DETERMINATION OF UNIVERSITY STUDENTS MOTIVATION IN EFL CLASSROOM

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Abstract
This study investigates Turkish university students’ English language learning motivation and it seeks to find out the general belief about motivation during language learning process and whether it is crucial on second language acquisition. In addition, questionnaire with a 5 Like scale is ranging from strongly disagree to strongly agree were used to collect data and demographic features of the participants. The results show that there is a significant difference in students’ gender and level in EFL classrooms.

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Keywords: motivation; gender; level; second language acquisition, integrative motivation

1. Introduction
In education life and daily life everyone needs external or internal support. It sometimes our teachers who are helping or motivating us at school, but when we got home it is our parents and siblings. Motivation is very essential factor in every area and also in second language learning. Moreover, in some researches we can see that positive attitude and motivation go together because it is not easy process to measure and define motivation or whether it helps successful second language learning or the success in second language learning enhancing learners’ motivation. Furthermore, the classroom environment is another important factor in learning a foreign language. (Walberg & Haertel, 1981; Fraser, 1986; 1991; 1998; 2002; 2007; Chua, Wong & Chen, 2009).

Many researchers found that the most of the studies are done round the classroom environment because it has a great impulse in students’ and teachers’ learning/teaching a foreign language and motivation (Fraser, 1991; 1998; 2002; 2007). So, teachers are looking ways to find the right motive to make their students’ interest in second language acquisition higher during learning-teaching process.

1.1 What is Motivation in Second Language Learning?

The term motivation in a second language learning is seen according to Gardner (1985) as “referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction...
experienced in this activity (p.10)”. On the other hand, there are different explanation for motivation: 1. The reason or reasons of one’s actions and behavior 2. Enthusiasm: Hence, motivation is an abstract term and it is difficult to define it. The term “motivated” learner means who is willing and eager to learn something in order to progress. Moreover, the traditional stance in social psychology, someone’s attitudes towards a second language influences that person’s responses to the target language (Brown, 1987; Ozuturk, 2012). According to Gardner’s motivation theory is the relationship between motivation and orientation. Gardner called this “goal”. In the early work of Gardner and Lambert (1972), motivation was seen to be divided into two very general orientations: integrative and instrumental.

**Instrumental motivation:** refers to a desire to learn a language because it would fulfill certain utilitarian goals. For example, getting a job, passing an examination, etc (Brown, 2007; Rifai, 2010; Daskalovska, Gudeva & Ivanovska, 2012; Ozuturk, 2012).

**Integrative motivation:** refers to a desire to learn a language in order to communicate with people of another culture who speak it; the desire is also there to identify closely with the target language group. Gardner and Lambert’s (1959) defines it as the ‘willingness’ to be liked valued members of that language community. For example, Nakanishi (2002) stated that many students are forced to learn a foreign language by their families and instructors. Moreover, willingness in second language acquisition is very essential both language learning and motivation (MacIntyre & Blackie, 2012).

Willingness in second language learning is an important issue because whenever students feel stress or anxious that’s when EFL students do not want to participate or attend language classrooms (Ozuturk, 2012). Dornyei (2001) also mentioned that motivational intensity, attitude, aptitude and willingness to a target language have a great impact on learning a foreign language. Dornyei (2003) stated that the factors of learning language might be because of sex, grade, willingness to communicate (WTC), and anxiety; perceive communication competence and frequency of communication. Besides, Dornyei also mentioned the attitude/motivation towards the target language. Later, he mentioned that these variables have been widely studied among adult learners, most often at the university level. Therefore, language teachers should encounter language learners’ ethnic background while teaching a foreign language as well because at universities there are foreign students. Hereby, Gardner and MacIntyre (1993) stated that every language learners are different and they have different characteristic. This is called **socio-educational model.** As a result, language teachers should create motivational environment or conditions in EFL classrooms.

### 1.2 How should language teachers create motivational conditions in EFL classrooms?

Language teachers cannot motivate language learners like a magician or download motivation into their heads. There are many ways and conditions to this. Some of these conditions are given below:

- **a.** Appropriate teacher behavior and good teacher-student relation
- **b.** A nice and supportive language classroom atmosphere
- **c.** An adherent learner group characterized by appropriate group norms

Firstly, appropriate teacher behavior and good teacher-student relation occurs when a teacher motivates, facilitates, and influence students in a good way. According to Dornyei (2001) teachers’ behavior is a powerful “motivational tool”. It is also important for teachers to engage EFL students to be active in language activities or tasks. Therefore, language teachers should assure that they show mutual trust and respect to their students. At that time, this mutual trust and respect will lead them to have enthusiasm (Alison, 1993). Enthusiastic teachers’ characters’ show that they are verbally and non-verbally giving good feedback. Their attitudes are positive toward their students and they want to have good relationship in or outside the classroom.

Secondly, nice and supportive language classroom atmospheres do not have tensed and de-motivated students (MacIntyre, 1999; Young, 1999). Students should not be overestimated, mocked, and ridiculed in the classrooms.
To be motivated to learn a second language, teachers should demonstrate a steady encouragement and give positive feedback. Lastly, an adherent learner group characterized by appropriate group norms associated with a cooperative learner group. So, it is very essential for those students to spend some time with each other and try to learn interaction.

When we look at the literature, we see that there is no sufficient study about Turkish university students. English Language Learning motivation in EFL classrooms. Therefore, the aim of this study is to find Law, Classroom Teaching, Guidance and Psychological Counselling Departments’ students’ English language learning motivation in EFL classrooms. Besides, in order to achieve the objectives of this research, we sought to find answers for the questions below:

1. How is Turkish university students’ general belief for English Language Learning motivation in EFL classrooms?
2. Is there a significant difference between Turkish university students’ gender and the belief for English Language Learning motivation in EFL classrooms?
3. Is there a significant difference between Turkish university students’ levels and the belief for English Language Learning motivation?

2. Methodology

Participants

This study carried out with 172 students from Cyprus International University in 2012-2013 fall semester. The participants of this research were first and second year Turkish university students whom took (Foreign Language I and II) from Department of Modern Languages. Students’ departments’ varied according to their English level. The first year students were from Law (n=37) 21.5%, Classroom Teaching (n=10) 5.81%, Guidance and Psychological Counselling (n=40) 23.25%. The second year students were from Guidance and Psychological Counselling (n=62) 36.04% and Classroom Teaching (n=23) 13.37%. These participants are randomly chosen if they were volunteer. Moreover, the aim was to get valid results from the participants (n=78) 45.3% of students who attended to this study were male and (n=94) 54.7% of them were female.

Data collection instruments and application

The questionnaire which has been developed and carried out by researchers (2013) and applied to Law, Classroom Teaching, Guidance and Counselling students and aimed to measure the university students’ motivation in English language learning in EFL classrooms. During the process of questionnaire development, after having done the literature review there were 30 students, whom had picked randomly, were asked to write a composition about the research topic. Then, these composition had taken into consideration before the researchers had prepared their questionnaire pool by revising the literature review. After that, process the researchers have received experts’ opinions. There were 5 experts from English Language Learning and 10 experts from Education departments. In addition, the questionnaire was finalized referring to the experts’ opinion. According to the experts’ opinions, the final version of the survey is given and it is asked to review 10 students’ distorting the meaning of the statements. The questionnaire has two parts, the first part is issued in order to get information about university students’ demographic features, the second part involves 30 questions in order to clarify the students’ motivation in English language learning. Second part is formed which refers 1 point to Strongly Disagree to 5 points to Strongly Agree. The Cronbach alpha result of this study is obtained as (0.834).

Data analysis
All the data collected with this research are analyzed by using SPSS 20 packet programme. For the analysis of the data; percentage, mean, standart deviation, and T-Test analysis were performed. The results of the analysis are interpreted with the values obtained in the 0,05 significance level.

3. Results

3.1. The general belief of Turkish students’ English language learning motivation in EFL classrooms

The general belief for English language learning motivation average score determined as (M= 4.01, SD=.667). The general result of this study shows that Turkish university students’ English language learning motivation is very high. This means that the textbooks, materials, presentations of the topics, the class language, course activities, course level, course organization and teachers’ behaviour and attitudes are sufficient during English language learning process.

3.2. The relationship between Turkish students’ English language learning motivation and gender variable

In order to understand the relationship between Turkish students’ beliefs about English language learning motivation and gender variable, T-Test is performed and the result is shown in Table 1.

Table 1. The relationship between Turkish university students’ English Language Learning motivation and gender variable

| Gender | N   | M    | SD   | T    | P      | Explanation        |
|--------|-----|------|------|------|--------|-------------------|
| Female | 94  | 4.16 | .727 | 40.623 | .000   | P<0.05 significant |
| Male   | 78  | 3.82 | .538 |       |        |                   |

As it seen in Table 1, female students’ belief for English language learning motivation score is (M=4.16, SD=.727) and it is higher than male students’ scores (M=3.82, SD=.538). Moreover, the results show that there is a significant difference between female and male students motivation in English language learning environment (t=40.623, P<0.05). But the significant difference is in favour of female students.

3.3. The relationship between Turkish university students’ English language learning motivation and students’ level variable

In order to understand the relationship between Turkish university students’ belief for English language learning motivation and level variable, T-Test is performed and the result is shown in Table 2.

Table 2. The relationship between Turkish university students’ belief for English Language Learning motivation and students’ level variable

| Level    | N   | M    | SD   | T    | P      | Explanation        |
|----------|-----|------|------|------|--------|-------------------|
| 1st year | 87  | 4.08 | .802 | 39.081 | .000   | P<0.05 significant |
| 2nd year | 85  | 3.93 | .486 |       |        |                   |

In Table 2, 1st year students’ belief for English Language Learning motivation score is (M= 4.08, SD=.802) and 2nd year students’ belief for English Language Learning motivation score found as (M= 3.93, SD=.486).
According to the results, there is a meaningful difference between 1st year students’ and 2nd year students’ English Language Learning motivation. But the significant difference is in favour of the 1st year students.

4. Discussion & Conclusion

The general belief for Law, Classroom Teaching, Guidance and Counselling departments’ students’ English language learning motivation in EFL classrooms was found to be very high because Turkish university students believe that they want to attend EFL classrooms, to submit their projects on the scheduled day, to do the projects without any mistakes, and they believe that they love attending English language courses. Moreover, students love activities during teaching process, taking responsibilities in their learning, taking immediate feedback from the language instructors, and looking various sources in deep to learn more unknown vocabularies. In addition, they believe that it is very crucial for language learners to have a good relationship between teacher and students. So, they think this will help them to improve their attitudes and motivation as well. On the other, teachers have tasks in this case to help their students to possess higher motivation as well.

There are several ways for language teachers to make their students to possess higher motivation in EFL classrooms. First, teachers should try and maximize eye contact, to make sure students are seated at a comfortable distance from each other, language learning environment and organization of changing partners or changing groups (Walberg & Haertel, 1981; Fraser, 1986; 1991;1998; 2002; 2007; Chua, 2009). Second, it is very important for language teachers to pay more attention on error correction, role play, using realia, flash cards, stories and songs in teaching. Thirdly, using visual material such as cassette player, video, computer (slide shows) and the use of first language (L1) in the EFL classroom is essential and effective for language learners at the same time.

Finally, studies which will be held in the future, would be more about ages, and departmental factors of language learning motivation because it seems like there is no sufficient information about these factors on language learning motivation in EFL classrooms. In addition, university institutions should do in-service training for their language teachers. The reason for this is that teachers and students have a very strong boundaries. In order to find the most powerful interaction between student –teacher or teacher-student, the researchers should do more research about this issue. As a result, the researchers should do research about other departments’ students’ language learning motivation in order to compare it to whole universities.

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