

An Investigation of Turkish Police Officers' Motivational Variables in Learning English as a Foreign Language* *Türk Polisinin Yabancı Dil Olarak İngilizce Öğreniminde Güdüsel Değişkenlerin İncelenmesi*

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Abstract: In today's global world, knowing another language, particularly English, is becoming an essential skill in both personal and professional life. This tendency for English has also been observed among the members of Turkish police organization. In order to find out the motivational orientations of a group of police officers and also to investigate the variables that effect their motivation, we carried out a study with a total of 149 police officers, 127 men and 22 women in the police department in Adana province. To this end, an 82-item questionnaire was administered in Turkish and the results were subjected to quantitative analysis. We have found out that instrumental motivation is more dominant than integrative motivation among the participants of the study and factors such as the type of the department worked, language proficiency level and affordances such as the possibility of working abroad have an effect on motivation of the police officers.

Keywords: Motivation, Attitude, English as a foreign language, Motivational Variables, Turkish Police

Öz: Günümüzün küresel dünyasında, başka bir dil bilmek, özellikle de İngilizce bilmek, kişisel ve mesleki yaşamda önemli bir yetenek haline gelmektedir. Bu olumlu tutum benzer şekilde, son yıllarda Türk polis teşkilatı çalışanları arasında da gözlemlenmektedir. Bu yönelimin sebeplerini ve bunu etkileyen faktörleri araştırmak için Adana ilinde görev yapan 127'si erkek ve 22'si kadın olmak üzere toplam 149 polis memurunun katılımı ile bir çalışma yapılmıştır. Katılımcılara 82 sorudan oluşan Türkçe bir anket uygulanmış ve sonuçlar nicel değerlendirme tekniklerinden faydalanılarak değerlendirilmiştir. Çalışma sonucunda, araçsal motivasyonun içsel motivasyona oranla daha baskın olduğu bulunmuştur. Ayrıca çalışılan birim, yabancı dil düzeyi ve yurtdışında görev yapma imkanı gibi etkenlerin polis memurlarının İngilizce öğrenme motivasyonları üzerinde etkili olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: GÜdü, Tutum, Yabancı dil olarak İngilizce, GÜdüsel Değişkenler, Türk Polisi

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Introduction

Various factors, such as age, attitude, motivation, learning style, beliefs, affect success in language learning. Among these, motivation and attitude towards the language play a key role throughout the entire language learning process. Yeşilyurt (2013) describes motivation as a direct energy that opens the capacity of man to realize the purpose. Dörnyei (2001) stated that motivation is an indicator of why people decide to do something, how long they are willing to do so and how much effort they are going to show to pursue it. Like motivation, attitude is another important factor in language learning. Having positive attitudes determine the learners' level of achievement when comes to learning a new foreign language. In this regard, Gardner (2006) argues that like motivation, attitudes to learning play a key role in achieving higher performance in second language learning especially when interacting in particular learning context. Likewise, Engin (2009) stated that productive teaching and learning a foreign language are dependent upon influential factors such as understanding the importance of positive learning attitudes and the types of motivation students need to learn a foreign language successfully. Most of the studies on foreign language teaching from the past to the present day are focused on the student. It is rare to come across with studies focusing on the motivational orientation of working people for learning languages. In addition, it is hardly possible to find a study about police officers' motivational variables and attitudinal behaviors about the foreign language. This study aims to find out the police officers'/chiefs' motivational orientations and attitudes towards learning English as a foreign language. This research, by analyzing the role of motivation and attitudes of Turkish police officers and police chiefs in learning English, helps to improve language affordances particular to the context of police forces. In the light of the findings obtained from this research, courses of English for specific purposes (ESP) can be designed considering the motivational orientation of the police officers. By shedding light into the motivational and attitudinal variables effecting police officers' language learning motivation, this study also has important implications in determining foreign language learning/teaching policy for the police officers and chiefs.

Literature Review

The terms "motivation" and "attitude" are key words in every part of our life. Many definitions of motivation and attitudes have been proposed since the terms were first used as a construct in related fields of research. The word motivation is derived from the Latin verb *movere* meaning 'to move' (Dörnyei and Ushioda, 2011). According to Dörnyei and Ottó (1998: 65), motivation is "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial

wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out". Likewise, Eggen and Kauchak (1994) defined motivation as a force that energizes and directs behavior toward a goal. Similarly, Cherry (2016) says that motivation involves the biological, emotional, social and cognitive forces that activate behavior.

Like motivation, attitude is also an important variable effecting our reactions to particular situations or actions. Allport (1954: 45) defines attitude as "a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." . According to Gardner (1985: 9), "an individual's attitude is an evaluative reaction to some referent or object on the basis of the individual's beliefs or opinions about the referent". In line with Gardner, also Edwards (1994) states that an attitude can simply be a state of mind, a disposition to react favorably or unfavorably to a class of objects.

When the object referred to is a language, then, attitudes concerns two components (Gardner and Lambert, 1972). The first one is attitude towards learning the language including individual's reaction to anything associated with the immediate context in which language is thought and the second one is attitude towards the target language community, which is explained as social attitudes. According to Gardner (1985), these two significant kinds of attitudes, the first one is "attitudes to the people who speak the target language and the second one is attitudes to practical use of language being learned and the features of specific learning context, effect specific, general and educational attitudes toward learning another language.

Gardner and Lambert (1959) claim that there is a strong relationship between motivation and attitude. In simple terms, if somebody holds a negative opinion about a subject, that is if he has a negative attitude, his motivation will be low to accomplish a mission. Similarly, Spolsky (1989) also claims that attitudes lead to motivation. In relation to language learning, Gardner (1985) suggests that attitudes toward the second language may affect the learners' motivation to learn it. If somebody has positive attitudes toward the language, he or she will be highly motivated and can easily be successful in learning that language. As a matter of fact, to Gardner and Lambert (1972), motivation comes from attitude. Lightbown and Spada (1993) relate attitudes and motivation to successful L2 learning too. Also, Dörnyei (2009) highlights the importance of motivation and attitude. He further adds that in learning a second language one needs to put a great amount of effort, time and energy and equally important in this process are motivation and attitude. Following this line of thought regarding the relation between foreign language learning and motivational/attitudinal factors, we investigated the motivational variables playing a role in Turkish police officers' language learning experiences. The following sections present a detailed account of our study.

Method

This study aims to examine the motivational orientations of police officers towards English language as a foreign language. The study was performed with a quantitative method approach. Accordingly, this study can be specified as a descriptive survey research which intends to gather data at a particular time with the purpose of describing existing situation among police officers regarding their motivation and attitude towards learning English. We adopted an exploratory approach in this survey. Thus, no assumptions were made in the beginning. Instead, we explored possible relationships through statistical analysis. The study was conducted in Turkish National Police department of the police officers who work in Adana province. A total of 149 police officers participated in this study. Among these 22 were females while 127 were male. Table 1 presents the demographic information such as gender, work experience, educational background and status at work. The data was gathered through a questionnaire which includes statements (in Turkish) to which the participants are asked to indicate their degree of agreement on a 5-point Likert scale. The questionnaire was built upon an instrument developed for a longitudinal study in Hungary (Dörnyei & Clément, 2001; Dörnyei & Csizér, 2002, 2005; Dörnyei, Csizér & Németh, 2006). The questionnaire includes five subscales: Attitudes towards English and English speakers (22 items), Motivational orientations (18 items), Intercultural considerations (8 items), Peripheral factors (10 items), and Affective concerns (24 items) yielding 82 items in total. The participants evaluated the statements according to a five point Likert-type scale (1= strongly disagree, 2= Disagree, 3= No idea, 4= Agree, 5= strongly agree).

The highest score that the students could get was 400. In order to calculate the scores for each evaluation sheet, first, the items that have a (R) symbol were reversed. That is, the scores of the reverse items were changed from 1 to 5, 2 to 4, 4 to 2, and 5 to 1 while 3 remained the same. Then, total scores were computed by averaging all the items' scores. Higher scores mean that the participants have motivational orientations described in each subscale. In other words, the higher the students score in scales, the higher the degree of motivation implied in each category. The reliability results obtained from the study with 149 participants reached a score of .94 as the Cronbach's Alpha value of the overall questionnaire. The Cronbach's Alpha value of the first subscale (Attitudes towards English and English speakers) is .89, the second subscale (Motivational orientations) .92, the third subscale (Intercultural considerations) .59, the fourth subscale (Peripheral factors) .56 and the fifth subscale's Cronbach's Alpha value is .72. These data indicated that the research is reliable.

In order to answer the research questions, all the data collected were analyzed quantitatively using Statistical Package for Social Sciences (SPSS) version 22.0 program. For coding plan please see appendix. Descriptive and inferential statistics (t-test) were used in the analysis and interpretation of the data. Also, parametric test One Way ANOVA was applied to see the relation between variables, such as educational background, work experience, department worked and motivational factors of police officers.

Table:1 Demographic information of the participants.

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Male	127	85,2	85,2	85,2
Female	22	14,8	14,8	14,8
Total	149	100	100	100
Education				
High school	3	2,1	2,1	2,1
Vocational School	30	20,1	20,1	20,1
BA	107	71,8	71,8	71,8
MA	9	6,0	6,0	6,0
Total	149	100	100	100
Experience				
1-5 years	46	30,9	30,9	30,9
6-10 years	33	22,1	22,1	22,1
11-15 years	23	15,5	15,5	15,5
16-20 years	16	10,7	10,7	10,7
21-above	31	20,8	20,8	20,8
Total	149	100	100	100
Status				
Officer	139	93,3	93,3	93,3
Chief	10	6,7	6,7	6,7
Total	149	100	100	100

Department				
Public relations	68	45,6	45,6	45,6
Operational	40	26,8	26,8	26,8
Education	10	6,7	6,7	6,7
Administrative	31	20,9	20,9	20,9
Total	149	100	100	100
Prof-level				
Very good	5	3,4	3,4	3,4
Good	7	4,7	4,7	4,7
Medium	48	32,2	32,2	32,2
Bad	68	45,6	45,6	45,6
Very bad	21	14,1	14,1	14,1
Total	149	100	100	100

As it is shown on the table, Most of the participants have four years university degree (%71,8), More than half (%53) of the participants' job experience is 6-10 years, %45,6 of the participants' work on public relations. The vast majority of participants (%93,3) are officer, and very few (%14,8) of the participants are females. Only %3,4 percent of the participants describe their English proficiency as 'very good' and %45,6 percent think their English proficiency is 'bad'.

Findings

This section presents the findings of the study conducted in Turkish National Police Department in order to examine the motivational orientations of the police officers who are working in Adana at the time of the study. The results of the study are explained in response to the eight research questions which explore the variables of motivation of police officers and the effects of gender, previous education, work experience, status and department at work, language proficiency and interest for foreign missions on these variables.

What are the variables of motivation of police officers in Adana region?

In order to identify the motivational variables, we directed the participant police officers to comment on issues such as their interest in learning English, their attitudes to target language community, their specific reasons or underlying orientations for learning English, their feeling of empathy for people from other cultures, their individual perspectives for learning foreign languages and finally, their language learning related emotions like anxiety, confidence or willingness.

The statements referring to these issues in the questionnaire were grouped under five headings: attitudes towards English, motivational orientations, intercultural considerations, peripheral factors and affective concerns respectively. According to the results obtained from frequency analysis, the item that has the highest mean score ($M=3,72$) is motivational orientations. This variable relates to the use and value of English as a foreign language for instrumental purposes such as money, social status and professional career. There are items regarding the importance of knowing English as tool for communication, promotion, socialization, career opportunities, travel and knowing other cultures. The participants agreed that use of English for instrumental and communicative purposes play an important role in motivation.

Table 2: Descriptive Statistics about motivational variables

	N	Minimum	Maximum	Mean	Std. Deviation
attitudes	149	1,00	4,82	3,28	,71
motivorient	149	1,00	5,00	3,72	,78
intercultural	149	2,38	6,75	3,57	,56
peripheral	149	2,10	4,30	3,11	,43
affective	149	2,04	5,42	3,18	,50
Valid N (listwise)	149				

Does gender have an effect on motivational variables of police officers in Adana region?

Finding out the effect of gender on motivation of the participants was the second research purpose of the study. To this end, we ran t-test to compare the mean scores of the both gender groups at each category. The analysis reveals that there is not a significant difference between the male and the female police officers considering the motivational factors. The analysis of the responses in this respect showed that both gender groups shared similar opinions about the role of attitude ($t_{attitudes} = -.192, p > .05$), peripheral factors ($t_{peripheral} = .209, p > .05$) and affective concerns ($t_{affective} = .639, p > .05$) on motivation. Although statistically not significant there is a difference between males and females with regards to motivational orientations ($t_{motivorient} = -.966, p > .05$) and intercultural considerations ($t_{intercultural} = 1.07, p > .05$). As for motivational orientations, the difference between the mean score of the males ($M= 3,75$) and the females ($M= 3,57$) shows that although both groups agree that motives such as using English as a tool of communication or as a tool to become more knowledgeable person have an effect on motivation, the male participants' opinion about these factors are more precise. On the other hand, for the females intercultural considerations were seen as important in determining motivation. When their mean scores are considered, the female participants' mean score ($M= 3,74$) is higher than the mean score of the male participants ($M= 3,54$). This might

be interpreted as female participants show a more solid agreement on the role of intercultural considerations, such as understanding people from all over the World, on language learning motivation.

Table 3: Role of gender on motivational variables

	gender	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.
attitudes	female	22	3,26	,61	,13	-1.192	.84
	male	127	3,29	,73	,06		
motivorient	female	22	3,57	,72	,15	-.966	.33
	male	127	3,75	,78	,07		
intercultural	female	22	3,74	,86	,18	1.07	.29
	male	127	3,54	,48	,04		
peripheral	female	22	3,12	,36	,07	.209	.83
	male	127	3,10	,44	,03		
affective	female	22	3,25	,63	,13	.639	.52
	male	127	3,17	,47	,04		

Does educational background have an effect on motivational variables of police officers in Adana region?

Examining the effect of the participants' educational background on motivation was the third research question. Within this scope, we specifically aimed to find out whether there is a relationship between the graduation degree (high school, college, BA, MA) and the motivational factors. Similar to the results concerning the effect of gender on motivation, no significant difference was found between the educational background of the participants and the motivational factors. To put it in another way, participants' previous education, that is their graduate degree, has no effect on their attitudes towards English ($F_{\text{attitude}}=1.023$, $p>.05$), motivational orientations ($F_{\text{motivorient}}=1.358$, $p>.05$), intercultural considerations ($F_{\text{intercultural}}=1.405$, $p>.05$), affective concerns ($F_{\text{affective}}=.734$, $p>.05$) and peripheral factors ($F_{\text{peripheral}}=.840$, $p>.05$) such as environmental, background or contextual conditions. Although statistically no significant difference was found between the participants' previous education and motivational factors in general, a close look at the individual dimensions of motivation showed that there is a difference among the dimensions of motivational factors when they were compared with each other. The findings revealed that while the participants were not certain about the effect of their previous education on their attitudes towards English, their affective concerns and peripheral issues, they agreed that their graduate degree effects, to some extent though, their motivational orientations and intercultural considerations. The participants with a university degree have the highest mean score both in motivational orientations ($M=3.78$) and intercultural considerations ($M=3.61$).

Table 4: Role of previous education on motivational variables

		N	Mean	Std. Deviation	Std. Error F	Sig	
attitudes	High school	3	3,09	,40	,23	1,023	,38
	Vocational School	30	3,17	,77	,14		
	BA	107	3,34	,70	,06		
	MA	9	3,00	,77	,25		
	Total	149	3,28	,71	,05		
motivorient	High school	3	3,70	,03	,01	1,358	,25
	Vocational School	30	3,66	,75	,13		
	BA	107	3,78	,76	,07		
	MA	9	3,25	1,06	,35		
	Total	149	3,72	,78	,06		
intercultural	High school	3	3,50	,12	,07	1,405	,24
	Vocational School	30	3,53	,71	,13		
	BA	107	3,61	,51	,05		
	MA	9	3,22	,48	,16		
	Total	149	3,57	,56	,04		
peripheral	High school	3	2,93	,47	,27	,280	,840
	Vocational School	30	3,07	,42	,07		
	BA	107	3,12	,44	,04		
	MA	9	3,14	,33	,11		
	Total	149	3,11	,43	,03		
affective	High school	3	3,37	,25	,14	,427	,734
	Vocational School	30	3,12	,63	,11		
	BA	107	3,20	,46	,04		
	MA	9	3,12	,49	,16		
	Total	149	3,18	,50	,04		

Does work experience have an effect on motivational variables of police officers in Adana region?

Previous work experience of the participants and its effect on motivational factors was another research concern of the study. In congruence with the findings yielded regarding the effect of previous education on motivation, we have found no significant difference between years of experience and motivational variables.

In other words, the number of years worked was not considered as a significant variable by the participants. That is, the participants who have been working less than five years; between six to ten years; between eleven to fifteen years; between

sixteen to twenty years and more all agreed that the length of experience is not a factor affecting motivation. Namely, all the participants with various years of experience did not consider time spent at work as influential on attitudes ($F_{attitude}=.805, p>.05$), motivational orientations ($F_{motiveorient}=1.859, p>.05$), intercultural considerations ($F_{intercultural}=1.162, p>.05$), peripheral factors ($F_{peripheral}= 1.862, p>.05$) and affective concerns ($F_{affective} = .543, p>.05$). Paralell to the findings reached for the effect of the previous education on motivation, there was a consensus among the participants regarding the effect of work experience on motivational orientations and intercultural considerations. To be more specific, the participants were uncertain about the relation between length of experience and motivational variables.

Table 5: Role of work experience on motivational variables

		N	Mean	Std. Deviation	Std. Error F	Sig.	
attitudes	1-5 years	46	3,43	,72	,10	.805	.52
	6-10 years	33	3,25	,72	,12		
	11-15 years	23	3,14	,77	,16		
	16-20 years	16	3,19	,71	,17		
	21-above	31	3,25	,66	,11		
	Total	149	3,28	,71	,05		
motiveorient	1-5 years	46	3,94	,75	,11	1.859	.12
	6-10 years	33	3,68	,78	,13		
	11-15 years	23	3,43	,81	,16		
	16-20 years	16	3,60	,86	,21		
	21-above	31	3,72	,69	,12		
	Total	149	3,72	,78	,06		
intercultural	1-5 years	46	3,63	,54	,08	1.162	.33
	6-10 years	33	3,57	,46	,08		
	11-15 years	23	3,52	,55	,11		
	16-20 years	16	3,31	,43	,10		
	21-above	31	3,63	,71	,12		
	Total	149	3,57	,56	,04		

peripheral	1-5 years	46	3,09	,44	,06	1.862	.12
	6-10 years	33	3,16	,48	,08		
	11-15 years	23	3,01	,39	,08		
	16-20 years	16	2,93	,47	,11		
	21-above	31	3,25	,34	,06		
	Total	149	3,11	,43	,03		
affective	1-5 years	46	3,25	,51	,07	.543	.70
	6-10 years	33	3,17	,50	,08		
	11-15 years	23	3,07	,44	,09		
	16-20 years	16	3,14	,44	,11		
	21-above	31	3,20	,56	,10		
	Total	149	3,18	,50	,04		

Does status at work have an effect on motivational variables of police officers in Adana region?

The fifth research question relates to status at work and its relation to motivation. With this question, we particularly aimed to find out if the police officers' status at work, that is if they work as an officer or as a chief, makes any change in their opinions regarding the motivational factors. The results showed that there is not a significant difference between the work status and motivational factors except for affective concerns ($p \leq .05$).

As for attitudes towards English and speakers of English ($t_{\text{attitudes}} = -.613, p > .05$), motivational orientations ($t_{\text{motivorient}} = -.913, p > .05$), intercultural considerations ($t_{\text{intercultural}} = 1.492, p > .05$) and peripheral factors ($t_{\text{peripheral}} = .328, p > .05$), the participants' status at work has no effect. The analysis of the data also revealed a difference between the ranks, namely the officers and the chiefs, considering this particular motivational factor, namely affective concerns. The difference between the mean score ($M=3.47$) of the participants at high rank (chiefs) and the mean score ($M=3.16$) of the participants at a lower rank (officers) reflects a disagreement between both groups concerning the role of status on affective dimension of motivation including effort, future view of self as a speaker of English, anxiety and language confidence. Police officers working as chiefs, for example, agreed that they would use English effectively in the future, or they believed that they need to know English for things they would like to do in future. Similarly, they expressed an agreement with the statement "When I think about my future, it is important that I use English".

Table 6: Role of status at work on motivational variables

	status	N	Mean	Std. Deviation	Std. Error Mean	t	Sig
attitudes	officer	139	3,27	,72	,06	-,613	,54
	chief	10	3,42	,60	,18		
motivorient	officer	139	3,71	,79	,06	-,913	,36
	chief	10	3,94	,57	,18		
intercultural	officer	139	3,55	,50	,04	-1,492	,13
	chief	10	3,82	1,11	,35		
peripheral	officer	139	3,10	,44	,03	-,328	,74
	chief	10	3,15	,20	,06		
affective	officer	139	3,16	,47	,04	-1,914	,05
	chief	10	3,47	,74	,23		

Does the department they work at have an effect on motivational variables of police officers in Adana region?

The sixth research question is about whether the participants' department is a key variable effecting motivational factors. In other words, we aimed to reveal if working at different departments such as public relations, operational, educational and administrative is a factor effecting motivation. According to the results, the type of department the participants work at significantly affect their attitudes towards English ($F_{\text{attitude}}=2.809, p<.05$) and their motivational orientations ($F_{\text{motiv-orient}}=4.234, p<.05$). To explain in detail, in both motivational variables, the participants working at operational departments have the highest mean score followed by the participants working at public relations and educational departments. The administrative participants who are responsible for office work were the group with the lowest mean in both categories. Considering these findings, it can be said that the participants working at operational departments and public relations have more positive attitude to English and English community and are more interested in learning English. Also, they give more importance to using English as a tool for communication, promotion, socialization, career opportunities and knowing other cultures. As for the other dimensions, there was not a significant difference between the departments and other motivational factors including intercultural considerations ($F_{\text{intercultural}}=1.982, p>.05$), peripheral factors ($F_{\text{peripheral}}=.807, p>.05$) and affective concerns ($F_{\text{affective}}=1.766, p>.05$).

Table 7: Role of department worked on motivational variables

		N	Mean	Std. Dev	Std. Error		
attitudes	public relations	68	3,32	,76	,09	2.809	.04
	operational	40	3,48	,59	,09		
	education	10	3,10	,44	,14		
	administrative	31	3,01	,77	,13		
	Total	149	3,28	,71	,05		
motivorient	public relations	68	3,76	,83	,10	4.234	.00
	operational	40	3,97	,55	,08		
	education	10	3,66	,52	,16		
	administrative	31	3,34	,84	,15		
	Total	149	3,72	,78	,06		
intercultural	public relations	68	3,60	,63	,07	1.982	.11
	operational	40	3,66	,50	,08		
	education	10	3,60	,29	,09		
	administrative	31	3,35	,47	,08		
	Total	149	3,57	,56	,04		
peripheral	public relations	68	3,12	,44	,05	.807	.49
	operational	40	3,17	,45	,07		
	education	10	3,04	,26	,08		
	administrative	31	3,02	,43	,07		
	Total	149	3,11	,43	,03		
affective	public relations	68	3,24	,57	,07	1.766	.15
	operational	40	3,24	,41	,06		
	education	10	3,11	,30	,09		
	administrative	31	3,01	,44	,08		
	Total	149	3,18	,50	,04		

Does the police officers' perceived proficiency level of English (as stated by themselves) have an effect on motivational variables?

Further to job related issues like length of experience, work status and type of department, we also examined the possible effect of the participants' proficiency level on motivational factors. In accordance with this research purpose, in the first part of the questionnaire which aims to collect demographic data, we asked the participants to self-evaluate their proficiency of English on five levels: very good, good, medium, bad and very bad. The findings, clearly showed that there

is a significant relation between the proficiency level of the participants and their attitudes towards English ($p<.05$), motivational orientations ($p<.05$), intercultural considerations ($p<.05$), peripheral factors ($p<.05$) and affective concerns ($p<.05$).

Table 8: Role of police officers' perceived language proficiency on motivational variables

		N	Mean	Std. Dev.	Std. Error	F	Sig	
attitudes	very good	5	2,97	,84	,37		3.44	.01
	good	7	3,42	,49	,18			
	medium	48	3,44	,66	,09			
	bad	68	3,33	,68	,08			
	very bad	21	2,82	,81	,17			
	Total	149	3,28	,71	,05			
motivorient	very good	5	2,98	,99	,44		3.613	.00
	good	7	3,84	,34	,13			
	medium	48	3,91	,74	,10			
	bad	68	3,76	,71	,08			
	very bad	21	3,30	,90	,19			
	Total	149	3,72	,78	,06			
intercultural	very good	5	2,85	,20	,09		4.764	.00
	good	7	4,05	,52	,20			
	medium	48	3,61	,52	,07			
	bad	68	3,61	,60	,07			
	very bad	21	3,35	,31	,06			
	Total	149	3,57	,56	,04			
peripheral	very good	5	2,80	,30	,13		3.794	.00
	good	7	3,41	,53	,20			
	medium	48	3,23	,42	,06			
	bad	68	3,06	,41	,05			
	very bad	21	2,93	,40	,08			
	Total	149	3,11	,43	,03			
affective	very good	5	2,90	,40	,18		6.613	.00
	good	7	3,61	,70	,26			
	medium	48	3,34	,41	,06			
	bad	68	3,16	,49	,05			
	very bad	21	2,82	,41	,09			
	Total	149	3,18	,50	,04			

Does desire to learn English for foreign missions have an effect on motivational variables of the police officers in Adana region?

The desire to learn English for foreign missions and its possible effects on motivational factors was the last research question dealt with in this study. Within the context of the participants' institution, working abroad at various positions is an opportunity for whom possess the required language competence. It was found out that the relation between desire to learn English for the above mentioned foreign missions and motivational factors was statistically significant for all variables of motivations: attitudes towards English (.00), motivational orientations (.00), intercultural considerations (.00), peripheral factors (.05) and affective concerns (.00). Among these motivational variables, motivational orientations of the participants who responded the question positively have the highest mean score (M=4.04). This means that for these participants' motives for speaking English such as getting in touch with people from other countries, travelling abroad, having better education and having a well-paid job are important motivational variables. Likewise, the participants who are eager to take charge in foreign missions agree that intercultural considerations (M=3.70) including enthusiasm for learning other customs and values, showing respect and understanding people from other cultures have an effect on motivation.

Table 9: Role of desire for working abroad on motivational variables

	exam	N	Mean	Std. Deviation	Std. Error Mean	t	Sig
attitudes	yes	81	3,56	,59	,06	5.532	.00
	no	67	2,96	,71	,08		
motivorient	yes	81	4,04	,60	,06	5.693	.00
	no	67	3,36	,79	,09		
intercultural	yes	81	3,70	,59	,06	3.054	.00
	no	67	3,42	,47	,05		
peripheral	yes	81	3,17	,42	,04	1.944	.05
	no	67	3,04	,43	,05		
affective	yes	81	3,39	,43	,04	5.920	.00
	no	67	2,95	,46	,05		

Discussions

With the popularity of English world-wide, people have been trying to create more opportunities to learn this language. It is widely thought that knowledge of English will ease finding a better job, getting a higher salary and communicating with the foreigners. In Turkey, like other non-speaking English countries, there is

a great tendency towards learning English as a foreign language as the fact that English language is a lingua franca has been well acknowledged. In like manner, good command of English is highly valuable among the members of the Turkish police organization. Especially in some departments such as foreign relations, passport department, some operational departments and INTERPOL, proficiency in English is a requirement.

The findings of this particular study showed that instrumental motives are the main variables of motivation for the participants of the present study. It is not a big surprise that in countries where English is learned and spoken as a foreign language, such as Turkey, the instrumental purposes to learn English might be considered as the major motive for learning the language. Because of various cultural, social and economic reasons, people have desire/need for learning one or more foreign languages, which is English in most of the time. Such reasons extend from having a better career opportunity to going abroad for education. We have also found out that gender is not a factor effecting the motivational orientations of police officers and chiefs. In other words, there is not a difference between males and females considering their motivational orientation. This might be due to the equal position of the officers of both genders in the Turkish National Police Department. Namely, both male and female police officers work in the same departments and fulfill the same duties regardless of their gender.

Regarding the role of the educational background on motivation of the police officers, we have found out that educational background is not a factor effecting motivation. However, it was also found out that higher education might contribute to motivation positively. So, it can be rightfully argued that motives for learning English or attitudes towards English might differ according to one's level of education. The findings regarding the effect of educational background are partly consistent with some other studies. For example, Salem's study (2006) showed that tertiary level students make more effort to learn English. Also, Shaaban and Ghaith (2000) reached similar results. Their study proved the superiority of higher level students in terms of the effort shown in learning English. Reflecting on these studies, it can be said that the participants who hold a bachelor's degree in this present study might have an intended effort to learn English due to their future expectations in their career stages. This, in turn, may affect their motivation positively.

As for the length of work experience and its effect on motivation, we found out that it does not affect motivation either. In other words, the police officers, regardless of the number of years at the profession, thought that work experience is not a variable for motivation. However, according to Dörnyei and Schmidt (2001), motivation changes qualitatively, such as growth of intrinsic motivation or development of positive feelings about the target language, throughout time as a result of individuals' experiences. Among these experiences, the researchers list appreciation of instrumental value of L2 skills through work experience (p.110). That

is to say, as one perceives the importance of knowing a foreign language and its contribution to the efficiency of his/her work his or her appreciation of motivation evolves. But on the contrary to Dörnyei and Schmidt's argument, we did not find a change in motivational variables for our participants who have various length of work experience. In another study, Kiekerstajn (2008:12) explored the relationship among chronological age, organizational age (years worked), goal setting, skills development and finally changes in values and needs. In his work, the researcher refers to "Motivation through conscious goal setting" and argues that older employees (ones with more years of working experience) are more aware of their own skills and abilities and thus, they can set goals for improvement which contribute positively to their career motivations. Reflecting on our findings, in line with this argument, it may be reasonable to expect our participants with longer years of working experience, in comparison to the novice ones, having different opinions regarding the motivational variables, but it is not the case in the present study.

With respect to the role of status at work, although no significant difference was found between the motivation of police officers and chiefs, the analysis of the responses revealed that the affective concerns of the chiefs such as L2 future self or L2 confidence effect their motivation to some extent. This can be attributed to the career plans of the officers at higher ranks. They think that learning a foreign language is important in their future career. Accordingly, their ideal self (the self they would like to be in future) plays considerably an important role in their attitude towards English. In a similar study conducted by Albukhani (2014) with Saudi police officers, it was also found out that the officers at high rank were more motivated to learn English. In a similar study conducted by Albukhani (2014) with Saudi police officers, it was also found out that the officers at high rank were more motivated to learn English. The results of the study in this sense are consistent with Dörnyei and Kubanyiova's argument (2014:31) about the place of vision in language education. The researchers state that positive visions of ourselves is a motivational resource. On the contrary to other variables searched, the participants' departments have been found to be a key variable effecting their motivation. It can be said that police officers and chiefs who work at public relations and operational departments are more interested in learning a foreign language. Also, their attitude towards English and English speakers is positive. Thus they are open to international contact. On the other hand, officers working at administrative departments were found to be less interested in learning English and culture of English speaking countries. This result is understandable when the contextual influences in the immediate environment of these police officers are considered. According to Williams and Burden (1997), various internal (such as interest, curiosity, sense of agency, perceived value, attitudes) and external factors (such as significant others, learning experiences, learning environment) interact in a dynamic way throughout the entire language learning experience and effect individuals' choices, decisions, actions and efforts in learning process. Among these

motivational factors, perceived value, that is the personal relevance of the activity and the intrinsic value attributed to the activity, effects both the level and the extent of learners' motivation (Williams and Burden, 1997). In relating this factor to our study, it can be said that the participants who perceive learning and speaking English as personally relevant regarding its utility in performing their duties have higher degrees of motivation and positive attitude. Namely, the department they work has an effect on their motivation.

Like the type of the department worked, the participants' perceptions of their proficiency in English were found to be an important motivational variable. The results have revealed that there is a statistically significant relation between proficiency level (as reported by the participants) and motivational variables. This finding indicates an interaction between motivation and competence. Williams, Mercer and Ryan (2015) state that competence is concerned with feeling of being capable in an activity and from a motivational perspective, learners' sense of competence foster them to improve further. Furthermore, as Mercer and Williams (2014) put it, learners who perceive themselves as more capable have enhanced self-efficacy beliefs leading to participation in communication with the speakers of the target language and also an increased interest in target culture. Various other studies (Shaaban and Ghaith, 2000; Salem, 2006) reached similar results within this frame. These researchers reported a significant relation between language proficiency and effort highlighting the role of mastery that is the feeling of competence and awareness (Williams and Burden, 1997), in foreign language learning.

The last research concern was about the possible effect of going abroad as a commissioner on motivational variables. Foreign missions at various positions, such as being an observer at an international non-governmental organizations or working at Turkish embassies worldwide, offer important opportunities to police officers who are interested in working abroad. In order to be a commissioner of this kind, police officers have to pass a language test and prove their competence in English. Therefore, because of its direct relevance to the scope of the study, we included desire to learn English for foreign missions among our research questions and found out that willingness to fulfill such duties was indeed a factor effecting motivational variables under search in this study. Although this finding is particular to our study and the Turkish context, similar results were reported in other studies as well. For example, Alhuqbani (2014) examined the motivational and attitudinal variables involved in the learning of English by police officers in Saudi Arabia and he found out a significant correlation between motivational orientation and work sector. Individuals who are genuinely interested in the target language and its culture, and who are open to participating in the target language community take ownership over their foreign language learning. This is defined as investment, "the socially constructed relationship of learners to the target language and their desire to learn and practice it" (Norton, 1995). According to

Menard-Warwick (2004:307) people only invest in language learning “when it is congruent with the other investments they have made” in their families and work. Our findings are in line with this argument. The participants who expressed desire to learn English for foreign missions, namely for work, were found to be instrumentally more motivated and more eager to contact with people from other countries.

Conclusion

When the framework governing foreign language learning is centrally determined by educational and language policy decision makers at the national level, decisions as to the content, materials and structure of language learning programs are made by authorities originating outside the specific language education institution. This may cause an underrepresentation of the interest of related parties, in some cases the professional groups who are learning English for specific purposes. Researches about motives of specific professional groups for learning foreign languages, in our case English, are quite rare. By being one of these works, this study sheds lights into the motivational variables of police officers for learning English. Considering the findings of this particular study, learner-oriented foreign language programs tailored to the needs of the specific occupational target group, namely the police officers, could be designed. Such programs, we believe, would be contributive to the efficiency of the language teaching and learning process.

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Appendix: Coding Plan for Data Analysis

Column Number	Variable Name	Value Label	Variable Labels
1,2	G	1-male 2-female	Gender
3,4,5,6	E	1-High School 2-Vocational School 3-Bachelor 4-Master	Education
7,8,9,10,11	EX	1-1-5 years 2-6-10 years 3-11-15 years 4-16-20 years 5-21-above	Experience
12,13	S	1-Officer 2-Chief	Status
14,15	D	1-Public relations 2- Operational	Department
16,17,18,19,20	PL	1- Very good 2- Good 3- Medium 4- Bad 5- Very bad	Professional Level