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ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

THE EFFECTS OF MOTIVATIONAL STRATEGIES ON THE ACHIEVEMENT LEVEL OF EFL STUDENTS

MASTER'S THESIS

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Thesis Advisor: Asst. Prof. Dr. Eyyüp Yaşar Kürüm

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DEDICATION

I hereby declare with respect that the study "The Effects of Motivational Strategies on the Achievement Level of EFL Students", which I submitted as a Master's, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (.../.../20...)

Sera Sare KOÇ

FOREWORD

First, I would like to express my endless gratitude to God for being who I am right now and helping me to find patience, strength within myself to complete this thesis.

I would also like to thank my KOÇ family not only for encouraging me to initiate for a master's degree but also for teaching me to chase my dreams and never give up.

I feel very fortunate to have Dr. Eyyüp Yaşar KÜRÜM as my supervisor and want to express my appreciation for guiding me within the whole research process in a patient and effective manner.

Finally, I would like to acknowledge the important contribution of Istanbul Aydin University to my life, not only from an academic perspective but helping to meet great people that inspire, challenge, support and motivate me.

September, 2020   Sera Sare KOÇ

THE EFFECTS OF MOTIVATIONAL STRATEGIES ON THE ACHIEVEMENT LEVELS OF STUDENTS IN ENGLISH TEACHING

ABSTRACT

Motivation, regarded to become one of the prominent factors of the learning procedure, is a fundamental factor in studying English as a foreign language). In particular, studies have proposed various approaches to gain, maintain and encourage learning English as a Foreign Language (EFL) over the last three decades.

The relationship levels between students' cultural backgrounds and areas predicted by the L2 culture and as explained by the L2 Motivation Model, significantly affect their attitudes and motivations towards learning academic subjects.

The ultimate goal of this thesis is to investigate the correlational relation between motivational factors and achievement level of a group of students studying English in a private language course in Istanbul. Also, the correlational relation between demographic factors, motivation and achievement level of the students are investigated.

This study employed the survey approach design, which is one of the quantitative research methods. Participants of this study consisted of students randomly selected from a private language course located in İstanbul, in Turkey. 300 students answered a motivational factor questionnaire which was used as the main data collection tool in the study. The participant students were either studying English at the time of the study in the course or the ones who had previously taken private English lessons in the same course. Data collection was carried out online through using Google Docs system. The first part of the questionnaire contained questions about the participants' age, gender, and parental English competency. The second part includes questions about the motivation determinants such as integration, instrumental, effort, valence and expectancy about motivation. To find out whether there is a correlation relation between motivational factors and the English

achievement level of the participants, their midterm and final exam scores are used. Midterm scores are taken as pre-test and final exam scores are taken as a post-test.

The findings showed that young female EFL students are more motivated than young male students. Age is not a significant factor for the motivation dimensions. The students in the 31-40 age groups had the highest level of motivation on motivation dimension scales. Finally, descriptive analysis revealed that high achieving students were more motivated than low achievers.

MOTİVASYON STRATEJİLERİNİN İNGİLİZCE ÖĞRETİMİNDE ÖĞRENCİLERİN BAŞARI DÜZEYLERİNE ETKİLERİ

ÖZET

Öğrenme süreçlerinin en önemli etmenlerden biri olarak kabul edilen motivasyon, yabancı dil olarak İngilizce öğrenmede başarılı olmak için önemli bir faktördür (Alrabai, 2016). Özellikle araştırmacılar son otuz yılda Yabancı Dil Olarak İngilizce (EFL) öğrenmede motivasyon kazanmak, sürdürmek ve teşvik etmek için çeşitli yaklaşımlar önermişlerdir (Williams & Burden, 1997; Clément, Dörnyei & Noels, 1994; Chambers, 1999).

Öğrencilerin kültürel geçmişleri ile L2 kültürünün öngördüğü alanlar arasındaki ilişki düzeyleri, L2 Motivasyon Modeli tarafından açıklandığı gibi akademik konuları öğrenmeye yönelik tutum ve motivasyonlarını büyük ölçüde etkilemektedir (Ghazvini ve Khajehpour, 2011).

Bu tez çalışmasının temel amacı, daha önce İngilizce dersi alan veya almış olan bir grup yabancı dil kursu öğrencisinin sosyo demografik özellikleri, motivasyon faktörleri ve İngilizce başarıları arasındaki ilişkileri incelemektir. Özellikle, EFL öğrencilerinin Türkiye'deki çeşitli üniversitelerde yabancı dil olarak İngilizce öğrenirken sahip oldukları motivasyon düzeyleri ve motivasyon türlerinin incelenmesi amaçlanmaktadır.

Bu tez çalışması nicel araştırma yaklaşımlarından biri olan anket yöntemiyle gerçekleştirilmiştir. Bu çalışmaya katılan katılımcılar Türkiye'deki dil kursu öğrencileri arasından rastgele örneklem yoluyla seçilmiştir. Veriler, yabancı dil dersleri alan veya daha önce almış 300 dil okulu öğrencisinden anket yoluyla toplanmıştır. Katılımcı olabilmek için üniversitedeki herhangi bir bölümde İngilizce dersi alma koşulları bulunmaktaydı. Bu çalışma nicel araştırma yaklaşımlarından anket yöntemi kullanılarak gerçekleştirilmiştir. Veri toplama işlemi çevrimiçi ortamda Google Docs sistemine konulan veri toplama aracı ile yapılmıştır. Daha sonra sosyal medya kullanılarak irtibat kurulan öğrencilerden soruları cevaplamaları

istenmiştir. Kullanılan veri toplama araçları katılımcıların yaş, cinsiyet ve ebeveyn İngilizce yeterliliği ile ilgili soruların bulunduğu demografik form ve İngilizce öğrenme sürecinde deneyimledikleri motivasyon bilgileri, öğrenme çıktıları ile ilgili görüşleri ve tutumları ile ilgili soruları içeren motivasyon anketidir. Öğrencilerin başarı düzeyleri ise İngilizce öğretim kurslarında uygulanan Vize ve Final sınavlarının kurs başlangıcında ve sonunda uygulanması ile elde edilen akademik başarı seviyeleri karşılaştırılarak ölçümlenmiştir. Her iki uygulanan sınav sonuçları ön-test ve son-test olarak çalışmanın amaçları doğrultusunda incelenmiş ve tartışılmıştır.

Bulgular, kadın EFL öğrencilerinin erkek öğrencilere göre daha motive olduğunu göstermiştir. Yaşın, motivasyon boyutları için önemli bir faktör olmadığı sonucuna varılmıştır. 31-40 yaş aralığında olan öğrenci grubu motivasyon boyutları açısından en yüksek motivasyona sahip gruptur. Son olarak, betimsel analiz, yüksek başarılı öğrencilerin düşük başarılı öğrencilere göre daha yüksek motivasyon seviyelerine sahip olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: EFL öğrencisi, motivasyon, yabancı dil olarak İngilizce.

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LIST OF ABBREVIATIONS

BALLI : Beliefs about Language Learning Inventory

EFL   : English as a Foreign Language

L2   : Second Language

SLA   : Second Language Achievement

SD   : Standard Deviation

I. INTRODUCTION

A. Motivation

Motivation is regarded as one of the most essential determinants in the affective development steps in the psychology of education (Clément, Dörnyei & Noels, 1994; Dörnyei & Ottó, 1998). In other words, one of the initially significant elements in studying a non-native or secondary language is to have a high motivation (Bernaus and Gardner, 2008). Higher levels of motivation could lead a higher achievement level in foreign and second language learning.

Second-Language Acquisition (SLA) research focuses on the motivational factors as one of the most significant factors (Dörnyei, 2006). Motivation is considered as a predictor of academic accomplishment and motivational factors are taken into consideration in planning for the second language teaching and learning such as English, French, or German (Alrabai, 2014). How students feel about the target language they are planning to study is an important determinant in reducing anxiety in a language class. Low anxiety and high self-confidence is important in lowering the affective filter which is explained in Krashen's affective filter hypothesis.

Several studies have been conducted in the last few decades in order to propose various strategies to create, sustain, and promote students' motivations in studying English as a foreign language (Dörnyei & Clément, 2001; Cheng & Dörnyei, 2007; Alison, & Halliwell, 2002). These studies have revealed that some areas existed about the discrepancy in teachers' instructional practice and learners' expectations and beliefs in studying a foreign language. These discrepancies could lead to lower levels of motivation. The instructional techniques carried out by the language teachers help to generate, sustain, and promote learner motivation in a language class by developing meaningful and respectful relationships with their students.

L2 (foreign/second language) learning settings regularly require motivational approaches to increase students' achievement levels in the language learning

classrooms. The English instructors could deliver different motivational macro approaches as discussed in recent studies both at high school and college levels. Cheng and Dörnyei (2007) discussed EFL teaching in Taiwan within the scope of the motivational tactics in instructional language usage. 387 Taiwanese teachers of English were asked to measure comprehensive motivational tactics in accordance with their significance and frequency of usage in their classrooms. In conclusion, they constituted a list of motivational tactics including proper teacher behavior, recognizing students' efforts, and familiarizing learners with L2-related values that could create a peaceful atmosphere. This would enhance the knowledge of learner by giving constant feedback such as instant correction and information. Because the learners would like to know that their teacher is looking out for their best interests, which motivates them to succeed and do the task properly.

Top macro-strategies that promote students' motivation in EFL classes provided by the researcher findings (Dörnyei & Csizér, 1998; Cheng & Dörnyei, 2007) could be listed as follows:

1. Promoting learners' self-confidence,
2. Setting individual example with their own behaviors,
3. Presenting tasks properly,
4. Creating more relaxed and pleasant learning environment in the classroom,
5. Creating more simulative learning tasks for the learners,
6. Promoting more learner autonomy,
7. Enhancing goal-oriented discipline for the learners,
8. Familiarizing the learners with second language-related values and criteria,
9. Recognizing the learns' efforts and praise their success,
10. Promoting group activities and setting group norms (Dörnyei & Csizér, 1998; Cheng & Dörnyei, 2007).

B. Background of the Study

English in today's world is considered as the international language necessary for anyone who wants to learn to communicate easily as a foreign learner. English is the main language on the internet currently in international communications and occupational collaborations (Abu-Melhim, 2009). Therefore, learning English as a

foreign language is important for any age level of the employees or individuals in order to get a job position or to get a promotion at the current professional career.

Another group of population who has the same interests in learning English as a foreign language is older or retired people. This group is probably one of the most motivated groups of people because their main purpose for learning English or any other language is to increase their levels of foreign/second language to enhance their intellectual skills and ability (Abu-Melhim, 2009).

For the purpose of learning a foreign language, motivation is required and is considered as one of the most important elements that affect the process of learning. Therefore, recent studies (Carreira, 2006; Kormos & Csizér, 2008; Rehman et al., 2014; Yeung, Lau, & Nie, 2011) investigated the motivational approaches, instructional methodologies, learning equipment, and other relevant factors. One of the studies demonstrated how 345 Japanese elementary school pupils' intrinsic and extrinsic motivation for learning English changed between the third and sixth graders (Carreira, 2006). In this study, five underlying factors were identified in terms of the analysis factors such as interest in foreign countries, intrinsic motivation, caregivers' encouragement, instrumental motivation and anxiety. The results of the studies showed important differences in intrinsic motivation, interest in foreign countries, instrumental motivation between the third and the sixth graders; the sixth graders were more motivated than the third graders in term of interest level when they are involved in any classroom activities (Carreira, 2006; Kormos & Csizér, 2008; Rehman et al., 2014; Yeung, Lau, & Nie, 2011).

The study findings have been demonstrated that a positive association exists between achievement in English and attitudes of the students. Attitude is a structure that shows an individual's levels of liking a place, person, or event. It is strongly correlated with the motivation of a person (Ghazvini & Khajehpour, 2011).Because the learner who does not see English as actually significant and does not spend enough effort and energy into learning the language, so the achievement of the learning level of the students decrease without being motivated. Therefore, the students must view English learning as actually significant and give enough effort to promote learning level when they are motivated with the help of liking a place, person, or event (Rehman et al., 2014; Yeung).

C. Research Problem

Motivation is an essential component/ingredient in language learning that creates positive learner mindsets in the teaching English as a foreign/second language and motivational strategies have some effects on the achievement level of EFL students in a private language course, in Turkey. The aim of being motivated is to increase the achievement level of the learning language and it has generated the positive impact of the small and medium-sized on not only students' perspective for language itself but knowledge growth of the learner as well. However, other factors such as past experiences, learning environment, beliefs, social norms and culture exist that also affect levels of motivation and academic achievement in this process. The mindsets influenced by the people we interact with at home, in educational settings, at work, and in other organizations. One of them including negative atmosphere affects the learner mind negatively or transfer a negative decrease in the level of the learner motivation (Daniel, 2016).

In addition, demographic features of the students including gender, marital status have no significant correlation between motivation and academic achievement. However, there is a significant correlation between motivation and academic achievement when parental encouragement and well-being socioeconomic status are taken into consideration in terms of the positive contribution to students' academic achievement in the EFL courses. For this reason, motivation levels of the learners inside EFL classroom should be investigated in terms of general information and academic achievement. Outcomes of the study show that the learners with well-being state and parental encouragement gain more enthusiasm and more opportunity for being motivated when motivation levels of the learners inside EFL classroom are investigated in terms of general information and academic achievement (Murayama, 2016; Andrew J, 2012).

D. Research Questions

Based on what we have said so far, the present study aimed to investigate the following questions:

1. What types of motivation do the language course EFL students have in a private language course in Turkey?

2. What associations exist between motivation and language proficiency of the EFL students in the preparatory classes?

3. Do low proficient learners differ from high proficient learners in their motivation to learn English as a foreign language?

4. Is there any relationship between the demographic variables of the participants and their overall motivation level?

E. Purpose of the Study

The ultimate purpose of this study is to discover the fundamental motivational factors which encourage English EFL learners studying English at a private language course in İstanbul, in Turkey to be competent English learners. In this study, it is aimed to enlighten our understanding of motivational factors in a language course and consequently we aim to comprehend the special behavioral and psychological components which the English teachers could use to affect their students.

F. Significance of the Study

The English proficiency level of the majority of the learners is not satisfying at private language courses in İstanbul and probably all around Turkey. Students begin to study English at a private language course after they have studied English for a while at least. However, they are not able to express themselves satisfactorily or gain even basic skills in the language and this could be regarded as a widespread problem in İstanbul, in Turkey. For this reason, it is significant to detect the factors which affect the language proficiency development of the learners at the private language courses in İstanbul, in Turkey (Todd S, 2014; Kurum, 2011).

In today's globalized world, English is the international language as a mediator with the help of its easy-language structure to communicate with others around the world. English has gained a thorough public-recognition and approval in the global position thanks to the extensive use of the Internet, and unlike German, French or any other language, it appears to become the lingua franca of the modern world. English is the world language and people are required to learn it for the purposes of their personal or work-related communication (Todd S, 2014; Kurum, 2011; Alrabai, 2014).

However, English is not being taught or learned easily as a foreign/second language without being motivated, as it requires proper academic, mental, and emotional approaches in classroom settings. These approaches can be seen as a kind of hurdle to achieving the language learning process; but if the learner is motivated, the learner can cope with any challenges based on language learning. Because motivation helps to create self-confidence, intrinsic interest, immediate achievement and personal development. Motivation is considered as one of the most effective and important factors that greatly influence the levels of understandings in L2 classrooms (Z Dornyei, I Ottó, 1998).

G. Definitions

English as a Foreign Language (EFL): English as a Foreign Language (EFL) is defined as learning and using English as a non-native language in a non-English speaking region or community (BBC, 2020). It is with respect to ESL (English as a Second Language) and ESOL (English as a second or foreign language). They also refer to learning English as a new individual in an English-speaking country for instance; USA, UK, Canada or Australia.

Motivation: Motivation refers to intrinsic and extrinsic reasons and behaviors that promote an individuals' tendency towards achieving and completing a task, a mission or responsibilities. It is also called as the process, which guides certain purpose-directed actions. It comprises sentimental, easygoing, cognitive, and biological forces that drive the behaviors (Nevid, 2012). It describes why a person does something with or without any reason. Because motivation has a complex psychological structure and increases the achievement level of the learners directly when the learners are motivated (Taylor & Francis, 2011). Motivation is also a significant determinant promoting and enhancing students' achievement level in successful foreign language learning, which is prominent when trying to explain individual differences among language learners in the EFL classroom settings.

Many factors lie behind the philosophy of learning and teaching L2 such as motivation, attitude, age, intelligence, aptitude, cognitive style, and personality. These factors are considered to greatly influence someone in the process of his or her second language acquisition. (Edward L, 2010; Richard M, 2012).

L2 (Second Language): Second Language (L2) is defined as a process when a person learns a secondary language in addition to first born and mother language. Learning a second language could be formal or informal depending on the main purposes of learning English or other language (Richards, Richards, & Nunan, 1990). A person is capable of learning two or more foreign languages.

II. LITERATURE REVIEW

In this section, revision of the recent literatures is summarized and briefly described in three separate subsections. In the first section, recent studies regarding the concept of motivation in psychology and L2 learning are reviewed. In the second section, types of motivation investigated in various studies are briefly described. In the last section, motivation studies on EFL and Gardner's socio-educational models are reviewed.

A. The Concept of Motivation

The concept 'motivation' is fundamentally derived from 'motive', described as inner state of an individual's mind regarding controlling and directing behaviors (Chand, 2018). Motivation determines how people move, react to the events and behave in certain situations (Queralt, Wilson & Gardner, 2009). It is always hidden in our minds and appears when a person shows any behavior. It also drives people to behave towards their goals or purposes.

Chand (2018) describes motivation as a process or a cycle at aiming achievement regarding any types of goals. Fundamental components of the motivations are motives, goals, and behaviors (Figure 2.1).
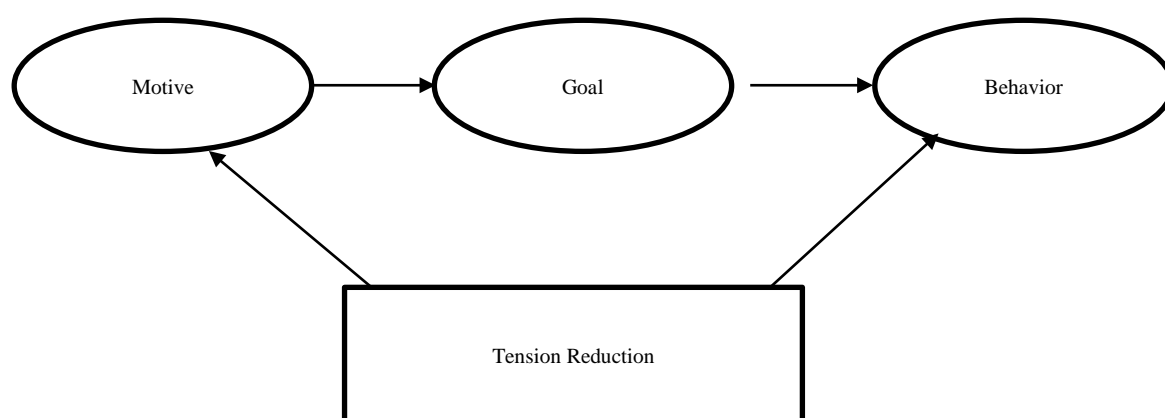
Figure 1. Chand's Motivation Cycle

As described in Figure 2.1, the first step of motivation process is motive. It refers to any kinds of causes to act for any goals. It is also considered as the main point of the motivation. Almost every individual is motivated for somehow their actions and behaviors. Motives play important roles to reach a goal with a correct guidance for the individuals.

Second step of the motivation process is the goal. It is basically described as the outcomes or product generated by the motives and corresponding behaviors. It is important to keep in mind that motives support imbalances in people's minds reaching a goal or being successful in a mission generally restores balances.

Finally, last step of motivation cycle is called behavior. When a person creates a motive and generate certain goals, he or she should convert them into behaviors of some sort. It refers to certain series of physical or mental activities aimed at reaching a pre-determined goal. At the end of the cycle, tension reduction is achieved, balances in mind are restored and goals are reached.

Motivation is accepted as one of the most important human behaviors that greatly affect for making decisions influenced by motivational factors (Murayama et al., 2012; Williams & Burden, 1997). In educational psychology, recent studies (Braver et al., 2014; Kruglanski, Chemikova, & Kopez, 2015) showed that unified and cross-disciplinary approaches were significant for the investigation of motivation. Motivation Science, currently an emerging field of science, requires multimethod and multidisciplinary approaches.

Motivation is an essential tool for learning process. It promotes levels and quality of learning. People remember more and longer when they are motivated during learning process (Murayama & Elliot, 2011). Learners who are learning any types of materials such as foreign language often seek to gain mastery goals in the content and performance goals. They require same levels of qualitative motivation. However, qualitatively they are separate and distinct types of motivation.

Studies (Murayama & Elliot, 2011; Murayama et al., 2012) investigated the relationships between motivation, problem solving abilities and implementations and memory task related performances. The findings revealed that the participants who performed well in the problem-solving tasks with various types of goals. They also showed higher retaining of the contents and better understandings of the contents.

Memory tests revealed that such learners also mater memory tests related to the tasks (learnings). Motivation helps to improve short term learning and accelerate long term memory towards learning.

There are other factors that closely related to the motivation and motivation skills in the process of learning such as rewards, competition, curiosity and meta-motivation (Keleş, 2011). Rewards generally engage and enhance learning outcomes in the education. Competition as a ways of motivating others strongly impacts the levels and quality of learning outcomes. Also, curiosity and meta-motivation promote motivation and particular types of motivation are considered forms of curiosity. Curiosity generates interest and intrinsic motivation in the learning process.

Individual features such as self-efficacy, fondness, achievement, aggression as well as environmental variables and cognitive properties affect the individual's behavior and motivation (Glowacka, 1999). Behaviors occur as a result of the interaction of environmental variables, cognitive features and personal characteristics. According to this approach, there are three main factors affecting motivation (Ünsal, 2013). These are; 1) Individual's anticipation of accomplishing his target; 2) The value of the purpose for the individual; 3) It is the individual's reaction to the work to be done. If the individual gives positive answers to the first two items, they will develop a sense of self-efficacy.

A recent study expressed that motivation was significant to successfully learn a second language (Mat & Yunus 2014). The purpose of the study was designed to investigate FELDA elementary school students' motivation and attitudes towards learning English. They collected data with a questionnaire survey and they conducted interviews with the students. They utilized Gardner's (1985) Attitude and Motivation Test Battery (AMTB) in the study. The collected data were analyzed by the descriptive statistics. The outcomes of the study suggested that the primary students are highly motivated regarding learning English as a non-native language. The students were also detected to possess high positive actions for learning English. The findings also demonstrated that the students had mostly difficulty in pronunciation, speaking, and understanding English words and concepts. They were also frightened of other classmates laughing at them if they mispronounce the English words. In general, the students in rural areas are inclined to have positive actions towards the

learning of English or other foreign languages. The students' anxiety regarding speaking and learning English could affect the motivation for learning English.

Ünsal (2013) studied the students' learning abilities of French as their third language (L-3) in the care of being affected by the learning status of English as a second language. The questionnaires were implemented to 100 students. Of which, 71 were female and 29 were male. They were selected based on their academic achievement on the foreign language exam. The findings revealed that there is an increase in the average of correct responses annually. The result also showed that the students in the senior and junior year showed higher achievement scores in the foreign language exam. They were found to benefit more from English language when studying the third language like French. On the other hand, the findings showed that is no essential divergence at the improving of learning tactics and motivation knowledge and levels.

Based on the literatures conducted in the recent studies, it is possible to talk about four basic functions of motivation (Atkinson, Atkinson & Hilgard, 1995):

- Initiating the activity / behavior, that is, to activate the organism
- Determine the intensity and energy level of the activity / behavior. In other words, determining how much effort / effort will be made or the amount of effort made.
- Directing the activity / behavior. In other words, linking goals or objectives with behavior. Like eating instead of writing when we are hungry and moving to moving environments instead of calm ones when looking for excitement.
- Making sure that the activity / behavior continues. In other words, to determine how long we will continue our behaviors that have started towards a specific goal.

These above mentioned four basic functions actually help us to better understand some aspects of human behavior. As a biological organism, it is possible to clearly see the connection of the complex microstructural mechanisms that enable our bodily functions and survival through our daily activities through motivational processes. When the physiological balance of our body is disturbed, for example, in

situations such as hunger and thirst, we return to a state of balance by engaging in activities that will meet these needs.

In addition, the level of motivation to explain the differences in performance between individuals with similar characteristics provides a convenient perspective. It is possible to explain with motivational processes that one of the two similar students who will take the same exam works more and the other works less. Motivational processes also have the potential to explain why, in some cases, people try to achieve goals that seem more difficult or even impossible rather than doing what is easier.

B. Psychology of Motivation

Motivation is described as direction, origination, intensity and perseverance of any types of behavior in psychology (Brown, 2007). It refers to a dynamic and temporal state that does not resemble emotion or personality. Emotion on the other hand does not initiate any behavior. Motivation is a desire and willingness to do something or prefer to elaborate any kinds of works.

Behavioral scientists proposed a model of how motivated behaviors are originated. According to the model (Figure 2.2), need state becomes goal-oriented and when it is achieved a reward system leads to a series of successful behaviors (Brown, 2007). This type of behavioral solution is stored in the memory for further future references.
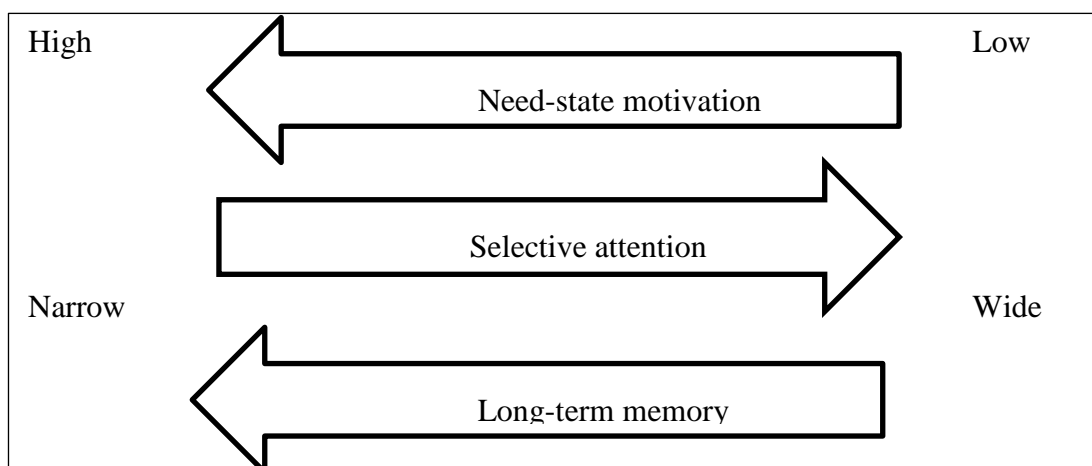
Figure 2. The Relationship Between Motivated Need State, Selective Attention and Long-Term Memory

According to the relationship model in Figure 2.2, failure behavioral strategies or methods are generally remembered in the long-term memory and are not repeated again. Selective attention and emotional affect are also other factors that also influence motivated behaviors.

Initiation of motivated behaviors is caused by individuals' goals, perspectives and ability to initialize and finalize certain specific goals. People often carry short-period and long-period targets that encourage and manipulate their behaviors towards achieving personal goals. Even lack of ambition requires a certain serious series of planning by the individuals.
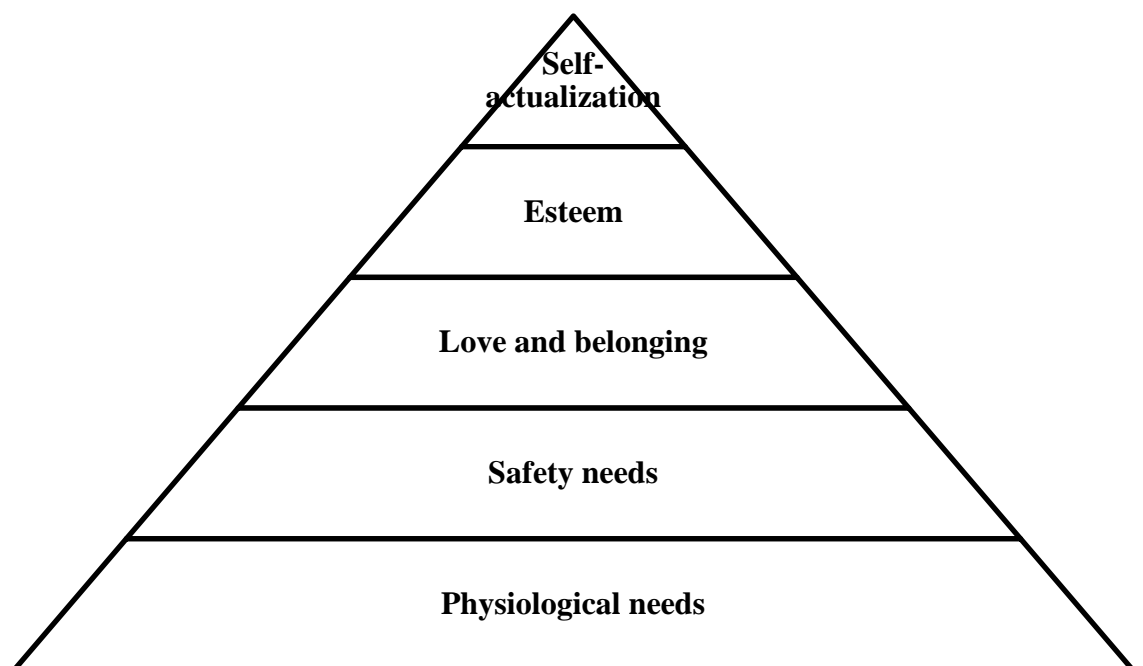
Figure 3. Maslow's Hierarchy of Needs

One of the most famous and generally used approaches for the understanding of motivation is Braham Maslow's (1971) hierarchy of needs (Figure 2.3). According to the theory of the Maslow's Hierarchy of Needs, two species of motivation exist: prime and subordinate, which determines the necessity of and favoring of such motives.

Maslow postulated that a person is motivated when needs are satisfied. The needs include five types of levels as shown in the above figure. A person should be satisfied with the needs at the first level (physiological needs) and should climb the ladder to get to the highest requirements or needs.

The first level of needs is physiological needs, which are physical survival necessities such as food, water, and shelter according to the Maslow's theory. When such needs are fulfilled, second level needs are safety issues such as protection from threats, deprivation and other dangers. Third level of needs are called belongingness and love (social), which are the needs for affiliation, association, and friendship. Self-esteem status is the next types of needs for respect and recognition. Last and final types of human needs include self-actualization that offer opportunities for individual development, education, learning, fun, and creating work. Self-actualization is the highest level need that humans could desire in their lifetime.

Moreover, four additional motivation theories were also proposed by the earlier researchers in order to explain motivation and motivation levels including Hertzberg's two factor theory, McClelland's theory of needs, Vroom's theory of expectancy, and McGregor's theory X and theory Y (Garske & Arkes, 1982). Hertzberg identified two major categories, hygiene and motivating factors. McClelland proposed three types of motivators: achievement, affiliation, and power.

Motivation deals with explanations of why people do things they do. Some teachers energetically go to work; that others do less than necessary is associated with their motivation. Motivation in terms of behaviors of individuals in schools (organizations) has indicators such as orientation to certain situations and options, being persistent and determined in completing a job, and focusing. From the perspective of teachers, it is stated that motivation is effective in their characteristics such as the time they devote to their work, the quality of their work, and their desire to work (Owens, 1998). Moreover, motivation, in terms of its types, is often examined internally and externally. There is also a lack of motivation (Deci & Ryan, 2000; Steers, Mowday, & Shapiro, 2004).

Individuals' level of motivation is considered as an important factor affecting their self-regulation (Pintrich, 1999). Motivation is effective in achieving individual goals. In this context, the concept of motivation has a special importance in the field of education. There are many factors that influence the qualification of the educational process. The characteristics of teachers are one of these factors. Teachers' teaching motivation is seen as important as their teaching abilities. Professional development efforts of teachers are related to their teaching motivation (Butler, 2007; Antonaccio, Botchkovar, & Tittle, 2011; Watt & Richardson, 2007).

The motivation that individuals have; it can change their attitude towards their work. This becomes even more important for teachers, especially if the job is of a quality that affects individual life significantly, such as education.

C. Motivation in L2 Learning

Motivation is a significant component in learning the duration of non-native language (Karaoglu, 2008). L2 instructor or teachers are unable to transfer the foreign language in an influential way if they don't comprehend the tie interconnected between motivation and language achievement. In addition, it is called passion related to the intrinsic motivation, goals and needs. Motivation also takes place as a momentous figure for L2 learners as they are expected to learn foreign language for particular goals, purposes and needs. The instructors should be able to identify learners' goals and implement their ways of instruction to meet these goals and expectations or needs.

Numerous studies have been implemented on the motivation in L2 learning process (MacIntyre & Vincze, 2017; Ghenghesh, 2010; Karaoglu, 2008; Kim & Kim, 2012; Kürüm, 2011). Karaoglu (2008) pointed out that teaching and learning a language is a challenging task in terms of motivation as it fluctuates through time. Therefore, L2 teacher should take students' individual goals, purposes and needs into account when they are preparing their instructions, measurement and assessment tools in their classrooms. The researcher also suggested some approaches to enhance external to extrinsic motivation in the language courses:

- Creating a peaceful atmosphere inside of the classroom setting,
- Backing up the students to internalize the classroom environment,
- Creating situations where students embrace the feelings of achievement,
- Promoting students to their own short and longs term goals,
- Implementing groups activities for promoting students' confidences,
- Linking students' language learning and their interests outside the classroom.

Ghenghesh (2012) implemented a study upon the motivation of a group of students who were studying English as a non-native language in Italy. The main goal of the study was to identify certain factors that influence motivations and academic

achievement levels of students in foreign learning classrooms at an international school environment. 140 students and five teachers were chosen for the purpose of the inquiry. The findings of the study showed that older students received significantly lower scores on the motivational questionnaire assisted by the interviews with the students and teachers. The researcher finally identified particular components that impress motivation in L2 learning such as the role of teacher.

In a recent study, Alrabai (2016) investigated the impacts of teachers' classroom motivational intervention on the students' success in the process of learning English as a second language. The researcher conducted a two-step study that included 437 learners in two groups (control + experimental) and 14 EFL instructors. In the first part of the study, various motivational approaches and methods were proposed. In the second stage of the investigation, the participating students and teachers were selected through random sampling methodology. Quasi-experimental research methodology was utilized. Proposed motivational strategies were implemented in the experimental group class discussions for 10 consecutive weeks of instructions. A total of three instruments were utilized to measure teachers' motivations and learners' motivational grades before and after the interventions in the experimental group. In addition, academic achievements of the learners were assessed three times during the instructions. The study data were later statistically analyzed with ANOVA and relational analysis methods in order to evaluate the study results with regards to the study purposes and hypothesis. The outcomes showed that motivational approaches, strategies, and interventions helped the learners in the experimental group with more academic achievement scores than the control group members. Promoting autonomy was the only variable that promotes learners' success in the EFL classroom.

D. Types of Motivation

Motivation is classified as intrinsic and extrinsic according the general sources that promote it (Ryan & Deci, 2000). Extrinsic motivation was initially developed by the outside forces such as parents, relatives or teacher at early ages in life. In later years, individuals develop certain goals and expectations as growing older that convert extrinsic motivation into intrinsic or internal motivation in life. In this section, the studies that investigated intrinsic and extrinsic motivation will discuss.

1. Intrinsic and Extrinsic Motivation

Intrinsic motivation promotes behaviors for a person's own preference and needs (Brown, 2007). Intrinsic motivation is described as individuals' willingness to behave in certain ways such as playing for children and learning for the adults (Deci & Ryan, 2010). Intrinsic motivation is a sort of motivation formed from people's regular attentions for certain behaviors and activities that require challenge or new approaches to a regular situation. Intrinsic motivation requires certain levels of abilities and experiences as it requires planning, determining and identifying important goals, purposes, and satisfactory tasks.

Intrinsic motivation does not require learners' external rewards. Instead, it requires expression of who a person is, and its certain types of interests based on past personal experiences, beliefs, abilities, and environmental impacts. As it is explained in the attribution theory, intrinsically motivated individuals require internal comprehended focal of causality. People mostly practice the reasons of their intrinsically motivated behaviors being internal for themselves and their minds (de Charms, 1968).

Intrinsic motivation is enhanced when people are able to meet their goals and needs in terms of their autonomy and competence when completing their tasks (Deci & Ryan, 2010). Particular factors including personal rewards, enforcing deadlines, and provision of the performance feedback could directly affect the needs, goals, satisfactions and finally motivation. Intrinsic motivation generates more positive outcomes than extrinsic motivation.

A study was implemented to go through the impacts of reinforcement, reward on the intrinsic motivation (Cameron & Pierce, 1994). It reviewed previous studies of the major factors and influences of reward/reinforcement on the intrinsic motivation levels. A total of 96 experimental studies were rectified in order to identify the effects. The findings indicated that rewards did not necessarily decrease intrinsic motivation. Further interaction factors were also reviewed and certain reinforcement such as verbal praise increased the levels of intrinsic motivation. The researcher also found that the removal of reward did show very minimum and low negative effect on the intrinsic motivation. Finally, reinforcements were not found to harm people's intrinsic motivation.

Extrinsic motivation is highly related to the final consequences including rewards and punishments resulting from such behaviors. For example; a person's eating a specific food to please his wife is an example of extrinsic motivation.

Extrinsic motivation is enhanced by external motivational factors such as money or material rewards, grade, and praise, and social pressure, approval of other individuals, which are described as extrinsic or external effects. Extrinsic motivators include materials rewards, physical pleasures or social approvals. Such motivational factors originate from external environment as opposed to the intrinsic motivators.

Extrinsic motivation is generally intended to get certain outside awards, appreciation or external benefits. Such rewards could be psychological or physical in terms of their nature. The most well know physical extrinsic motivation is money or trophies. Individuals generally engage in certain types of activities that they generally do not enjoy doing but in order to gain some external benefits. The rewards that athletes gain at the end of performing their activities are often trophies and awards.

On the other hand, some extrinsic motivators include psychological types such as praise or public recognition. For example, when a child completes a task in the classroom, a teacher's praise would be psychological forms of extrinsic motivation. A stage actor could perform their roles in a play on the stage in order to gain public appraisal, recognition and applause.

Intrinsic and extrinsic motivation show some similarities and differences in certain ways and factors. The following figure illustrates some of the certain similarities and differences between them.

Academic achievement
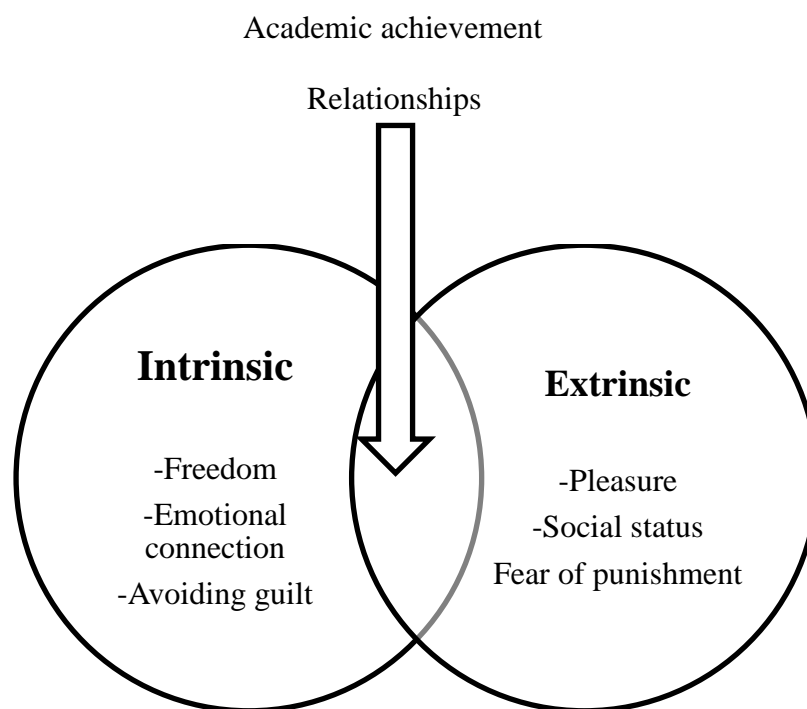
Relationships

Figure 4. Similarities and Differences Between Intrinsic and Extrinsic Motivation

As described in the above figure, the similarities between intrinsic and extrinsic motivation include academic achievement, relationships and career success. However, they have various types of factors regarding their differences. Intrinsic motivation consists of certain forms of motivation such as freedom, emotional connection, and avoiding guilt. On the other hand, extrinsic motivation includes pleasure, social status, and fear of punishment.

E. Instrumental and Integrative Motivation

In addition to the previous classification of motivation (extrinsic vs. intrinsic), there is another type of classification in the literature including 'instrumental and integrative motivation. Instrumental motivation provides people to be able to focus on to achieve particular rewards such as good grades or promotion (Hong & Ganapathy, 2017). On the other hand, integrative motivation is described as an individual who is willing to integrate to get involved in certain groups or activities.

Learning instrumental and integrative motivation is very important especially for a language teacher as they are dependent on the student. For example, some students prefer higher integrative orientation or motivation wishing to learn foreign

target language. Instrumental and integrative motivation don't necessarily be learned from exclusive perspectives such as getting good grades and at the same time integrating into targeted society or group.
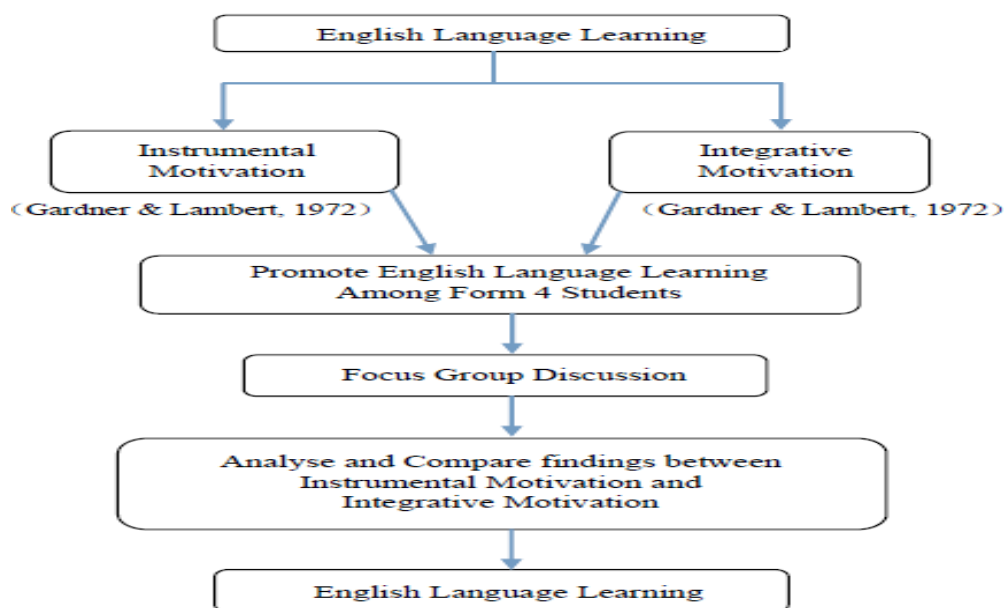
Figure 5. Conceptual Framework of The Hong And Ganapathy (2017) Study

Hong and Ganapathy (2017) conducted an investigation of EFL students' instrumental and integrative motivation towards English language learning in Malaysia as a case study. They utilized a qualitative case study with 12 students in a secondary school as a focus group interviews to gather data. They also investigated types of problems that influence students towards learning English as a foreign language. The findings revealed that 10 sessions per week for English learning is not sufficient to master English language. Also, motivated learners put more effort in order to achieve higher academic performances in their classrooms by being more persistence in the learning English process. Results also showed that learners are more motivated instrumentally than integrative in EFL learning. Also, instrumental motivations highly affect students' English learning than integrative motivation. They also pointed out that grammar and vocabulary are the biggest issues and problems experienced by the students during EFL learning processes, which could also affect writing and speaking skills for later times.

F. English as a Foreign Learning (EFL)

EFL (English as a Foreign Language) is a type of teaching and learning English that is delivered to a group of students in a non-English speaking and foreign country. It is widespread around the world including Turkey (Gunderson, Odo, & D'Silva, 2011). EFL instructions differ from ESL (English as a Second Language) in terms of the place where English is taught. It is taught in an English-speaking country in the case of ESL.

EFL is generally taught in particular environments where the language of the school and the community is different than English (Gunderson, Odo, & D'Silva, 2011). Therefore, EFL teachers are expected to possess different skills and knowledge towards teaching English to foreigners in a non-English language speaking environment.

Learning attribution for the EFL courses could be categorized as internal and external including effort and luck, respectively. Peacock (2010) investigated the attributions of 505 college students in Hong Kong and their connections with gender, proficiency, and academic disciplines of the students. 26 particular attributes were identified from the student interviews, and items on the questionnaires regarding EFL success and failure. In addition, 40 instructors were asked to answer to the questions regarding the attributes that affect success and failure in EFL classroom. The findings revealed that statistically significant differences existed between attribution and EFL proficiency, academic discipline, and genders as well as between teacher opinions and student opinions and attitudes. In addition, such attributions influence effort, persistence, and language proficiency. The researcher also made the following recommendations for the EFL teachers:

- Attribution of the students could form early and is long lasting.
- Attribution of the students towards success and failure are different from their opinions.
- Attribution of the students differs in terms of gender and academic discipline.
- Attribution of the students originates from personal experiences.
- Attribution of the students could affect proficiency of the language, effort and attitudes to the language (English)

Second language acquisition (SLA) theory combines motivation and learners' knowledge together that creates different features of emotion and personality factors (Ellis, 1985). Motivation implementation is very significant factor to learn a foreign language especially in a non-English country in terms of the personality and characteristics of the EFL learners (Shaaban & Ghaith, 2000). Learners with hard working, integrative appreciation of the foreign language and culture influence the learning outcomes and provide more attainable program goals. Especially low-achieving learners and females are more prone to put more efforts in learning English in EFL classrooms (Wang, W., & Zhan, J., 2020).

Tercanlioglu (2005) investigated pre-service EFL teachers' beliefs about foreign language learning and relationship with gender. Learners of a foreign language sometimes show various beliefs about language learning and recent studies showed that student beliefs influenced actions and experiences as English learners. The researcher collected data from 118 per-service EFL teachers who responded to the items on Horowitz's Beliefs About Language Learning Inventory (BALLI). There existed a strong relationship between variables studied in the research. There also existed particular gender related differences, but no statistically significant differences exist between male and female participants.

G. Gardner's Socio-educational Model

Socio-educational Model was developed by Gardner in the 1960s in order to investigate motivation and attitudes in EFL language learning in the second language learning process (Gardner, 1988). It also describes how affective variables are linked to the second language learning explaining main critics on socio-educational model (Lovato & Junior, 2011). Gardner's Socio-educational Model was revised in 1979, 1985 and 2001.

Social milieu	Individual differences	Learning acquisition outcomes	Second language acquisition contexts

Figure 6. Four Variables of Gardner's Socio-Educational Model

The model showed four variables are mainly related to the motivation and language learning; social milieu, individual differences, second language acquisition outcomes and contexts as indicated in the Figure 2.6. Such variables are interrelated to foreign language learning. Social milieu is described as personal cultural beliefs and environment. It also plays an important role that both affect effective and cognitive individual variations for the language learners. Individual differences include four types of sub-variables, cognitive and affective, as intelligence, motivation, and language aptitude. Language learning outcomes refer to language skills and linguistic knowledge, and non-linguistic skills. Learning acquisition context are the certain settings where any foreign language is taught with the combination of informal and formal language experiences and trainings.

The definition of motivation according to the Gardner's Socio-educational Model is very complicated and that includes affective, multifaceted, behavioral and cognitive elements. On the other hand, several terms were presented by the researchers in the literature.

Gardner defined motivation as possessing four important elements, which must be present for a student to be considered for being motivated: goal, positive attitude, desire to achieve goal, and effort. These are called affective variables that differ from cognitive aspects generally related to the cognitive aspects in related to language learning such as aptitude, intelligence and related variables.

Gardner's Socio-educational Model proposed that two main individual differences variables exist in the process of language learning: ability and motivation. Any student who has higher levels of intelligence and language aptitude are likely to be more successful at learning any language than other students not motivated. Students with highly motivated are expected to be more successful in the academic development and understanding.

III. METHODOLOGY

This chapter consists of the methodology of data collection and analysis used in the current study. Particularly, the chapter contains sections which describes introduction, research design, participants, data collection, data collection tools, data analysis, limitations of the study and analysis in the setting of the private language course in İstanbul, in Turkey.

A. Introduction

This chapter shows the study background, states the research problem namely the effects of motivational strategies on the achievement level of EFL students at a private language course in İstanbul, in Turkey, underlines the framework with the aim and the method of study, enlightens the hypotheses of the research, discusses the limitations of the study and in the end gives the definitions of the terms used. This study is to explore the correlational relation between motivation and academic achievement of the English learners at a private language course in İstanbul, in Turkey. The study also explores the correlational relation between motivation and demographic characteristics of the language course students in İstanbul, in Turkey.

This study aims to find out whether age and gender have any correlation relation between motivation and socio-demographic factors. The study also explores other factors for motivation such as the number of the average hour for studying, the number of English classes taken weekly, competency of the students' parents. All these components have either a positive significant correlational relation or a negative significant correlational relation between motivation and achievement of the language learners in a private language course in İstanbul, in Turkey.

B. Research Design

This study is primarily a descriptive one which describes the patterns of the occurrence in relation to variables such as person, place and time. These variables are prime step or initial enquiry into a new topic, event (Holsten; Joanna E, 2012). Then, this study is a survey research is described as a process of the applying research by using surveys that researchers send to survey respondents. The researchers collect data from surveys and after that they analyze data statistically to draw meaningful research conclusions (Vaske, J. J, 2019). The collected data contain both qualitative which is consist of numbers or counts, with a unique numerical value associated with each data set and quantitative data which is non-numerical type of data is collected via methods of observations, one-to-one interviews, conducting focus groups, and similar methods (Luna-Reyes, L. F., & Andersen, D. L. 2003). The study is designed as a correlational investigation between demographic and motivation variables, types, and expectancies of the participants. Correlational method is a type of quasi-experimental research designs where various research group data are compared based on the research objectives (Akarsu & Akarsu, 2019).

Research design of this study is expected to produce any existing relations between the course students' demographic features, general information regarding the classes taken, and sub dimensions of the motivation including integration, intellectual, effort, expectancy, and ability. The study aims to understand the effect of the motivational factors on the achievement level of the learners at a private language course in İstanbul.

C. Participants

Participants of this study is consisting of the 129 Male and 171 Female students randomly regardless of their age and education level selected from a private language course located in İstanbul, in Turkey. A great majority of the students at a private language course are graduated from university and working at any working-place, but the minority of the students are still students ranging from public to Foundation University in İstanbul, in Turkey. They have been studying in any department and have enrolled in an EFL course at a private language course center in İstanbul. The participants' ages ranges from 20 to 50 and their English levels are also

ranging from A1 (beginner level for English) to C1 (proficient level for English). Two groups are divided into two parts and first group is consisting of 50 participants acting as a control group and the second group is consisting of 250 participants acting as experimental group in this study process.

D. Data Collection

Data collection process took place at the same building where participants were taking EFL course in 2020. Data were collected between the classes during the courses. The participants volunteered to contribute to the study. The data's requirement for the ongoing study was mostly collected through the answers given to the questions and statements of the questionnaire namely motivational factors questionnaire for a private language course in İstanbul, in Turkey. The questionnaire's preparation for the research was depended on literature review. Before the process of the questionnaire's administration, the requirement of the permission was sought by the private language course' personal affairs department. The administration was preceded by the application of a pilot survey including 2 participants.

After the pilot survey administering, the revised questionnaire was administered to two different sections by two instructors from the private language course within two weeks period. The survey application continued about 60 minutes for the participants to response the questionnaire. The participants contributed to the study voluntarily and responded the questionnaire online, the instructors from the private language course provided information about the purpose, content and structure of the survey before applied. The information was that the findings of the study would be utilized for the aim of the researcher only and that their personal answers would be registered anonymous.

The participants firstly completed the first part of the questionnaire, the demographic information that elicited such factors as their ages, genders, number of hours of study per week, number of English classes taken weekly, and their parents' English competency. In the second part of the data collection process, they responded to the items on the Motivation Scale developed by Wen (1997) and adapted by the researcher. Last part based on data collection was the Midterm and

Final exams used as pre-test and post-test applied before and after the EFL course program (See the Appendix 1).

E. Data Collection Tools

As I have explained before, a survey is employed with design including questionnaire administration so as to gather data for the ongoing study. The questionnaire was designed according to the Wen's (1997) motivation scale and adapted by the researcher with respect to scope of the study purpose. The questionnaire starts with general (demographic) information form of the participants from a private language course in İstanbul (see Appendix 1), continues with the adapted Wen's (1997) motivation scale (see Appendix 2), the last part is consisting of the participants' midterms, and final exam scores from previous two semester English grades in the private language course in İstanbul.

The questionnaire second part is including in 19 items in order to gather data on the participants' level of motivation. In this part 17 items are formulated by means of using a Like chart scale 4 - point items including numbers ranging from 4 (definitely agree) to 1 (definitely disagree). 18-19 items are open ended questions asking the participants to type their views and offer the end of the part. The aim of the last part is to reach the participants' views and offers on the factors could be significant in improving the English language education at any language course in İstanbul.

F. Data Analysis

In this section, the collected data analysis by means of the implementation of the motivational factors questionnaire formulated within the scope of this study was investigated. The data were analyzed using the SPSS v.20 statistical programs in order to reveal important statistical findings, as the system is comprehensive for analyzing date for in educational sciences and behavioral (Kurum, 2012).

The gathered data included socio-demographic form, motivation scale and achievement test scores of the students who took or were taking English lesson at a private course in Istanbul. The students' motivation levels, types and variables in terms of their demographic features as well as their achievement scores were

compared with the previous English scores to current English scores after they completed two semesters.

The composite scores of the participant including descriptive statistics (range, means and standard deviations) were computed for each participants. And then the mean rank order of scores was created. The Pearson Product-Moment correlation analysis was applied to investigate the relationship between motivation and the participants' EFL achievement as analyzed by mean score of two semesters when they have completed their learning process. The gathered was based on the differences between low and high achiever learners in their motivation to learn English as a foreign language and then a t-test analysis was applied. The partipants scores ranged from 45 to 100 and the participants having a score 75 or more are regarded as high achiever, on the other hand the participants having an average score 50 or less are regarded as low achievers.

G. Limitations of the study

The gathered date through online from the participants is assumed valid and reliable. Furthermore, it is expected from all participants attending the survey provide confidential and sincere responses. The partipants' numbers ranging from 129 male to 171 female are not a homogeneous distribution, it is hard to generalize the outcomes of the study to all learners. Only Turkish students between the ages of 20-50 who learn languages participated in this study, and the language levels of the student groups participating in the study were determined as A1 and C1. Last but not the least, limitation for this study is some healthy concerns because of Covid-19 virus pandemic occurrence conducting the questionnaire online.

IV. FINDINGS

This thesis was structured to investigate the correlational relationship between the types of motivation, information on learning outcomes, and academic achievement of a group of EFL learners who previously took English courses at a course center or institution. Specifically, the impacts of the motivation on the learning process of English in relation to their previous learning experiences are sought. The findings will be presented, and the results will be reported in two separate sections.

Initially, table 1 illustrated the socio-demographic features of the participants. Additionally, number of average hour for studying English weekly, number of English classes taken weekly, and English competency of their parents were shown in the below table.

Table 1. The Participants' Socio-Demographic Features and English Learning Experiences

	Group	N	%	Average	SD
Gender	Male	129	43,00		
	Female	171	57,00		
Age	20-30	152	50,67		
	31-40	71	23,67	32,08	8,83
	41-50	76	25,33		
Number of average hours for studying weekly	1-4	23	7,67		
	5-8	119	39,67		
	9-12	48	16,00	10,15	4,49
	13-16	84	28,00		
	17-20	26	8,67		
Number of English classes taken weekly	1-6	76	25,33		
	7-12	85	28,33		
	13-18	59	19,67	12,85	7,5
	19-24	50	16,67		
	25-30	30	10,00		
Are your parents English competent?	Father	166	55,33		
	Mother	134	44,67		

As can be seen in the above table, 129 (43%) of the participants were male and 171 (57%) were female. The average age of the participants was calculated as 32.08 (±8.83) years old with the range of between 20 and 50 years old. Also, age distributions are classified as three age intervals (20 and 30, 31 and 40, 41 and 50). Majority of the participants (N=152, 50.67%) were among the first age group (20 and 30 years old). 71 (23,76%) were in the 31-40 years old group and 76 (25,33%) were in the 41-50 years old age group.

In addition, table 1 presents average number of hours for studying English per week by the participants when taking the English course. The average number of hours spent for studying for English by the participants weekly was 10.15 (±4,49) The number of study hours is divided into five categories "1-4, 5-8, 9-12, 13-16,17-20". 119 (39.67%) of the participant's study English for between 1 and 4 hours per week. Second largest group (N=84, 28%) study English for between 13 and 16 hours per week. Third largest group (N=48, 16%) study English for between 9 and 12 hours per week.

The participants were also asked to respond to the question regarding number of English classes they took weekly. The average number of English classes taken by them was 12.85 (±7.5) per week. The distribution of the number of class taken by them is divided into five different groups between 1 and 30 classes. The largest group was the students (N=85, 28,53%) who took between 7 and 12 classes per week. Second largest group of participants (N=76, 25.33%) have taken between 1 and 6 English classes per week.

The table 1 also showed that the number of English classes taken by the participants was slightly higher than the number of studying for English class. Therefore, the participants were studying for an average of one hour per English class when taking the English course weekly.

Final questions in the demographic form included whether the participants' parents possessed English competency. They answered that 166 (55.33%) of their fathers were English competent and 134 (44.67) of their mothers were English competent with regard to speaking, reading, listening and understanding English. So, most of the fathers were English competent as compared to the number of mothers. This result also showed that fathers' level of understanding English is higher than mothers'.

First research question was regarding the types of motivation the language course EFL students have from the motivation questionnaire utilized in the study. The motivation scales consisted of two parts including motivation information and information on learning outcomes that are considered as the motivation determinants. Each part of the scale consisted of three subsections. Table 2, table 3, and table 4 presents the ratings of the motivation determinants by gender, by age intervals, and parents' English competency.

Table 2. Descriptive Statistics for Levels of Motivation Determinants by Gender

Subscales	Male (N=129)		Female (N=171)	
	Mean	SD	Mean	SD
Integration Motivation (5 item)	20,55	3,44	20,86	4,12
Instrumental Motivation (5 item)	20,09	5,15	20,31	5,50
Effort (6 item)	18,99	6,17	19,66	6,93
Valence (6 items)	25,96	4,48	26,02	4,25
Expectance (6 items)	368,22	29,46	368,95	27,14
Ability (6 items)	369,30	27,62	368,07	28,54
Total	478,45	49,19	480,40	44,42

Table 2 illustrates the ratings of the motivation determinants by gender of the participants. Regarding integration motivation, mean score of the female participants (mean=20, 86) was slightly higher than male participants (mean=20.55). In addition, the average of the females' instrumental motivation scores (mean=20,31) was slightly higher than the male participants (mean=20.31). Average effort level of the female participants (mean=19.66) was also higher than the male participants (mean=18.99). Such results indicated that females' integration and instrumental motivation levels as well as effort ratings were slightly higher than the male participants.

Valence, expectancy and ability were regarding the information on learning outcomes features of the motivation determinants in the questionnaire. Males had an average of 25.96 (±4.48) out of 36 points for the valence subscale, 368.22 (±29.46) out of 600 points for the expectancy subscale, and 369.30 (±27.62) out of 600 points for the ability subscale. On the other hand, female participants had an average of 26.02 (±4.25) out of 36 points for the effort subscale, 368.95 (±27.14) out of 600 points for the expectance subscale, and 368.07 (±28.54) out of 600 points for the ability subscale. Average valence and expectance scores of the female participants were slightly higher

than the male participants. However, average score of ability subscale of the male participants was slightly higher than the female participants.

Finally, the participants' total motivation determinants are presented in the table 2. Female participants (480.40) scored higher average score for total motivation than the male participants (478.45). Therefore, female participants were found more motivated than males according to the findings.

Table 3. Descriptive Statistics for Levels of Motivation Determinants by Age Intervals

| Subscales | Ages Intervals (years old) | | | | | |
| | 20-30 (n=152) | | 31-40 (n=71) | | 41-50 (n=76) | |
	Mean	SD	Mean	SD	Mean	SD
Integration Motivation (5 item)	21,67	4,15	21,29	5,57	21,23	7,78
Instrumental Motivation (5 item)	19,59	3,74	19,06	4,95	19,83	5,10
Effort (6 item)	19,89	2,68	19,18	4,84	15,55	2,36
Valence (6 items)	25,70	4,45	26,61	4,23	26,03	4,21
Expectance (6 items)	366,41	28,69	372,96	29,44	369,08	25,41
Ability (6 items)	368,10	27,45	373,80	31,91	364,74	25,11
Total	474,01	47,41	496,67	47,98	474,15	38,91

Table 3 shows the levels of the motivation determinants in terms of age intervals. The age distributions were divided into three separate groups including 20 and 30, 31 and 40, and 41 and 50.

As seen in the table 3, although the average score for the integration motivation determinant, the age group of between 20 and 30 had the highest mean of 21.67 (±4.15). Regarding instrumental motivation, the ages group of between 41 and 50 had the highest level of average with 19.83 (±5.10). The age group of between 31 and 40 years old had the lowest average (19.05 ± 4.95) for the instrumental motivation variable. The age group of between 20 and 30 years old showed the highest mean level for the effort determinant, which was slightly higher than the age group of 31 and 40 years old (19.18 ± 4.84), but much higher than the age group of 41 and 50 years old (15.55 ± 2.36). This result was significant for age group of between 20 and 30 having much higher average score of effort determinant for the motivation.

Additionally, when the average score of valence, expectance, and ability subscales for the motivation determinants, the age group of between 31- and 40-years old participants had the highest average scores. They scored 26.61 ± 4.25, 372.96 ± 29.44,

and 496.67 ± 47.98 for the valence, expectance, and ability motivation levels, respectively as indicated in the above tables. When the average scores of the total motivation levels were compared, the age group of between 31 and 40 years old had the highest motivation score of 496.67 ± 47.98.

Table 4. Descriptive Statistics for Levels of Motivation Determinants by Parents' English Competency

Subscales	Father (n=166)		Mother (n=134)	
	Mean	SD	Mean	SD
Integration Motivation (5 item)	21,79	4,32	19,41	2,62
Instrumental Motivation (5 item)	21,44	5,61	18,72	4,59
Effort (6 item)	21,57	8,03	16,84	2,44
Valence (6 items)	25,78	4,36	26,26	4,31
Expectance (6 items)	365,00	28,45	373,13	27,13
Ability (6 items)	368,92	27,26	368,21	29,22
Total	471,50	46,60	489,54	44,47

Table 4 presents the findings of the levels of motivation determinants in terms of the participants' parental competency of the English language. The participants answered the questions according to the items on the motivation questionnaire. Fathers of the participants (21.79 ± 4.32) scored higher average for the integration motivation type than the mother group of the participants (19.41 ± 2.62). In addition, father group (21.44 ± 5.61) also had higher average than the mother group (18.72) for the instrumental dimension of the motivation. Similarly, father group (21.57 ± 8.02) scored higher average than mother group (16.84 ± 2.44) for the effort dimension of the motivational determinants.

In the second part of the motivation questionnaire, mothers of the participants had higher average values for valence and expectance, and fathers of the participants scored slightly higher than mothers of that for the ability dimension of the motivation. Mother scored average scores of 373.13 ± 27.13 and 368 ± 21 for the valence and expectance dimensions. On the other hand, fathers score an average of 368.92 ± 27.26 for the ability. Overall, mother of the participants (489.54 ± 44.47) scored higher than father counterparts (471.50 ± 47.60) for the whole motivation determinants. Therefore, mother showed higher motivational skills and abilities compared to the fathers of the participants.

Second research question was designed to investigate any existing associations between motivation and language proficiency for participating language course EFL students. Table 5 showed that there existed strong relationships between pre- and post-test scores of the participants and their average scores of the motivation determinant since there are statistically significant differences (p-value<0.05) between these variables.

Table 5. T-test Statistics for Levels of Motivation Determinants and Pre-Test/Post-Test Scores

	Integrative	Instrumental	Effort	Valence	Expectancy	Ability	Total
Pre-Test (p-value)	0,000	0,000	0,000	0,000	0,000	0,000	0,000
Post-Test (p-value)	0,000	0,000	0,000	0,000	0,000	0,000	0,000

Table 6. Regression Statistics and ANOVA Results for Motivation Determinants in Terms of the Pre- and Post-Test Scores.

PRE-TEST

Regression Statistics

Multiple R	0,653
R Square	0,427
Adjusted R Square	0,413
Standard Error	18,611
Observations	300

ANOVA

	df	SS	MS	F	Significance F
Regression	7	75353,7	10764,8	31,079	0,000
Residual	292	101140,5	346,4		
Total	299	176494,3			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95,0%	Upper 95,0%
Intercept	49,918	15,617	3,196	0,002	19,182	80,655	19,182	80,655
Integrative	5,411	0,833	6,500	0,000	3,773	7,050	3,773	7,050
Instrumental	-1,039	0,579	-1,795	0,074	-2,179	0,100	-2,179	0,100
Effort	2,523	0,315	8,015	0,000	1,903	3,142	1,903	3,142
Valence	1,750	0,584	2,998	0,003	0,601	2,899	0,601	2,899
Expectancy	-5,046	0,907	-5,565	0,000	-6,831	-3,262	-6,831	-3,262
Ability	-0,004	0,063	-0,061	0,951	-0,127	0,119	-0,127	0,119
Total	-0,081	0,078	-1,044	0,297	-0,235	0,072	-0,235	0,072

POST-TEST

Regression Statistics

Multiple R	0,414
R Square	0,172
Adjusted R Square	0,152
Standard Error	10,199
Observations	300

ANOVA

	df	SS	MS	F	Significance F
Regression	7	6296,9	899,6	8,648	0,000
Residual	292	30374,0	104,0		
Total	299	36670,9			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95,0%	Upper 95,0%
Intercept	61,606	8,558	7,198	0,000	44,762	78,450	44,762	78,450
Integrative	0,141	0,456	0,309	0,757	-0,757	1,039	-0,757	1,039
Instrumental	0,119	0,317	0,376	0,707	-0,505	0,744	-0,505	0,744
Effort	0,750	0,172	4,346	0,000	0,410	1,089	0,410	1,089
Valence	0,512	0,320	1,601	0,110	-0,117	1,142	-0,117	1,142
Expectancy	-0,684	0,497	-1,377	0,170	-1,662	0,294	-1,662	0,294
Ability	0,025	0,034	0,719	0,473	-0,043	0,092	-0,043	0,092
Total	-0,015	0,043	-0,352	0,725	-0,099	0,069	-0,099	0,069

Table 6 presents major findings of the ANOVA and regression statistics for the participants' motivation determinants. According to the reported statistics shown in the above table, there existed a statistically significant differences between pre-test scores and integrative, effort, valence, and expectancy determinants of the motivation. This result suggested that strong relationships exist between pre-test scores and the motivation dimensions.

In addition, regarding the post-test scores of the participants, there existed between effort dimension and the test achievement of the participants. Other motivation dimensions did not produce any statistically significant differences with the post-test scores of the participants.

Table 7. The Pearson's Correlation Coefficients (r) Between the Exam Scores and the Motivation Determinants

Correlation Coefficient	Integrative	Instrumental	Effort	Valence	Expectancy	Ability	Total
Pre-test	0,32**	0,08	0,44**	0,27**	0,15**	0,18	0,28
Post-test	0,31	0,24	0,40**	0,31	0,28	0,22	0,32

** Significant at $p < 0.05$

In a related finding, table 7 presented correlational relationships between the academic achievements and motivation determinants of the participants. There existed positive medium correlation (r=0.44) between pre-test scores and effort dimension. Pre-test scores showed positive low correlations with integrative (r=0.32), valence (r=0.27), and total scores (r=0.28).

Table 7 also showed correlational relationships between post-test scores of the participants and their levels of motivation determinants (dimension). Similar to the pre-test scores, there existed a positive medium correlation (r=0.40) between post-test scores and effort dimension. In addition, there existed positive low correlations between post-test scores and other dimensions including integrative (r=0.31), valence (r=031), and total (r=0.32) motivation scores.

The Pearson's correlation coefficient below r score of 0.20 is accepted as very low correlation, which is negligible. The correlation coefficient between 0.31 and 0.50 is accepted as low correlations. Finally, the correlation coefficient between 0.50 and 0.70 was accepted as medium correlation.

Table 8. Pearson's Correlation Coefficients Between Demographic and Determinants of Motivation

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1.Gender												
2.Age	0,00											
3.Number of average hour for studying weekly	-0,01	-0,75^h										
4.Number of English classes taken weekly	0,04	-0,76^h	0,77^h									
5.Are your parents English competent?	0,06	-0,25	0,21	0,24								
6.Integrative	0,04	-0,64	0,70^h	0,74^h	0,24							
7.Instrumental	0,02	-0,79^h	0,84^h	0,84^h	0,25	0,85^{hN}						
8.Effort	0,06	-0,49	0,55	0,61	0,08	0,82^h	0,72^h					
9.Valence	0,05	-0,50	0,57	0,58	0,17	0,81^h	0,70^h	0,74^h				
10.Expectancy	0,02	-0,71^h	0,77^h	0,78^h	0,25	0,92^h	0,92^h	0,80^h	0,86^h			
11.Ability	0,09	-0,26	0,31	0,36	0,16	0,53	0,40	0,46	0,51	0,49		
12.Total	0,05	-0,55	0,61	0,65	0,19	0,86^h	0,75^h	0,80^h	0,81^h	0,84^h	0,77^h	
n	300	300	300	300	300	300	300	300	300	300	300	300
Mean	1,57	32,1	10,2	12,9	1,5	20,7	20,2	19,5	26,0	24,6	367,5	479,5
SD	0,50	8,8	4,5	7,5	0,5	3,8	5,4	6,6	4,3	5,4	31,4	46,5

^{h} High correlation

^{N} Not-Significant at $p < 0.05$

Table 8 illustrates the Pearson's correlational coefficients between demographic or general information of the participants and motivation determinants (dimensions). Initially, it is significant to report that there existed a statistically significant differences or strong relationships between demographic information and motivation determinants of the participants except for the relationship between the integrative and instrumental dimensions.

Gender did not have any significant correlation with the motivation dimensions. Age resulted in negative high correlation coefficients with the motivation dimensions including the instrumental (r=-0.79) and expectancy (r=-0.71).

In addition, the general information, the number of average hour for studying weekly, was found to be highly positive correlated with the integrative (r=-0.70), instrumental (r=-0.84) and expectancy motivation (r=-0.77) dimensions. Similarly, the other general information, number of English classes taken weekly, had also positive high correlation relationships with the integrative (r=-0.74), instrumental (r=-0.84) and expectancy motivation (r=-0.78) dimensions.

The findings of data analysis as illustrated in the table 4.8 showed that parental English competency did not have any strong or medium correlational relationships with the motivation determinants.

Table 9. Descriptive Statistics for The Exam Scores

Exams	Mean	SD	Min	Max
Pre-Test (Midterm)	71,05	24,30	30	100
Post-Test (Final Exam)	79,88	11,07	10	100
Final-Grade	75,47	14,27	47,5	100
	Low Achiever		High Achiever	
	N	%	N	%
Final-Grade	10	3,33	290	96,67

Third research question involved any existing differences between high proficient learners in their motivation and learning English as a foreign language. Regarding this research question, table 9 presents the mean scores, standard deviation, maximum and minimum values of the midterm (pre-test), final exam (post- test), and final grade for the participants. All of the grades were out of 100.

Average grade for the pre-test was found 71.05 (± 24.30) with 30 and 100 being minimum and maximum grades. Similarly, the mean grade of the final exam (post-test) was calculated as 79.88 (± 11.07) with the minimum and maximum scores of 10 and 100. Final grade was calculated the average of the midterm and final exam scores. The findings showed that average final grade was 75.47 (±14.27) with the minimum and maximum grades of 47.5 and 100.

Table 9 also illustrates the numbers of low achieving students (Final grade < 50) and high achieving students (Final grade >= 50) based on their final grade averages. 290 (96.67%) of them were high achievers and only 10 (3.33%) were low achievers. Therefore, most of the students were high achieving students, successfully completed their regular level of English courses and to be promoted to the next level of the English course.

Table 10. Descriptive Statistics and P-Values for The Low and High Achieving Students

	Integrative	Instrumental	Effort	Valence	Expectancy	Ability	Total
High Achiever	20,40	20,70	16,60	26,60	25,60	374,00	483,90
Low Achiever	20,73	20,22	19,54	25,98	24,56	367,34	479,41
P-Value	0,717	0,766	0,090	0,658	0,542	0,313	0,688

50 is accepted for passing grade for all of the exam scores. The final grade should be higher than 50 out of 100 to be promoted to the next level. In this regard, the table 10 presents the relationship between high proficient learner and low achievers in terms of the average scores and p-values between their final grades. According to the findings, high achievers had higher average scores for instrumental, valence, expectancy, ability motivation determinants, and total motivation scores. On the other hand, low achievers score higher on integrative and effort motivation determinants.

The data for the differences between the motivation determinant scores of the participants were also analyzed based on the t-test analysis that produces p-values between low achievers and high achievers. None of the motivation determinants and total motivation scores were not found as statistically significant differences (p-value

> 0.05). For this reason, although there existed slight differences between the motivations scores of low achiever and high achiever students' groups based on the data analysis, none of them were significant. There is not significant relationship between low achievers and high achievers.

Last research question was related to the likely associations between the demographic information of the participants and their overall motivation level. Table 4.11 presents the findings according to the data analysis of the collected data. In terms of gender, female students scored higher on every types of motivation dimensions and total motivation levels.

Regarding the age intervals, the group of the ages between 41 and 50 years old scored higher than other groups in all types of motivation dimensions and total motivation levels. The student group with the age intervals between 31 and 40 years old had the second highest values for the motivation determinants. Finally, the students in the 20-30 age interval groups scored the lowest motivation values. These results show that people are more motivated at older ages than the younger ages.

In terms of number of average hour for studying weekly, the participants who tend to study a greater number of hours weekly scored higher on integrative, instrumental, and expectancy motivation dimensions. The students who study between 25 and 30 years old had the highest integrative and instrumental motivation determinants. The students who study between 25 and 30 years old scored the lowest score on the integrative, instrumental, and expectancy motivation determinants.

The students who were studying between 17 and 20 hours per week also had the highest level of motivation for the motivation determinants effort, valence, ability, and total motivation. Overall, the students studying between 17 and 20 hours per week scored the highest levels of motivation in all dimensions as well as the total motivation scores.

Table 11. Descriptive Statistics for The Demographic Information of The Participants And Their Overall Motivation Level

Sociodemographic (General) Information	Classification	Integrative	Instrumental	Effort	Valence	Expectancy	Ability	Total
1.Gender	Male	18,53	17,14	17,07	24,10	21,59	358,37	456,81
	Female	22,37	22,57	21,24	27,43	26,86	374,50	496,73
2.Age (years old)	20-30	19,40	18,33	18,20	24,89	22,74	360,26	465,80
	31-40	20,23	18,64	17,79	25,49	23,40	369,45	475,01
	41-50	23,82	25,54	23,51	28,70	29,43	380,26	511,26
3.Number of average hour for studying weekly	1-4	17,48	15,26	15,52	23,57	20,04	358,70	450,57
	5-8	19,34	18,38	18,17	24,75	22,68	358,58	464,40
	9-12	21,77	20,71	20,33	27,15	25,60	375,42	490,98
	13-16	21,86	22,16	19,78	26,41	26,07	370,96	487,05
	17-20	24,89	26,15	25,85	30,41	30,74	390,00	528,04
4.Number of English classes taken weekly	1-6	17,72	15,46	16,16	23,37	20,16	354,74	447,61
	7-12	21,68	21,87	21,33	26,98	26,02	370,71	492,12
	13-18	19,15	16,86	15,63	24,63	21,92	362,37	460,56
	19-24	23,04	25,22	21,96	27,42	28,46	374,00	500,10
	25-30	24,80	26,00	25,77	30,23	30,60	390,67	528,07
5. Are your parents English competent?	Father	19,91	19,02	18,95	25,34	23,40	363,07	471,50
	Mother	21,72	21,73	20,07	26,82	26,07	373,13	489,54

Question 4 was asked to collect data regarding number of English classes taken weekly by the participants. The students who took the number of classes between 25 and 30 scored the highest point all types of dimension determinants and total levels of the motivation. The students who took the number of classes between 19 and 24 showed the second highest scores in the motivation levels and total levels of motivation based on the questionnaire.

In the final general information, the participants responded to the question regarding their parents' competence levels and their motivation levels based on the demographic and motivation questionnaires. The results showed that the students

who had English competent mothers had higher levels of motivation in the all types of motivation determinants (dimensions) and total level of motivation.

V. CONCLUSION AND PROPOSALS

This thesis study was designed to examine the effects of motivational strategies on the achievement for the EFL students who previous took ow currently taking English courses at various levels during the data collection process. In order to conduct the study and answer the research questions, demographic (general information) form and motivation questionnaire were utilized. The study was structured as a survey study approach to illustrate relationships between demographic features of the participants and their motivation levels.

Most of the students included in the study were female and the ages of between 20 and 30 years old. The average age of the students was found 32.08 years old. Therefore, the study group was composed of younger students. They study an average of 10.15 hours for English classes between 4 and 20 hours. They were also taking an average of 12.85 number of classes per week. These results showed that the students approximately spend one hour to study one class per week. The number of fathers of the students are more than the number of mothers. This means that the students' fathers are more English competent.

Descriptive statistics for motivation levels in terms of gender (table 4.2) showed that the female students scored higher in the motivation determinants integration, instrumental, effort, valence, and expectance except for ability motivation. In total, females were found to be more motivated than male students. Although there existed a difference between male and female students, the levels of differences were not significant. Such findings were supported by the previous studies (Fan, 2011; Marinak, & Gambrell, 2010; McGeown et al., 2012; Pajares & Valiante, 2001).

Data analysis for the levels of motivation in terms of the students' age intervals revealed that he student group of the ages between 31-40 had the highest motivation levels on valence, expectancy, ability, and total levels of motivation. The student group of the ages between 20-30 had the highest motivation levels on integration and effort. The student group of the ages between 41-50 had the highest motivation levels

on the motivation levels of instrumental. The ages groups of between 20-30 and 41-50 scored slightly similar levels of motivation. In conclusion, the students who were the ages of between 31-40 have been found more motivated than other age groups. These findings regarding age levels of the students who learn English as a foreign language were aligned with the previous research findings (Kormos, & Csizér, 2008; Masgoret, & Gardner, 2003).

The second research question of this thesis study was any relationship between motivation and language proficiency for the EFL students (Table 4.5). The findings showed that there existed a statistically significant differences between the scores of pre-test (midterm) and post-test (final exam). The levels of academic achievements are greatly affected by all of the motivation dimensions. Regression analysis and ANOVA results (table 4.6) similarly showed that motivation determinants are important factors for the academic achievements for EFL learners.

Ability, total, and instrumental motivation dimensions are not significant factors for the academic achievement in terms of pre-test (Midterm) and post-test (Final exam). In addition, correlational relationships between motivation dimension and midterm and final grades showed that effort, integrative, and valence dimensions of the motivation had low/medium correlation coefficients (table 4.7) compared to the midterm and final grades of the students. Also, there existed statistically significant differences between midterm scores and integrative/effort/valence/expectancy dimensions of the motivation. There also existed statistically significant differences between final scores and effort motivation. In other words, integrative, effort, valence, and expectancy significantly affect the levels of academic achievements. These results also means that motivation is a significant factor for academic achievement, similar to the previous research findings (Guay & Vallerand, 1996; Guay et al., 2010).

Gender was found not to have any significant correlation with any motivation dimension (table 4.8) although female had higher motivation scores. On the other hand, age levels of the students resulted in having negative high correlation coefficients with the motivation dimensions including the instrumental (r=-0.79) and expectancy (r=-0.71) as expected. People at older ages learn English with higher motivation and efforts since they generally learn them to intellectualize their knowledge and abilities other than mandatory purposes by the younger students

generally to find a job and to get promotion at their current employments. Such results were somewhat similar to the earlier study findings conducted by the researchers in related investigations (Becirovic, 2017; Feng, Fan, & Yang, 2013).

Descriptive statistics findings for the low and high achieving students showed that high achieving students were found to be highly motivated compared to low achieving students (Table 4.10). It is safe to note that the more motivated the student is, the more successful in the academic achievement levels. Although high achievers score higher in the motivation levels than low achievers, the difference between these scores was not statistically significant. Such findings were aligned with the results of the previous studies (Guay et al., 2010; Masgoret & Gardner, 2003; Meece, Anderman, & Anderman, 2006).

Finally, number of English competent mothers of the participants were found higher than fathers of the participants. In addition, similar to the female students, the student with competent English levels showed higher motivation levels in all dimensions of the motivation determinants (table 4.11).

Based on the findings from this thesis study, the following recommendations could be made in order to guide research purposes for the future studies:

1. Number of the participants could be selected based on various criteria such as age, gender, location, and education status in order to compose a more homogeneous group of English learners as a foreign language.

2. A mix methodology is recommended in order to gather deer data to understand what motivates the students in their language learning endeavors. Quantitative research approaches would give richer results for the future studies. It is important to gather personal experiences and observations to support the findings from the quantitative part of the study.

3. Adding another groups of students enrolled or experienced in learning any other foreign language (e.g. German, French) in addition to the English learners could boost the reliability and validity of the findings.

4. Number of female students should be equal to the number of male students in order to eliminate any unwanted effects for the thesis.

5. Different motivation questionnaire, sociodemographic forms, and achievement scales could be utilized to compare the motivation variables

(dimensions), sociodemographic characteristics, and academic achievement scores.

6. Detailed data should be collected regarding the levels of English classes of the participants enrolled in the past.

7. Detailed information regarding the previous English learning experiences for the students should also be collected to support the findings and investigate the phenomena from different perspectives.

8. Participants could be randomly selected from the same level of English course to eliminate the English course levels for better results.

9. Achievement scale or proficient tests should be prepared by the researchers by combining previous achievement tests or regular exam questions utilized to determine the levels of English knowledge and understanding.

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APPENDIX

Appendix 1. General (Demographic) Information Form (Developed by the researcher)

1. Gender: ……….

2. Ages: ……….

3. Number of average hours for studying weekly: ……….

4. Number of English classes taken weekly: ……….

5. Are your parents English competent?   Father   (Yes)   (No)

   Mother   (Yes)   (No)

Motivation Scale (Wen, X. (1997). Motivation and language learning with students of Chinese 1. *Foreign language annals*, *30*(2), 235-251)

The following are statements with which some people will agree, and others will disagree. There are not right or wrong answers, since many people have different opinions. Please give your immediate reactions to each of the items. Circle the number of the alternative below the statement that best indicates your feelings about that statement.

I – Motivation Information

A – Studying English will help me…

1. better understand and appreciate English art and literature.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
2. meet and converse with more and different people.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
3. learn about other cultures and understand the world better.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
4. understand the Western cultural heritage.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
5. because I feel English is an important language in the economic development of the world.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
6. better understand the problems that English speakers face.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
7. in getting a job.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
8. converse and communicate with English-speaking friends.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)

9. communicate in English when I travel to English-speaking countries.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
10. because I need it for my university.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)

B – When I learn a foreign language, I expect that…

11. I will…

    a. pass on the basis of complete luck and intelligence.

    b. do just enough work to get along.

    c. try hard to learn the language.

    d. enjoy doing all the work.

12. I will think about the words and ideas that I have learned in my classes.

    a. hardly ever

    b. once or twice per week

    c. several times during the week

    d. daily

13. I will spend about the following amount of time to practice the language after classes.

    a. zero hours

    b. one hour per week

    c. four hours per week

    d. more than six hours per week

14. I will…

    a. not necessarily be active in speaking the language in class.

    b. answer the questions when I'm called upon.

    c. volunteer to answer the questions that are easy.

d. always rewrite the answers, correcting my mistakes.

15. After I get my English assignments back, I will...

    a. just throw them in my desk and forget them.

    b. look them over but not bother correcting mistakes.

    c. correct mistakes when I have time.

    d. always rewrite them, correcting my mistakes.

16. I will try to speak English after class:

    a. never

    b. when I have to

    c. when I am offered the opportunity to do so

    d. in a wide variety of situations and as much as possible

II. Information on Learning Outcomes

How significant (important) are these outcomes of your English class to you?

Circle the number that best indicates your feelings about each statement.

1. To speak English fairly fluently.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
2. To be able to communicate with English speakers in basic English.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
3. To develop comprehension of reading assignments.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
4. To receive the grade of "A" in course.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
5. To better understand English people and their way of thinking.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
6. To learn about English culture and customs.	(Very insignificant) 1 2 3 4 5 6 (Very significant)

How probable is it that you will achieve the below outcomes from the English class you are taking now? Circle the expected probability for each outcome?

1. To speak English fairly fluently.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability)
2. To be able to communicate with English speakers in basic English.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability
3. To develop comprehension of reading assignments.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability
4. To receive the grade of "A" in course.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability
5. To better understand English people and their way of thinking.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability
6. To learn about English culture and customs.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability

What do you think of your own ability to achieve the below outcomes. Circle your estimated ability for each outcome?

1. To speak English fairly fluently.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
2. To be able to communicate with English speakers in basic English.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
3. To develop comprehension of reading assignments.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
4. To receive the grade of "A" in course.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
5. To better understand English people and their way of thinking.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
6. To learn about English culture and customs.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)

Appendix 3. Midterm and Final Exams Questions

A1 MIDTERM

A) LISTENING SECTION (10 Points)

1 Listen to Mojca telling Nick about her city. Tick (✓) True or False.

1 Mojca comes from a big city.

True ☐   False ☐

2 Mojca lives in the city now.

True ☐   False ☐

3 Mojca likes the restaurants in the city.

True ☐   False ☐

4 Many people leave the city in the summer.

True ☐   False ☐

5 Many people stay in the city in the winter.

True ☐   False ☐

2. Listen to five conversations and <u>underline</u> the correct answer.

1 Joe's car is **blue** / **red**.

2 Karen's sister is **single** / **married**.

3 James usually drinks **tea** / **coffee** for breakfast.

4 Paul often works in the **afternoon** / **evening**.

5 Ron usually goes to bed at **half past ten** / **eleven** at the weekend.

B) USE OF ENGLISH (50 Points, each question 2 points)

1. Kate can't express her …… easily. She is very shy.

a) thoughts   b) speech   c) feelings   d) opinions

2. Joe seems …… He isn't following you.

a) confused   b) confusing   c) worried   d) interested

3. I have a terrible …….My head hurts!

a) cough   b) headache   c) bad breath   d) stomachache

4. I am sorry, I can't …..the girl in the picture.

a) recognize   b) help   c) understand   d) believe

5. You are making a lot of noise! Don't ….. me!

a) know   b) talk   c) disturb   d) follow

6. Donna: Would you…..to go out with me tonight?

Joshua: I'd love to!

a) prefer   b) enjoy   c) like   d) want

7. You….. go to a doctor. You look pale and weak.

a) can   b) will   c) should   d) mustn't

8. Sarah …..have a glass of wine tonight. She is taking antibiotics.

a) can   b) should   c) doesn't have to   d) can't

9. Luke …… stay at home and look after his baby brother. We are going out tonight.

a) doesn't have to   b) mustn't   c) must   d) can't

10. How…….do you go to the movies?

a) long   b) far   c) much   d) often

11. Kate is not old. She is ……………… She is 49 years old.

a) young   b) fat   c) middle heightd)   middle aged

12. Sam: What do you know about Julia?

Luke: Why are you asking?

Sam: I am …………. about her.

a) sad   b) nervous   c)curious   d) emotional

13. Do you …………….. on well with children?

a) take   b) go   c) do   d) get

14. Sue: I want to buy a nice present for my father

Kate: What's the ……?

a) deal   b) problem   c) day   d) occasion

15.An…………… is a person who designs buildings.

a) engineer   b) accountant   c) architect   d) lawyer

16. …………… children do you want to have?

a) how many   b) how much   c) how far   d) how long

17. Joe and Martin ……………… to Rome tonight.

a) traveling   b) are travelling   c) travels   d) travel

18. What is Peter like?

 a)   He is middle height and plump.
 b)   He has blue eyes and brown hair.
 c)   He likes fish and chips.
 d)   He is kind and polite.

19. Martin has a terrible ……………….. He needs to see dentist.

a) headache   b) toothache   c) stomachache   d) backache

20.Does your sister ……………… eating apples?

a) like   b) likes   c) liking   d) can like

21. I can't …………my …………! I can't use my credit card!

a) answer/secret   b) forget/key

c) remember/password   d) recall/numbers

e) 22. Jen's mother is a well-known ………… at that restaurant. She cooks very nice food.

f) a) dentist   b) manager   c) chef   d) waiter

Change following three sentences from singular to plural.

23. There is a mouse under the bed.   ………………………………

24. This is a child.   ……………………………………….

25. This is a box.   ……………………………………….

C) READING SECTION (15 Points, each question 2 points- 1st question 1 pt.)

Read the festival poster below and answer the questions.

Rock of Ages!

4 bands and 10 singers are appearing on stage to celebrate the 14th anniversary of rock music festival. This Sunday at 10 pm at Madison Park. Price of admission: 25 dollars. No one under 17 is allowed. No food or drinks please

---

1. What kind of a festival is it?

2. Where does the festival take place?

3. I am 15 years old. Can I go to the festival?

4. What time does the festival start?

5. How much does it cost?

6. What is the festival for?

7. Can I bring something to drink?

8. What kind of music do people play?

D) WRITING SECTION (15 Points)

Write a message to your friend and invite him/her to a concert/ movie/ restaurant etc.

B1 FINAL EXAM

There are 4 sections in this exam:

A) LISTENING (15 points)

1.   HIGH ACHIEVING TEENAGERS-Check your understanding

1-Many famous and successful teenagers have

………………………………………

a-used new technology

b-worked from an early age

c-been inspired by You Tube videos

2-Justin Bieber started off …………………………………………

a-singing with R&B star Usher

b-spending videos to talent scouts

c-posting videos on You Tube

3-Some people say Justin Bieber is the most influential person in the world because..

a-he has had so many number one songs

b-he has so many followers on Twitter

c-he is friends with Barack Obama

4-A negative consequence of fame for Justin Bieber is

…………………………………

a-he has very little privacy

b-people get bored of hearing about him

c-people criticize his appearance

5-Tavi Gevinson started a fashion blog

………………………………………

a-when she was 11 years old

b-when she was in 11th grade in high school

c-in 2011

6-"Rookie" means ……………………………………

a-a beginner

b-a fan

c-someone who is bad at something

7-When some people didn't believe her age, Tavi

………………………………

a-was sad and angry at first

b-decided to attack them in return

c-completely ignored them and continued working

8-Louise thinks ……………………………………

a-it is difficult for Tavi to have a normal life

b-there is more pressure when you are a writer

c-there is more pressure when you are a performer

B) Use of English

Exercise 1. Complete the sentences with the correct form of the verbs in parentheses (15 points).

1. Why …………..she……………(cry)? I think she ………………(lose) her teddy bear.
2. I am sorry but I ……………………(not understand) you right now.
3. They …………(come) quite early yesterday. They ……………..(not want) to be late for the meeting.
4. Are you serious? It's Saturday night and you ………………(watch) TV at home? I can't believe that! You ………………..(go) out with your friends every Saturday. What's wrong?

5. …………you ……………my purple dress? I've looked for it everywhere, but I still can't find it.

6. We…………(visit) our grandfather this summer. We ………… already …………. (buy) the flight tickets.

7. Would you like ……………..(drink) soda?

8. While I ……………(walk) down the road, I ……………..(see) Jason. It was a nice coincidence.

9. Where is Kate? She ………………….(sleep) in her room for 8 hours.

10. Behave yourself! You must………………(apologize) for your rude behavior.

11. I can't let you go out now. You should………………(do) your homework first.

12. If I ……………(know) the answer, I ……………(tell) you, but I am sorry I don't know it.

13. When……………you………….(have) a haircut? You look amazing!

14. My daughter …………………(have to) stay in the guest room because her room …………..(paint).

15. Jerry told me that he ………….(call) me. I will be waiting for his call!

Exercise 2. Choose the correct option (20 points).

1.   They live in a <u>semi-detached</u> house

a) isolated   b)modern   c)high-rise   d) jointed

2.   I won't leave a tip. I am <u>not content</u> with the service of this restaurant.

a) happy   b) dissatisfied c) angry   d) disgusted

3.   Sue: There are some things in life that you can't ………. Marcus: Like what?

Sue: Like your family. There is no substitute for a family.

a) find   b) replace   c) secure   d) withdraw

4.   You had better start saving money and cut down your ……….

a) expenses   b) checks   c) salary   d) savings

5.   I kindly ask you to show your ID and ………your age.

a) establish   b) verify   c) emerge   d) support

6. Jason used to be very…………when he was a child. He used to paint fantastic pictures and write short stories.

a) boring   b) interesting   c) ambitious   d) imaginative

7. Have you watched the first …………..videos of famous actors? You must watch them! They look so nervous, inexperienced and unconfident. First times are always the hardest.

a) agent   b) cast   c) backstage   d) audition

8. News of the …………..broke my heart. I feel so sorry for people who lost their lives in the earthquake.

a) emergency   b) volunteer   c) disaster   d) organization

9. I am afraid I can't let you in if you don't have a/an …………..with the doctor.

a) interview   b) complaint   c) deal   d) appointment

10. Gloria has broken her leg and she has to use a/an …………..for some time. She won't be able to walk for a month.

a) crutches   b) wheelchair   c) bandage   d) plaster cast.

11. The hospital has a strict patient visiting times …………..

a) process   b) procedure   c) insurance   d) policy

12. You have to ……….the soup until it boils.

a) stir b) chop   c) heat   d) garnish

13. If you want to be a successful racer, you should get used to this ………..atmosphere. You have to be the best.

a) pleasant   b) elegant   c) competitive   d) repetitive

14. I think there is a mistake with the ……………. I have paid 20 dollars for a pair of shoes, but their price was 15.

a) bill b) check   c) note   d) receipt

15. The FBI will <u>investigate</u> the case and find the murderer.

a) look for   b) interrogate   c) defend   d) report

16. The famous singer signed his …., BJ, on the album cover and gave it to his fan.

a) initials   b) name   c) letters   d) signature

17. The lady who used to live upstairs received a/an …………letter one day. She told me that she didn't know who the sender was before she disappeared.

a) unknown   b) secret   c) anonymous   d) sealed

18. Do you think that …………really exist? I guess that we are not alone in the universe.

a) monsters   b) witches   c) UFO   d) aliens

19. We have to find ……………energy sources.

a) polluting   b) damaging   c) inefficient   d) renewable

20. …………is one of the major problems of our industrialized world today. Factory wastes, gas fumes, oil slicks are very harmful to our environment.

a) traffic   b) pollution   c) unemployment   d) poverty

C) Reading

Read the text and say whether the following statements are True or False (10 points)

Facebook

Do you use any of the social networking websites which are so popular these days, the places where you can connect up with friends and relatives and meet people who share the same interests as you? If you're younger you may use Myspace, young adults are more likely to be found on Facebook and busy professionals may prefer something like linkedin. But at least two of these sites have one thing in common: apart from being social spaces where you can meet and chat to people, share photos and other things, they've all added new verbs and nouns to the language in the past couple of years. Let's take a look at some examples. You can Facebook your holiday photos (upload them to your Facebook page), Facebook someone to see who they are (look him up in Facebook), Facebook someone about a party (contact someone through their Facebook page) and ask permission to Facebook someone (add them as a Facebook friend).

As you can see, 'Facebook' is a pretty versatile word, and you could say the same about 'Myspace',

Which you will find being used in much the same way all over the Net. Linkedin (being a more adult, professional community) has not been used in the same way. While you're 'Facebooking' or 'myspacing' you may also find yourself 'commenting' (writing a comment on someone's Facebook or Myspace page), as in this example: 'I commented Mary that she should come to the pub on Saturday and she commented me that she couldn't because she was going away for the weekend'.

Statements

- People who use Myspace are generally not as old as people who use Facebook. T/F
- LinkedIn is for people with good jobs. T/F
- Sites like these have given new words such as adverbs and adjectives to the language. T/F
- Myspace has proven to be a less versatile word than Facebook. T/F
- All three of the sites mentioned have provided some new words. T/F
- In this Internet context, 'to comment' means to leave a message for someone on their site. T/F
- You can use Facebook for different purposes. T/F
- The new terms have been in use for ten years. T/F
- The word 'Facebook' has various uses. T/F
- You need someone's authorization to add their name to your Facebook page. T/F

D) Writing

Read the writing task carefully. Pay attention to the minimum sentence requirements (20 points).

1. You watched a blockbuster movie. You feel surprised because everybody loved the movie except you. You decided to write a film review to your school newspaper. Briefly describe the plot, characters and setting. Comment on acting, directing and production. What type of a movie is it? Why don't you like it? Why do you think people love it? (min 200 words)

Etik Kurul Onay Formu

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-8139
Konu : Etik Onayı Hk.

Sayın Sera Sare KOÇ

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 11.03.2021 tarihli ve 2021/03 sayılı kararıyla uygun bulunmuştur.
Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

Anket İzin

İÇERENKÖY FİNAL ÖZEL ÖĞRETİM KURSU

icerenkoykurs@finalegitim.com.tr <icerenkoykurs@finalegitim.com.tr>
26.12.2020 Cmt 02:57
Kime: SERA SARE KOÇ <serasarekoc@stu.aydin.edu.tr>
Sayın Yetkili,

Y1612.020055 Yüksek Lisans Tezli öğrencisi Sera Sare KOÇ kurumumuzda
ingilizce öğretmeni olarak görev yapmaktadır ve öğrencilerimizin
ingilizce seviyeleri A1 - B2 seviyerline kadar olup hocamızın
araştırmada kurum materyalini inceleme aracı olarak kullanmasında bir
sakınca görülmemiştir.

M Gmail   Sera sare Coach <serasarecoach@gmail.com>

Consent

Eyyüp Yaşar KÜRÜM <eyyupkurum@aydin.edu.tr>   7 April 2021 at 13:06
To: Sera sare Coach <serasarecoach@gmail.com>

I give my consent to Sera Sare Coach to adapt and use my motivational strategies survey in
her research study.

Asst. Prof. Eyüp Yaşar KÜRÜM

RESUME

Name Surname: Sera Sare KOÇ

Date and Place of Birth: 1985 / AFYON

E-mail: serasarekoç@stu.aydin.edu.tr

EDUCATION:

Bachelor: 2013, Sakarya University, Faculty of Science and Literature, Translation Department

M.A.: 2020, Aydin University, English Language and Literature Department, English Language and Literature Program