronbachα	mini-AMTB Items	Number of the Items*	Cronbachα*
1. Attitudes toward the Learning Situation	8 (9)	0.797 (0.814)	1, 5, 9	11	0.845
2. Motivation	6	0.822	4, 11	8	0.863
3. Instrumentality	5	0.733	2, 3, 12	8	0.792
4. Teacher	5	0.726	6	6	0.776
5. Language Anxiety	6 (5)	0.706 (0.675)	8, 10	8	0.741
6. Integrativeness – Cultural Interest	6	0.724	7	7	0.736
Total	36	0.908	12	48	0.941

Note 1: Figures in parentheses indicate the values before the adjustment of item 33
*Note 2: * with the addition of the mini-AMTB*

The initial results showed that apart from factor 5 – Language Anxiety with Cronbachα of 0.675, all factors had ideal Cronbachα values greater than 7, as suggested by Kline (2000). Expectedly, in PCA, several items on the scale received loadings from more than one factor, such as item 33, '*I will never speak English no matter how hard I try*' which has similar loadings from factor 1 - Attitudes toward the Learning Situation and factor 5 - Language Anxiety. Therefore, to increase the reliability and the validity of the scale, item 33 was switched to Language Anxiety, and the resulting change for the Cronbachα was 0.797 for factor 1, and 0.706 for factor 5.

With the help of Cronbachα and PCA, the 12 items of the mini-AMTB, specifically designed to measure various aspects of the learners' attitudes and motivation, were combined with the corresponding 36 items of the Attitudes and Motivation Questionnaire. The outcome of the modification was a valid and reliable scale with 48 items measuring 6 main aspects of the Turkish students' attitudes and motivation toward learning English.

4.3.2 Summating the Scale

After verifying the internal validity and reliability of the scale, as Norman (2010), and Warmbrod (2014) maintained, to administer the necessary independent-samples t-test and one-way ANOVA, which are parametric tests, the likert scales needed to be treated as interval scales by summating scores of a composite of responses to multiple items instead of single items. For each participant, an aggregate measure of the 6 constructs of the scale was developed for testing specific hypotheses, and for testing more general hypotheses, an attitudes and motivation index (AMI) was formed by the individuals' summative scores of Attitudes toward the Learning Situation, Motivation, Instrumentality, Teacher, and Integrativeness – Cultural Interest. Items were scored according to a Likert-type scale from '1' to '6' denoting respectively 'strongly disagree' and 'strongly agree'. Therefore, for each item on the scale, a respondent's score was within the range of 1 point and 6 points, and the total number of items within each construct determined the aggregate score, as displayed in Table 4.6.

Table 4.6
Summation of the Constructs

Constructs	Number of Items	Minimum Scores	Maximum Scores	Cronbachα
1. Attitudes toward the Learning Situation	11	11	66	0.845
2. Motivation	8	8	48	0.863
3. Instrumentality	8	8	48	0.792
4. Teacher	6	6	36	0.776
5. Language Anxiety*	8	8	48	0.741
6. Integrativeness – Cultural Interest	7	7	42	0.736
7. Attitudes and Motivation Index (AMI)	(40)	(40)	(240)	(0.937)
Total	48	48	288	0.941

Note 1: Figures in parentheses () are not included in the total count.
*Note 2: * not used in the calculation of AMI.*

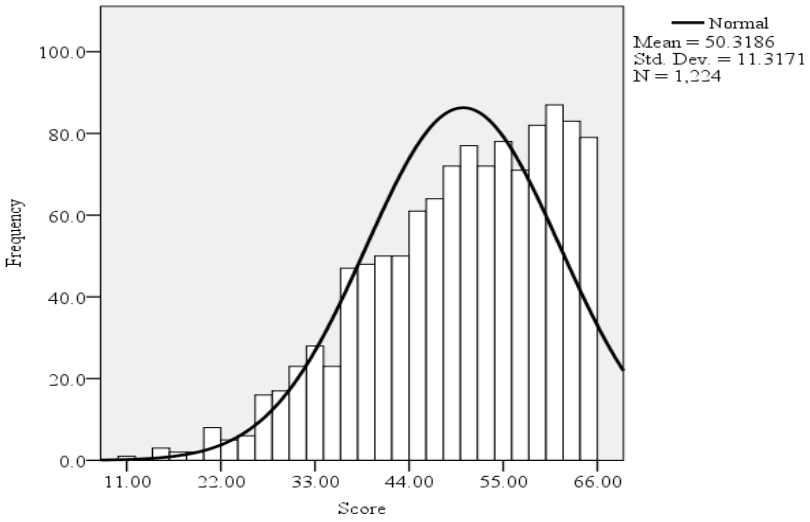
5. Results and Discussion

In this chapter, the results of this study will be presented with the descriptive and inferential statistics in two main parts under each related research question. They will also be discussed in the light of the theoretical knowledge presented in the previous chapters and the relevant literature from the study field.

5.1 Results and Discussions of the Descriptive Analyses

1. What are the students' attitudes toward the English learning situation (ELS)?

The general attitudes of the students toward the ELS at the Turkish high schools are displayed in Figure 5.1.



Note: 11 = Strongly Disagree, 22 = Moderately Disagree, 33 = Slightly Disagree, 44 = Slightly Agree, 55 = Moderately Agree, 66 = Strongly Agree.

Figure 5.1. The students' attitudes toward the ELS

The scores of the students that were calculated through the Attitudes toward the Learning Situation scale had a mean value of 50.31 and a median value of 52 which accumulated between the students' Slightly Agree and Moderately Agree selections. The lowest score was 11, whereas the highest score was 66, which made the range 55.

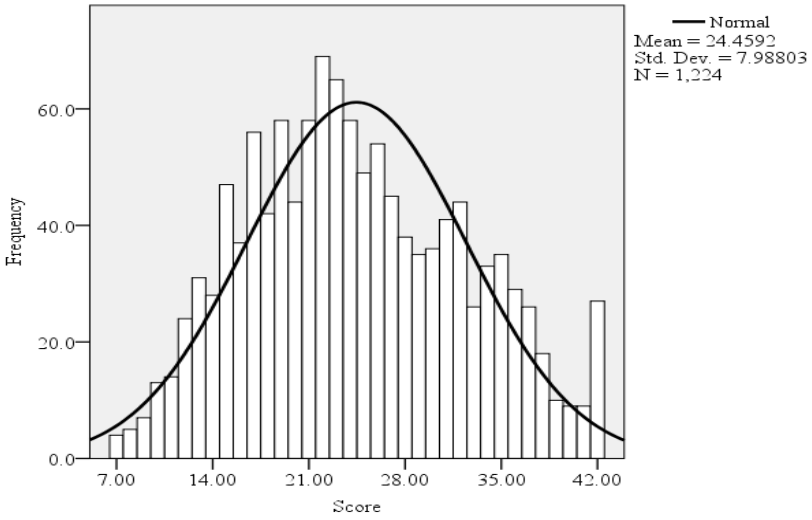
As discussed in Section 2.2.3, individuals' affective reactions to the learning environment, learning materials, the curriculum, and the teacher shape their attitudes toward the learning situation. In this study, the respondents obtained a mean score of 50.31 between the choices of Slightly Agree and Moderately Agree with the statements which showed that the proposed hypothesis was not valid. Even though they generally displayed positive attitudes toward the English learning situation, some respondents pointed out various shortcomings. The following offers several examples from the last part of the questionnaire:

> (1) Today, it is a must to learn and speak English; however, the English education system in Turkey is based mostly on the English grammar teaching. That is why, the English classes are very boring, and it is not easy to practice speaking in the classroom environment.
> (2) The curriculum is unrealistic in the sense that throughout the semester, we have to skip a lot of course subjects, so we can state that we have achieved our aims which we set in the beginning of each semester, but in fact, we do not learn those skipped subjects.
> (3) We have very thick English course books which are full of English grammar knowledge and useless uninteresting activities. Even though I want to improve my speaking skills, I do not know how to achieve that.
> (4) I like my English teacher, but the way she conducts the classes is very dull and uninteresting which makes me dislike English.

Overall, many individuals were not satisfied with the curriculum, specific course materials, and the teaching methods, which in return decreased their attitudes toward the English learning situation at Turkish high schools.

2. What are the students' integrative motivation levels toward learning English?

The Integrativeness – Cultural Interest scale was used to collect the students' scores on their integrative motivation which is given in Figure 5.2.



Note: 7 = Strongly Disagree, 14 = Moderately Disagree, 21 = Slightly Disagree, 28 = Slightly Agree, 35 = Moderately Agree, 42 = Strongly Agree.

Figure 5.2. The students' integrativeness scores

With a mean value of 24.45 and a median value of 24, the students' integrativeness score appeared to be within the students' Slightly Disagree and Slightly Agree choices. The minimum score was 7, while the maximum score was 42, which made the range 35.

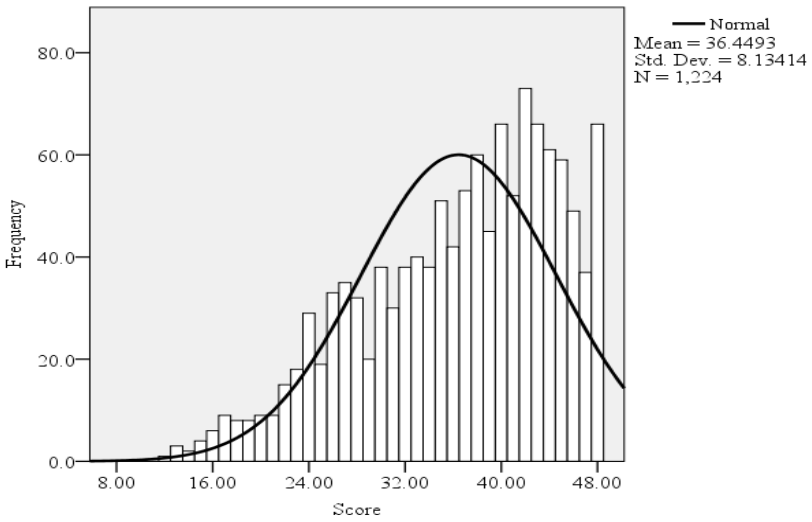
Gardner (2010b p. 9) described the construct of integrativeness as a cultural willingness or openness to learn the characteristics of the target language. In this study, even though the respondents could not choose a neutral option for the statements, the statistical analysis showed that they were, in fact, uncertain about their integrative orientations to learn English. One reason might be that they were more concerned about their own ethno-linguistic identities rather than about the cultural aspects of the English language. The following offers several examples from the last section of the questionnaire:

> (5) English is an important language; however, one day, Turkish will be the dominant language in the world.
>
> (6) There is no need to learn English; rather, the English people need to learn our Turkish language.
>
> (7) I believe that Turkish is a superior language to English, and the foreign people need to learn our language.

Several statements indicated that although the respondents had an agreement as to the English language's scientific, cultural, and economic importance in the world, their own socio-cultural identities seemed to decrease their integrative motivation to learn English.

3. What are the students' instrumental motivation levels toward learning English?

The instrumentality scale was employed to obtain the students' instrumentality scores as presented on Figure 5.3.



Note: 8 = Strongly Disagree, 16 = Moderately Disagree, 24 = Slightly Disagree, 32 = Slightly Agree, 40 = Moderately Agree, 48 = Strongly Agree.

Figure 5.3. The students' instrumentality scores

The mean value of the scale was 36.44, and the median value was 38, which were close to each other, and tended to accumulate between the students' Slightly Agree and Moderately Agree options. The lowest score was 12, while the highest score was 48, which made the Range 36.

Instrumentality means a circumstance in which an individual learns the target language for practical or utilitarian reasons (Gardner, 2006), and the students in this study moderately agreed with the statements which were designed to measure their instrumentality levels to learn English. Here are some related statements from the last section of the questionnaire:

(8) I understand clearly that to find a good job, English will be very useful for me in the future.

(9) I want to learn English as soon as possible, because when the tourists come to visit us, I am going to talk to them about my culture and people in English.

(10) I am learning English, because I am planning to continue my education abroad and find a good job there.

The statements and the average mean score of the instrumentality questionnaire showed that the Turkish students agreed on the economic and cultural significance of the English language in their lives.

4. Is there a statistically significant difference between the scores of the students' integrativeness and instrumentality?

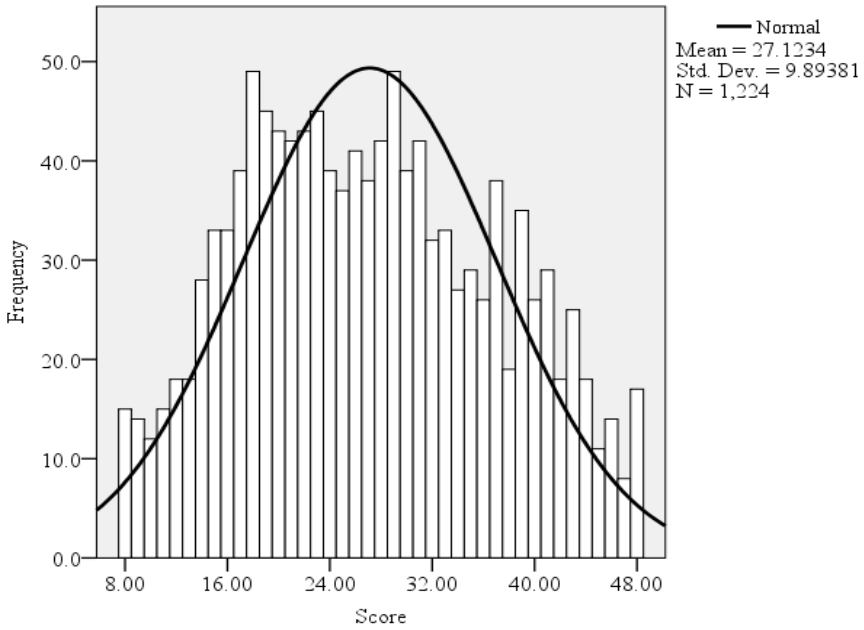
An independent samples t-test was conducted to compare the students' integrativeness and instrumentality scores, and the results indicated that there was a statistically significant difference between the students' integrativeness scores (M = 24.45, SD = 7.98) and instrumentality scores (M = 36.44, SD = 8.13); $t(2446) = 36.82$, $p < .001$, $d = 1.48$. As suggested by Cohen (1992), the effect size of the statistically significant difference of the independent samples t-test was large, and the different mean values of the instrumentality and integrativeness scores showed that the Turkish students were more instrumentally motivated, which validated the proposed hypothesis.

The reason why the Turkish students had lower integrativeness scores can be explained by the influence of the setting where the English language was learned, because English was a foreign language in Turkey, where direct communication with the native English speakers is difficult to make, and, accordingly, the students' openness toward the English culture was lower. However, the students still obtained a moderate mean score of integrativeness in the research,

which meant that they were continually exposed to the culture of English through mass media, such as the internet, magazines, TVs, or radio stations.

5. What are the students' motivations toward learning English?

The students' motivation scores were acquired through the motivation scale, and they are displayed in Figure 5.4.



Note: 8 = Strongly Disagree, 16 = Moderately Disagree, 24 = Slightly Disagree, 32 = Slightly Agree, 40 = Moderately Agree, 48 = Strongly Agree.

Figure 5.4. The students' motivation scores

Having a mean value of 27.12 and a median value of 27, the students' motivation scores were compiled between their selections of Slightly Disagree and Slightly Agree which challenged the proposed hypothesis of this study, because the students seemed undetermined about their motivation levels toward learning English. The minimum score was 8, and the maximum score was 48, which made the range 40.

As explained in Section 4.3, for this study, a scale measuring different dimensions of the Turkish students' motivation, such as their motivational intensity, desire to learn the language, and attitudes toward learning the language was used, and an investigation into the statistical

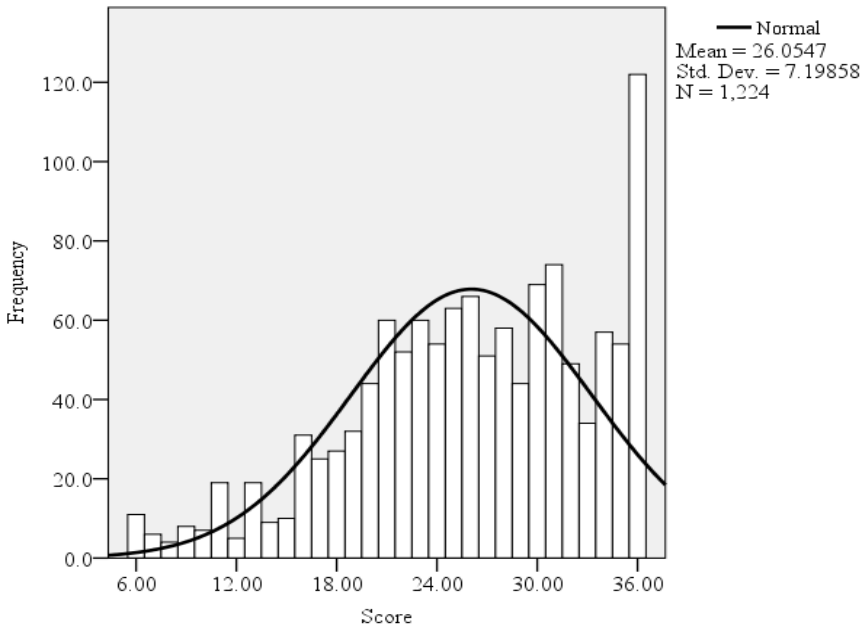
analysis revealed the students' moderate motivation levels toward learning English. In language learning, the construct of motivation explains the reasons why learners choose to perform a certain action, and how much effort and time they are eager to spend on it.

In this study, while the respondents were aware of the importance of learning English, they did not have a strong desire to put effort into learning it. One reason might be that, as in the case of the respondents' attitudes toward the English learning situation, an unrealistic curriculum, a lack of certain learning materials, and the teaching method that the instructor employed could be the similar reasons why their motivation levels were not ideally high. A common response to the question about the way the classes were conducted was that the students would have wanted to have more humorous and cheerful instructors, because for them, the learning of subjects at schools were already demanding and uninteresting. Thus, the English teachers at Turkish high schools could employ more engaging and constructive activities for the students to increase their motivation levels toward learning English.

Another reason could be the fact that the university entrance exam in Turkey forced the students to study other school subjects, such as math, biology, chemistry, history, or geography rather than the English language. A shared response to the statement of 'What do you think about studying English?' was that, instead of learning and speaking English during high school, the respondents were willing to spend time on learning English at language preparatory classes of the universities. Therefore, they were more concerned with obtaining a desired result from the university entrance exam by studying the specific subjects than to spend time on learning and practicing English.

6. What are the students' attitudes toward their English teachers?

The scores of students toward their English teachers were collected and assessed through the teacher scale, and the results are presented in Figure 5.5.



Note: 6 = Strongly Disagree, 12 = Moderately Disagree, 18 = Slightly Disagree, 24 = Slightly Agree, 30 = Moderately Agree, 36 = Strongly Agree.

Figure 5.5. The students' attitudes toward their English teachers

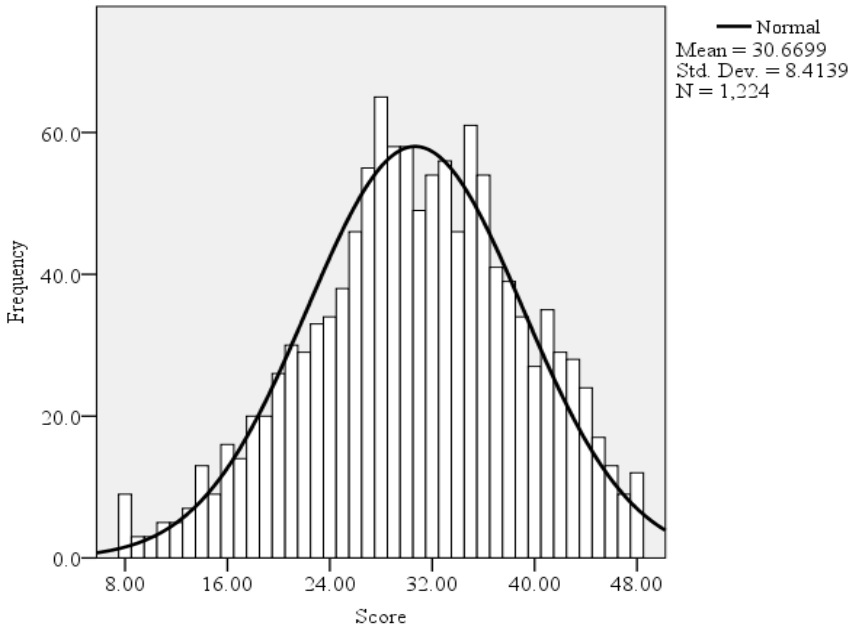
The mean value of the scale was 26.05, and the median value was 26.5, and they appeared to be within the students' selections of Slight Agree and Moderately Agree, which meant that the proposed hypothesis was not correct, because the students demonstrated positive attitudes toward their English teachers. The lowest score was 6, while the highest score was 36, and the resulting range value was 30.

In his socio-educational model, Gardner (2010a) included the component of teacher within the structure of Attitudes toward the Learning Situation; however, as the factorial analysis showed in Section 4.3, some statements related to the teacher formed under a separate factor. Different from the other subscales in this study, the majority of the respondents strongly agreed with the statements related to their teachers, signifying that they were generally satisfied with

their English teachers. A review of the responses to the open-ended question regarding the teachers showed that English teachers at Turkish high schools were knowledgeable in their fields, and they were supportive of their students with their studies. Nevertheless, as stated by several students, the English teachers could not become highly efficient, because the curriculum was unrealistic in its applications of numerous aims to be realized in a single school year, and there was a lack of necessary learning tools with the course materials, not being designed to be suitable to the students' needs or ambitions but rather to the requirements of the curriculum.

7. What are the anxiety levels of the students toward learning English?

The students' anxiety levels were measured through the language anxiety scale, and the results are given in Figure 5.6.



Note: 8 = Strongly Disagree, 16 = Moderately Disagree, 24 = Slightly Disagree, 32 = Slightly Agree, 40 = Moderately Agree, 48 = Strongly Agree.

Figure 5.6. The students' language anxiety scores

With a mean value of 30.66 and a median value of 31, the students' language anxiety scores accumulated between the students' choices of Slightly Disagree and Slightly Agree, which challenged the proposed hypothesis, because the students seemed undetermined about

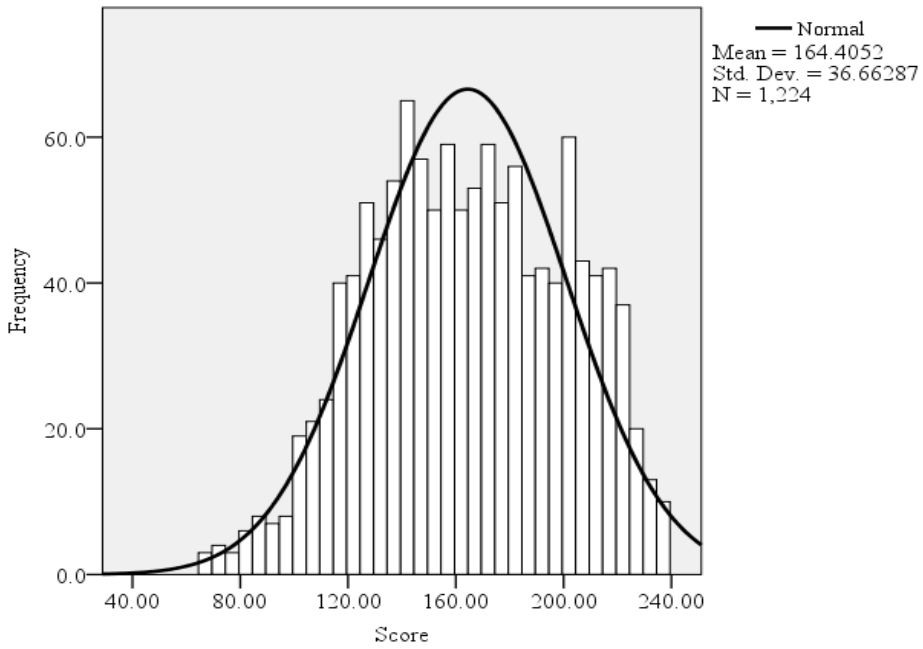
their anxiety levels toward learning English. The minimum score of the scale was 8, whereas the maximum score was 48, which made the range value 40.

The negative statements on the language anxiety scale were reversed as mentioned in Section 4.3; therefore, as the students agreed more with the statements, they showed lower language anxiety levels. In this study, the mean value of 30.66 was close to 32 which meant that the students did not have high language anxiety levels. In Gardner's (2010a) socio-educational model, individual differences in the learning process can have an effect on the success rate of learning that can cause different language anxiety levels. As expected, individuals whose achievement levels are poor can have an increased level of language anxiety, which can prevent the individual from attaining success in language learning.

To learn more about the influence of language anxiety, several open-ended questions were asked about the students' language class and language use anxiety levels. Even though few respondents mentioned family or peer effect on their language learning, the majority of the respondents did not have high levels of language anxiety which meant that the classroom environment was friendly, and the instructors were supportive at the Turkish high schools. Dörnyei & Ushioda (2014 p. 110) stress the fact that student anxiety in the learning process is one of the most powerful factors which can weaken the individual's effective learning and positive motivation; for this reason, the Turkish students' lower language anxiety levels suggested that they were not concerned with taking part in the activities and practicing their language skills.

5.2 Results and Discussions of the Inferential Analyses

The investigation of whether the students' background variables have any effect on their Attitude and Motivation Index (AMI) scores is demonstrated in this part. The students' total AMI scores are presented in Figure 5.7.



Note: 40 = Strongly Disagree, 80 = Moderately Disagree, 120 = Slightly Disagree, 160 = Slightly Agree, 200 = Moderately Agree, 240 = Strongly Agree.

Figure 5.7. The students' total AMI scores

With a mean value of 164.40 and a median value of 164, the students tended to slightly agree with the statements of AMI. The minimum score was 67, while the maximum score was 239 which made the range 172.

As the main theoretical focus of this study, Gardner's (2010a) socio-educational model suggests that individual differences in ability and affective factors such as attitudes and motivation levels toward the target language influence the success rate of a learner in language learning. Therefore, learners with higher levels of attitudes and motivation levels are expected to succeed more in learning compared to learners with lower or negative attitudes and motivation

levels. According to Figure 5.7, the students who took part in this study displayed slightly positive attitudes and motivation levels toward learning English in contrast to the proposed hypothesis of this study. The fact that the students did not have negative attitudes and motivation levels toward learning English at Turkish high schools was an encouraging result; however, to attain a higher success rate in language teaching, the students' attitudes and motivation levels needed to be increased through improvements, such as planning a more realistic curriculum and making upgrades in the education materials as discussed in the previous section.

1. *Does the students' age have any effect on their AMI scores?*

An analysis of variance was conducted to investigate whether the students' ages which were 16,17,18, and 19 had a significant influence on their AMI scores. The results showed that the students' age had a significant effect on their AMI scores at the $p < .05$ level for the four conditions, $F(3, 1220) = 14.87$, $p < .001$, $\eta^2 = .035$. Post hoc comparison using Tukey HSD test indicated that the mean score of the age group of 16 ($M = 170.37$, $SD = 37.14$) was significantly different than the age groups of 17 ($M = 159.30$, $SD = 34.95$), 18 ($M = 153.90$, $SD = 34.74$), and 19 ($M = 146.56$, $SD = 30.25$). However, the mean scores of the age groups of 17, 18, and 19 did not significantly differ from each other.

As opposed to the proposed hypothesis, the statistical analysis revealed that the respondents' age had an influence on their attitudes and motivation levels, and the eta-squared effect size stood between small and medium according to Table 3.1. A closer examination of the mean score differences in the post hoc comparison using Tukey HSD showed that as the students got older, their mean scores of AMI decreased gradually, signifying that their attitudes and motivation levels dropped toward the end of their studies at schools. To understand more about

the reasons for the decline of their AMI scores, a comparison of the common responses in the final section of the questionnaire is needed, as follows:

> (11) Learning English is important both for me and my country, because by learning it, I will have a better opportunity to find a job and the intellectual level of my country will increase (16 years old).
>
> (12) I used to like English in the previous years, but not anymore. A lot of my friends share the same feeling (17 years old).
>
> (13) English is an important language, but the way English taught to us ruined everything, and we are not able to speak English, yet (18 years old).
>
> (14) I don't have time for learning English now. The most important thing is the university entrance exam. I will learn it at the university anyway (19 years old).

The statements of the students from different age groups indicated that when the students started their high schools, they had certain optimistic feelings and thoughts about learning English; nevertheless, due to various reasons, such as the inefficient and burdensome education curriculum, lack of learning materials at schools, and monotonous teaching methods, the students steadily lost their interests and motivations to proficiently learn and speak English at schools.

2. What is the effect of the students' gender on their AMI scores?

An independent samples t-test was conducted to compare the male and female students' AMI scores, and the results indicated that there was a statistically significant difference between the AMI scores of female students (M = 171.75, SD = 37.18) and male students (M = 158.71, SD = 35.24), $t(1222) = 6.26$, $p < .001$, $d = 0.36$. The outcome of the statistical analysis invalidated the proposed hypothesis that the students' gender did not influence their attitudes and motivation levels toward learning English at schools; nevertheless, as displayed in Table 3.1, the students' gender had a moderate Cohen's d effect size on their attitudes and motivation levels.

The mean difference between the female and male students' AMI scores showed that the female students had more positive attitudes and motivation levels than the male students, which has also been demonstrated by other studies, such as Gardner & Lambert (1972), Dörnyei *et al*.

(2006), Öztürk & Gürbüz (2013), Okuniewski (2014). The reason why the female students had more positive attitudes and motivation levels in language was because of the change of the social status that the Turkish women have obtained in recent years. Learning another language was an advantage to attain a better position in society and in working environment, and this is why the female students in Turkey are more motivated to become proficient in English than the male students.

3. *What is the effect of the English teacher's gender on the students' AMI scores?*

An independent-samples t-test was conducted to compare the students' AMI scores in relation to the gender of their English teachers, and the results showed that there was not a statistically significant difference between the students with female English teachers (M = 165.17, SD = 36.82), and male English teachers (M = 162.18, SD = 36.15); $t(1222) = 1.24$, p = .213. The outcome of the statistical analysis validated the hypothesis that the gender of the English teachers at Turkish high schools did not have a statistically significant effect on the students' attitudes and motivation levels toward learning English, a result which was also found in the studies by Martin & Marsh (2005), and Alufohai & Ibhafidon (2015). As stated by the students in the last part of the questionnaire, English teachers at Turkish high schools were supportive and hardworking during the classes, and the students did not have any obvious problems with their attitudes and motivation levels that were caused by the gender of their English teachers.

4. Does the school type influence the students' AMI scores?

An independent-samples t-test was conducted to compare the students' AMI scores in relation to the type of high school, and there was a statistically significant difference between the scores of the students at Anatolian high schools (M = 168.48, SD = 38.43), and the students at

Vocational high schools (M = 160.63, SD = 34.54); $t(1182) = 3.74$, $p < .001$, d = 0.22; Levene's test indicated unequal variances ($F = 6.18$, $p = .013$), so degrees of freedom were adjusted from 1222 to 1182. The result of the statistical analysis validated the proposed hypothesis of this study that the type of high school the students attended had a statistically significant effect on their attitudes and motivation levels toward learning English; however, according to the guidelines in Table 3.1, the effect size of the statistically significant difference was small.

In Section 3.1, the main differences between the Anatolian and vocational high schools were discussed, and as the Anatolian high schools gave more importance to language learning with an extra foreign language preparation grade, the students studying there were expected to have more positive attitudes and motivation levels toward learning English than the students at vocational high schools. However, in this study, the difference between the two groups of students was not significantly large, suggesting that the language education quality at the vocational high schools was similar to that of the Anatolian high schools.

5. *What is effect of the duration of the students' English studies on their AMI scores?*

An analysis of variance indicated a significant effect of the years of English studies on the students' AMI scores at the $p < .05$ level for five conditions, $F(4, 1219) = 4.55$, $p = .001$, $\eta^2 = .015$. Post hoc analyses using Tukey's HSD showed that the mean of AMI scores for the students who studied English for 6 years (M = 171.77, SD = 36.82) was significantly different than the students who studied English for 8 years (M = 160.25, SD = 36.90) and 9 years (M = 159.60, SD = 34.80), revealing that the proposed hypothesis was valid, as the students spent more time studying English their attitudes and motivation levels to learn it decreased in time. The effect size of the duration of the students' English studies on their AMI scores was small as presented in Table 3; however, the statistically significant result was similar to the effect of the students'

age on their AMI scores. In both cases, as the students spent more time studying to learn and speak English, their attitudes and motivation levels declined in time. Apparently, within the first years of their English studies, the students had higher expectations and confidence levels toward learning English, but later, they became discouraged by several shortcomings and obstacles in the language learning process.

There have been similar studies on this subject, Gardner *et al*. (2004) found that the attitudes and motivation levels of the students studying French in Canada decreased in time, mainly due to the classroom environment, the lower success rate of the learning process, and the teaching methods employed by the instructor. In another study, Gardner (2005) reported significant declines in the Spanish students' attitudes and motivation levels at the end of the study year. Finally, Ghenghesh (2010) confirmed with the help of one-way analyses of variance across the five age groups studying English as a foreign language in Tripoli area in Libya that the students' attitudes and motivation levels decreased as they became older.

6. *Does the students' mothers' education level influence their' AMI scores?*

An analysis of variance was conducted to compare the effect of the students' mother's education levels on the students' AMI scores for five levels: Primary, Middle, and High schools, University, and Undefined. There was a statistically significant effect of the mothers' education levels on the students' AMI scores at the $p < .05$ level for five conditions, $F(4, 1219) = 19.20$, $p < .001$, $\eta^2 = .059$, which validated the proposed hypothesis. Post hoc comparisons using Tukey HSD test are indicated in Table 5.1, and the results demonstrated an evident link between the increase of the students' AMI scores and the students' mothers' education levels.

Table 5.1
Post Hoc Tukey HSD – Education Level of the Mothers

	Primary School	Middle School	High School	University	Not Stated
Primary School (M = 160.01, SD = 35.75)			*	*	
Middle School (M = 160.14, SD = 36.27)			*	*	
High School (M = 171.27, SD = 36)	*	*		*	
University (M = 191.57, SD = 32.61)	*	*	*		*
Not Stated (M = 167.29, SD = 33.98)					

*Note: * The mean difference is significant at the .05 level.*

The mean of the students' AMI scores with respect to their mothers' education levels revealed that the students' attitudes and motivation levels toward learning English were influenced by their mothers when they displayed better education qualifications, especially at the high school and university levels, because in the past, the amount of time and effort spent on English teaching at primary and middle schools was lower compared to high schools and universities. Moreover, the difference was not statistically significant when the mothers had primary school and middle school degrees, indicating a similar education quality. Despite not being statistically significant, the students who did not state their mothers' education levels obtained a better mean AMI score than the students with mothers who graduated from primary and middle schools. The reason why the choice 'Not Stated' was included in the questionnaire was to give an option to the students who were not able to reveal information about the education levels of their mothers.

7. Does the students' fathers' education level influence their' AMI scores?

An analysis of variance was conducted to compare the effect of the students' fathers' education levels on the students' AMI scores for five levels: Primary, Middle, and High schools,

University, and Undefined. There was a significant effect of the fathers' education levels on the students' AMI scores at the $p < .05$ level for five conditions, $F(4, 1219) = 12.17$, $p < .001$, $\eta^2 = .038$, which validated the proposes hypothesis. In Table 5.2, Post hoc comparisons using Tukey HSD test indicated a significant effect from the students' fathers' education levels with high school and university degrees on the increase of the students' AMI scores.

Table 5.2
Post Hoc Tukey HSD - Education Level of the Fathers

	Primary School	Middle School	High School	University	Not Stated
Primary School (M = 159.22, SD = 34.97)			*	*	
Middle School (M = 158.41, SD = 36.74)			*	*	
High School (M = 171.03, SD = 36.43)	*	*			
University (M = 176.97, SD = 36.90)	*	*			
Not Stated (M = 160.55, SD = 31.70)					

*Note: * The mean difference is significant at the .05 level.*

As in the case of the students' mothers, the education level of the fathers had an influential effect on the students' AMI scores, because when the mean of the students' AMI scores was examined, the fathers with high school and university degrees had a statistically significant effect on their children's attitudes and motivation levels toward studying English. However, the students whose fathers were graduates of primary schools obtained higher AMI scores than the students with fathers who graduated from middle schools.

To compare the students' compound AMI scores in relation to their mothers' (M = 115.89, SD = 54.82) and fathers' (M = 96.97, SD = 53) education levels, a separate measurement scale was designed through a ratio of the students' AMI scores with the average education level of their parents, and the data from the *not stated* option was excluded from the analysis. An

independent-samples t-test was conducted, and there was a statistically significant difference with a medium effect size between the two groups, $t(2384) = 8.57$, $p < .001$, $d = 0.35$, which indicated that even though the fathers' average education level was higher than the mothers which was discussed in Section 4.1, the mothers were more influential on the students' attitudes and motivation levels than the fathers, as the mean scores revealed.

The main reason behind the difference could be that the mothers were able to spend more time with their children than the fathers could, because according to the yearly labor force statistical data by the Turkish Statistical Institute (2016), within the age group of 15-64, the labor force participation rate was 77.5% for the men and 36.6% for the women, showing that the employment rate of the women was less than one-half of the men's employment rate. Also, outside the working hours, the fathers might not have given enough time to their children's English learning, and consequently, compared to the mothers, they were able to stimulate their children toward learning English to a lesser degree in connection with their education levels.

8. What is the effect of the students' mothers' English proficiency level on their AMI scores?

An analysis of variance was conducted to compare the effect of the students' mothers' English proficiency levels on the students' AMI scores for four levels: Poor, Moderate, Advanced, and Undefined. For the investigation of the effects of the students' mothers' English proficiency level on the AMI of students, the variances were significantly different in four groups, $F(3, 1220) = 6.81$, $p < .001$ according to the Levene's test of homogeneity. Therefore, Brown-Forsythe Equality of Means was measured, and there was a significant effect of the mothers' English proficiency levels on the students' AMI at the $p < .05$ level for four conditions, $F(3, 146) = 22.41$, $p < .001$, $\eta^2 = .042$, which validated the proposed hypothesis. In Table 5.3,

Post hoc comparisons using Games – Howell indicated an apparent connection between the increase in the students' AMI scores and the students' mothers' English proficiency levels.

Table 5.3
Post Hoc Games – Howell Test - English Proficiency Level of the Mothers

	Poor	Moderate	Advanced	Not Stated
Poor (M = 162.73, SD = 36.78)		*	*	*
Moderate (M = 179.52, SD = 36.99)	*			*
Advanced (M = 200.31, SD = 28)	*			*
Not Stated (M = 154.70, SD = 28.81)	*	*	*	

*Note: * The mean difference is significant at the .05 level.*

The mean difference of the students' AMI scores with respect to their mothers' English proficiency levels showed that as the mothers became more proficient in English, their children displayed better attitudes and motivation levels toward studying English. However, the students who did not want to reveal any information about their mothers' English proficiency levels obtained the statistically significant lowest AMI scores, which can imply various personal or private reasons.

9. What is the effect of the students' fathers' English proficiency level on their AMI scores?

An analysis of variance was conducted to compare the effect of the students' fathers' English proficiency levels on the students' AMI with four levels: Poor, Moderate, Advanced, and Undefined. For the investigation of the effects of the students' fathers' English proficiency level on the AMI of students, the variances were significantly different in four groups, $F(3, 1220) = 3.83$, $p = .009$ according to the Levene's test of homogeneity. Therefore, Brown-Forsythe Equality of Means was measured, and there was a significant effect of the fathers' English proficiency levels on the students' AMI at the $p < .05$ level for four conditions, $F(3, 209) =$

13.98, $p < .001$, $\eta^2 = .032$, which validated the proposed hypothesis. In Table 5.4, Post hoc comparisons using Games – Howell test showed an obvious link between the increase in the students' AMI scores and the students' fathers' English proficiency levels.

Table 5.4
Post Hoc Games – Howell Test - English Proficiency Level of the Fathers

	Poor	Moderate	Advanced	Not Stated
Poor (M = 161.49, SD = 36.88)		*	*	
Moderate (M = 175.32, SD = 35.83)	*			*
Advanced (M = 179.10, SD = 39.55)	*			*
Not Stated (M = 156.63, SD = 30.25)		*	*	

*Note: * The mean difference is significant at the .05 level.*

As in the case of the mothers whose English proficiency levels had a significantly positive effect on the students' AMI scores, the fathers had similar influences on the students' AMI scores with respect to their English proficiency levels. On each level, there was a statistically significant difference in the students' AMI scores, and the students who did not reveal information about their fathers' English proficiency levels obtained the lowest mean AMI scores, suggesting probable personal reasons.

To compare the students' compound AMI scores in relation to their mothers' (M = 150.99, SD = 44) and fathers' (M = 140.70, SD = 47.76) English proficiency levels, a separate measurement scale was designed through a ratio of the students' AMI scores with the average English proficiency level of their parents, and the data from *not stated* option was excluded from the analysis. An independent-samples t-test was conducted, and there was a statistically significant difference with a small effect size between the two groups, $t(2179) = 5.23$, $p < .001$, $d = 0.22$. The results revealed that that even though the fathers' average English proficiency level

was higher than the mothers, which was discussed in Section 4.1, according to the mean scores, the mothers' English proficiency levels were more influential on the students' attitudes and motivation levels than the fathers', due to the probable reasons which were behind the different influences of the parents' education levels on their children's attitudes and motivation levels.

10. Does the family's income level influence the students' AMI scores?

An analysis of variance was performed to compare the effects of the students' parents' income levels on the students' AMI for four levels: Low (M = 161.56, SD = 38.01), Medium (M = 163.73, SD = 36.50), High (M = 179.41, SD = 42.68), and Undefined (M = 166.60, SD = 32.71). For the investigation of the effects of the family's income levels on the AMI of students, the variances were significantly different in four groups, $F(3, 1220) = 3.17$, $p = .023$ according to the Levene's test of homogeneity. Therefore, Brown-Forsythe Equality of Means was measured, and there was a significant effect of the family's income levels on the students' AMI at the $p < .05$ level for four conditions, $F(3, 180.01) = 2.74$, $p = .045$, $\eta^2 = .007$, which validated the proposed hypothesis. Even though there is a link between the increase in the students' AMI scores and the income level of the parents, its effect size is relatively small.

The statistically significant effect of the students' families' income level on their attitudes and motivation levels toward learning English was in line with the results of the studies conducted by Kahn-Horwitz (2006), Ghazali (2008), and Akram & Ghani (2013). They found a positive correlation between the students' attitudes and motivation levels in language learning and their parents' income levels, because the students with middle and high socio-economic backgrounds are likely to be more motivated to learn another language than the students with lower socio-economic backgrounds.

The reason why the students with the increased amount of family income showed more positive attitudes and motivation levels toward learning English could be because they were able to acquire better and additional learning materials, such as books, computers, games, and movies. Also, as the last part of the questionnaire revealed, the students who had the opportunities to travel abroad and meet new people wanted to competently learn and speak English, suggesting that their financial situation could enable them to be more enthusiastic and active about learning English. Additionally, Bloomquist (2009) believes that the students who have a lower socio-economic background might be lacking the cultural encouragement, which can cause a deprivation of literacy, consequently resulting in a reduced amount of language learning appreciation.

11. What is the effect of the students' multi-lingualism on their AMI scores?

An independent-samples t-test was conducted to compare the students' AMI scores in relation to their multi-lingualism, and there was a statistically significant difference with a moderate effect size between the multi-lingual students (M = 172.76, SD = 37.31), and the students who could speak two languages (M = 161.42, SD = 35.97); $t(1222) = 4.8$, $p < .001$, d = 0.30. The results indicated that the proposed hypothesis was valid, as the students became more multi-lingual, an evident increase occurred in their AMI scores.

The result of this analysis agrees with Sicam & Lucas (2016,) who determined that Filipino bilingual high school students displayed highly positive attitudes toward learning English. The reason why the bilingual students showed more positive attitudes toward learning another language was because they grew up in a multilingual environment, and, compared to the monolingual students, they could appreciate the additional social, cultural, and economic benefits of learning and speaking a new language. According to Cenoz (2013), bilinguals have several

advantages over monolinguals, such as they are more experienced in language learning with a larger available linguistic and intercultural repertoire, and they possess potentially advanced learning strategies, all of which are likely to play an influential role on the attitudes and motivation levels of bilingual language learners.

6. Conclusion

As part of an initial attempt to find reasons behind flaws in the Turkish language education programme, demonstrated by Turkey's lower rank on the English Proficiency Index which is published annually by Education First (2016), this study aimed to investigate Turkish high school students' attitudes and motivation levels in the Aegean region, because they are the key individual factors that influence the rate of learning, and ultimate achievement. Also, in line with Gardner's (1985) socio-educational model which constituted the main theoretical focus of this research, various background variables, such as the students' age, gender, English teachers' gender, high school types, duration of English studies, parents' education, English proficiency, and income levels, and multi-lingualism were analyzed to examine whether they had a statistically significant effect on the students' attitudes and motivation levels.

One of the results of the statistical analyses was that even though the students displayed moderate attitudes and motivation levels toward learning English, as shown in Figure 5.7, they pointed out several shortcomings regarding the curriculum, course materials, and the teaching methods, which, in turn, caused them to have lower attitudes and motivation levels. For them, the curriculum was loaded with unrealistic aims and activities, and the classes were generally uninteresting with mostly English-grammar teaching and reading tasks due to the lack of time and resources being available. Therefore, according to the needs of the students, necessary revisions and updates need to be implemented in the curriculum with relevant course materials and stimulating teaching methods which integrate authentic English practices in line with the regional demands, such as speaking and listening in the tourism areas, and reading and writing in the urban areas.

Another result was that rather than being integratively motivated, the students were more instrumentally motivated to learn English, suggesting that they wanted to learn English for practical purposes, such as obtaining a good career or studying abroad, because there was a limited possibility for them to contact with the native speakers of English in Turkey where English was a foreign language taught at schools and spoken mostly in the tourism regions. However, as Gardner (2007) stresses, integrative motivation of a language learner involves a cultural interest toward the context of the language or the speakers of it. Therefore, to learn a language successfully, the learners need to have integrative motivation or cultural interest toward the target language, and their fear of foreign culture and ethno-linguistic worries should be changed with the belief that acquiring a new language and its culture enhances the learners' intellectual and social capacity. To assist them, the teachers can make use of some authentic course materials, such as foreign newspapers, magazines, video games, or movies.

With respect to the effects of the students' background variables on their attitudes and motivation levels toward learning English, the results of the inferential statistical analyses showed that as the students became older and studied English longer, their attitudes and motivation levels toward learning English decreased gradually. In addition to the fact that the students overlooked English in favor of other pressing school subjects, such as math, science, history, or geography, which were also the main subjects of the university entrance exam, an ineffectiveness of the curriculum, a lack of learning tools, and repetitive teaching methods increasingly caused the students to lose their interest and motivation to learn English.

In relation to the influence of gender, compared to the male students, the female students had more positive attitudes and motivation levels to learn English, because the Turkish women have obtained a better social and economic status in recent years, and learning English is

commonly accepted as a key advantage to accomplish a better position in the society and in the working setting. Nevertheless, the English teachers' gender did not have a statistically significant effect on the students' attitudes and motivation levels toward learning English, meaning that regardless of their gender, the English teachers at Turkish high schools were attentive and supportive toward their students regarding their English learning. For this reason, according to Murphy & Ivinson (2004), and Costello (2008), it is possible for the teachers to motivate male students by using boy-friendly reading materials, such as adventure and crime stories, and male role-models, such as the students' fathers or older brothers who can influence the male students' study habits.

The type of high school the students attended also had a statistically significant influence on their attitudes and motivation levels toward learning English, but this influence had a small effect size. While the Anatolian high schools were giving more emphasis on foreign language education with extra language teaching time than the vocational high schools, this did not necessarily lead to a major difference between the two groups of students with respect to their attitudes and motivation levels, indicating that both school types had a similar quality of language education.

The students' multi-lingualism was another factor which had a statistically significant effect on this study, because the students who could speak several languages displayed more positive attitudes and motivation levels than the students who could speak only Turkish and English. The fact that they grew up in a multilingual environment could help them acquire larger linguistic and intercultural competence, which was a positive factor regarding their attitudes and motivational levels.

As for the influence of the parents' socio-economic status, a directly proportional relationship between the students' attitudes and motivation levels and the parents' education, English proficiency and income levels was found, because when the parents had higher education degrees, English proficiency and income levels, the students had more positive attitudes and motivation levels toward learning English. However, the mothers had more influence than the fathers on the students' attitudes and motivational levels, since they spent more time with their children at homes, while the fathers spent more time at work. For this reason, various interactive homework and activities that require more parental involvement and support should be planned by the teachers to help the students benefit more from their fathers while acquiring English at home.

Due to time and space limitations, this study was conducted only in the Aegean region of Turkey; however, for future investigations, this study should be expanded into other regions of Turkey, in order to conduct an in-depth comparison among students from different regions so as to discover more about their attitudes and motivation levels toward learning English. Depending on the results of these studies, a more effective and comprehensive language teaching could be designed to help motivate the students toward learning English at Turkish schools, and accordingly, to increase their English proficiency levels. In addition, this study was conducted before the recent coup attempt to overthrow the Turkish government on July 15th in 2016 (Luttwak, 2016). Following this failed attempt, the political and social climate in Turkey has deteriorated at nearly all levels of society, including educational institutions, which underwent numerous changes of staff, curriculum, and teaching materials, all of which are undoubtedly expected to influence the students. For this reason, with the help of some basic and suitable adjustments, this study could prove practical in a comparative examination of the results of the

recent developments on Turkish students' attitudes and motivation levels toward learning English.

In conclusion, this exploratory study has shown that the Turkish high school students in the Aegean region had slightly moderate attitudes and motivation levels toward learning English, and they were willing to learn English mainly for practical reasons, such as acquiring a good job, an educational degree, or social status. Moreover, various background variables, such as the students' age, gender, multi-lingualism, high school types, duration of English studies, parents' education, English proficiency, and income levels were statistically proven to be an influence upon their attitudes and motivation levels. In order to reduce the effects of these variables on the students' attitudes and motivation levels, related explanations and specific solutions focusing on each variable were presented; consequently, a more efficient and functional language education could be potentially offered to these Turkish students.

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Appendices

Appendix A

Dear respondent,

Your response to a questionnaire is needed for a study conducted in the University of Eastern Finland. Please pay attention to all statements and give your responses. The information you provide in the questionnaire will **only** be used as part of the study and kept totally **confidential**. Thank you very much for your time and contribution.

Age			
16	17	18	19
☐	☐	☐	☐

Gender	
Female	Male
☐	☐

English Teacher's Gender	
Female	Male
☐	☐

High School	
Anatolian	Vocational
☐	☐

Do you speak other language(s) than English and Turkish?		
No	Yes	Please Specify
☐	☐	

Duration of English Studies (In Years)
_____

English proficiency level of your family				
	Low	Medium	High	Not Stated
Mother	☐	☐	☐	☐
Father	☐	☐	☐	☐

Education level of your family				
Primary School	Middle School	High School	University	Not Stated
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Average income of your family			
Low	Medium	High	Not Stated
☐	☐	☐	☐

2/4

Please choose the statement that fits best to your ideas or feelings.

1: Strongly disagree **2: Moderately disagree** **3: Slightly disagree**

4: Slightly agree **5: Moderately agree** **6: Strongly agree**

Note: You can choose only **one alternative** per statement.

	1	2	3	4	5	6
1. I don't want to go to the school when I have an English class.						
2. My English teacher is so friendly that I want to be in his/her classes.						
3. Learning English is important for my future.						
4. I want to speak English fluently.						
5. I like reading books in English.						
6. My English teacher does not encourage me to study English.						
7. I find English language boring.						
8. I am not afraid of making mistakes when I speak in English.						
9. It annoys me when others speak English around me.						
10. The subjects of English classes are not useful for me in real life.						
11. I visit web-sites where I can practice my English skills.						
12. I like listening to English songs.						
13. I am afraid of English exams.						
14. I take pleasure in studying the English language.						
15. I hate the English language.						
16. I look forward to attending English classes at school.						
17. I do not want to speak English with my English teacher.						
18. My family wants me to study other courses than English.						
19. I feel scared and anxious before English exams.						
20. My English teacher thinks that I make progress in the English language.						
21. The English language is really difficult.						
22. I do not watch movies without dubbings or subtitles.						
23. I like watching English TV channels.						
24. I feel anxious when my English teacher asks me a question.						
25. I want to be an English teacher.						

26. I want to spend more time with learning the English language.						
27. I always hated the English classes at school.						
28. I like practicing my English while playing online video games.						
29. My English language teacher encourages me to be active at classes.						
30. I want to speak English with tourists.						
31. If the English language was not compulsory, I would not take it.						
32. I can motivate myself while I study English.						
33. I will never speak English no matter how hard I try.						
34. My English teacher's constant criticism discourages me from English.						
35. My family believes my English learning will not be useful for me.						
36. I believe the English language is very important for me.						

3/4

Please choose the statement that describes you best:

Note: You can choose only **<u>one alternative</u>** per statement.

	1	**2**	**3**	**4**	**5**	**6**
1. My attitude toward English speaking people is: (1: Weak – 6: Strong)						
2. My motivation to learn English in order to communicate with English speaking people is: (1: Unfavorable – 6: Favorable)						
3. My interest in foreign languages is: (1: Very Low – 6: Very High)						
4. My desire to learn English is: (1: Weak – 6: Strong)						
5. My attitude toward learning English is: (1: Unfavorable – 6: Favorable)						
6. My attitude toward my English teacher is: (1: Unfavorable – 6: Favorable)						
7. My motivation to learn English for practical purposes (e.g. to get a job) is: (1: Weak – 6: Strong)						
8. My motivation to speak English outside the classroom: (1: Weak – 6: Strong)						
9. My attitude toward my English course is: (1: Unfavorable – 6: Favorable)						
10. My attitude toward speaking English at class: (1: Weak – 6: Strong)						
11. My motivation to learn English is: (1: Very Low – 6: Very High)						
12. My parents encourage me to learn English: (1: Very Little – 6: Very Much)						

4/4

What are your hobbies?

What are your general thoughts about the English language?

What is the importance of the English language for your future?

What is the importance of English in establishing the connection between Turkey and the rest of the world?

Does your family have any influence on your English learning? (If so, what is this influence?)

Does your friend circle have any influence on your English learning? (If so, what is this influence?)

Do the spelling and pronunciation differences between Turkish and English cause any negative influence on your English learning? (If so, what are these influences?)

Is it interesting to study English in the Turkish schooling system? (If so or not, please specify your reasons e.g. teaching environment, teaching materials, teaching techniques, the teachers themselves, anything else?)

Does any of the native English speaking countries (e.g. Britain, USA, Australia, and Canada) have any positive or negative influence on your motivation/attitude toward learning the English language? (If so, please specify your reasons)

Is there anything you would like to add?

Appendix B

The Factor Analysis - Pattern Matrix

Questionnaire Item Number	Factor Number					
	1	2	3	4	5	6
31.	.566					
15.	.540					
10.	.537					
27.	.523					
18.	.456					
9.	.433					
17.	.411					
33.	.396				.322	
1.	.369					
25.		-.711				
16.		-.567				
14.		-.556				
32		-.535				
26.		-.513				
20.		-.503				
4.			-.764			
3.			-.716			
30.			-.593			
36.			-.429			
35.	.370		-.408			
6.				-.693		
34.				-.674		
2.				-.660		
29.				-.604		
7.				-.444		
24.					.775	
19.					.667	
8.					.587	
13.					.532	
21.					.392	
23.						.830
12.						.636
11.						.621
22.						.575
28.						.519
5.						.401

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
Note: Except for item 33, factorial loadings below .360 are not displayed on the Matrix.