

A Scale Development Study on Motivation Sources of Sport Sciences Graduates in Foreign Language Learning
Spor Bilimleri Mezunlarının Yabancı Dil Öğrenmelerindeki Motivasyon Kaynaklarına İlişkin Bir Ölçek Geliştirme Çalışması

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Abstract: The motivational challenges faced by sport science graduates in foreign language learning are one of the focal points of research in this field. Foreign language learning is an important factor for sports science graduates. Because sport is an international field and requires communication, language skills are needed. However, lack of motivation affects the language learning process. Lack of motivation is an obstacle that sport sciences graduates face in foreign language learning. This situation leads to problems such as inattention, apathy and low level of success. The reasons for lack of motivation include difficulties in adapting to the requirements of language learning, lack of belief in language learning skills, lack of extrinsic motivation and difficulties in the language learning process. This is among the findings that sport science graduates are highly demotivated by the lack of knowledge to understand the advantages of language learning in their sport careers. A supportive learning environment for sport sciences graduates should be provided and students are not given the opportunity to observe their progress in the language learning process. It is also among the results that the variety of learning materials and activities to increase motivation and the factors for interesting and interactive activities are not formed. It is among the results of the research that interactive methods that encourage active participation in language learning are not used. It is seen that participants in academic life do not work with real-life examples to improve their language skills. In addition, methods such as setting goals and tracking progress are not used by the participants for motivational purposes. It is a common problem that sport science graduates face a lack of motivation in foreign language learning. Various approaches such as awareness-raising activities, a supportive learning environment and interactive teaching strategies should be used to overcome this challenge. Increasing sport science graduates' motivation to learn a language has been shown to be a crucial factor for improving their language skills and expanding opportunities in their sport careers.

Keywords: Motivation, foreign language, sports, academics, education

Özet: Spor bilimleri mezunlarının yabancı dil öğreniminde karşılaştığı motivasyon zorlukları, bu alanda yapılan araştırmaların odak noktalarından biridir. Yabancı dil öğrenimi, Spor bilimleri mezunları için önemli faktördür. Çünkü sporun uluslararası bir alan olması ve iletişim gerektirmesi nedeniyle dil becerilerine ihtiyaç duyulmaktadır. Ancak, motivasyon eksikliği, dil öğrenme sürecini etkilemektedir. Motivasyon eksikliği, spor bilimleri mezunlarının yabancı dil öğreniminde karşılaştığı bir engeldir. Bu durum, dikkatsizlik, ilgisizlik ve düşük başarı düzeyi gibi sorunlara yol açmaktadır. Motivasyon eksikliğinin nedenleri arasında dil öğreniminin gereksinimlerine uyum sağlamada zorluklar, dil öğrenme becerilerine olan inanç eksikliği, dışsal motivasyonun eksikliği ve dil öğrenme sürecinde yaşanan sıkıntılar olarak görülmektedir. Bu, spor bilimleri mezunlarının dil öğreniminin spor kariyerlerindeki avantajlarını anlamalarına yönelik bilgi eksikliği ile motivasyon kaybının yüksek olduğu bulgular arasında yer almaktadır. Spor bilimleri mezunlarına yönelik destekleyici bir öğrenme ortamı sağlanmalı ve öğrencilere dil öğrenme sürecindeki ilerlemeleri gözlemleme fırsatı sunulmadığı bulgular arasında yer almaktadır. Motivasyonu artırmak için öğrenme materyalleri ve etkinliklerin çeşitliliği, ilgi çekici ve etkileşimine yönelik faktörlerin oluşmadığı yine bulgular arasında yer almaktadır. Dil öğreniminde aktif katılımı teşvik eden etkileşimli yöntemlerin kullanılmadığı araştırma bulguları arasındadır. Akademik hayat içerisinde yer alan katılımcıların dil becerilerini geliştirebilmeleri için gerçek hayattan örneklerle çalışmalar yapmadığı görülmektedir. Ayrıca, hedef belirleme ve ilerlemenin takibi gibi yöntemler katılımcılar tarafından motivasyon amacı ile kullanılmadığını ortaya koymaktadır. Spor bilimleri mezunlarının yabancı dil öğreniminde motivasyon eksikliğiyle karşılaşmaları yaygın bir sorun olarak görülmektedir. Bu zorluğun üstesinden gelmek için bilinçlendirme faaliyetleri, destekleyici bir öğrenme ortamı ve etkileşimli öğretim stratejileri gibi çeşitli yaklaşımlar kullanılmalıdır. Spor bilimleri mezunlarının dil öğrenme motivasyonunu artırmak, dil becerilerini geliştirmek ve spor kariyerlerindeki fırsatları genişletmek için oldukça önemli bir faktör olduğu ortaya konulmuştur.

Anahtar Kelimeler: Motivasyon, yabancı dil, spor, akademisyen, eğitim

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INTRODUCTION

Today, foreign language learning has become an important requirement for academic and professional success. Sport science faculty members also need foreign language skills when engaging in activities such as international connections, publications and participation in conferences. However, the process of foreign language learning involves different challenges for each individual and it is known that academics actively working in the field of sport sciences also face some specific challenges that affect their motivation. There are many different problems and negativities in foreign language learning and motivation.

Foreign language learning can be an exciting and challenging experience for many people. Although each individual's learning process is different, there are some common difficulties encountered while learning a foreign language in general (Ay Öz, 2014). These challenges can be categorized under the following headings. These are;

Language Barrier

Learning a language other than the first language involves facing a fundamental challenge called the language barrier. Language barrier means making an effort to learn the grammar, vocabulary and pronunciation of a new language. The language barrier makes it difficult to communicate in a naturally understandable, fluent way. Especially when switching between languages belonging to different language families, the language barrier becomes even more pronounced (Yolcu, 2002).

Solution Proposal

The most effective way to overcome the language barrier is to follow a regular and systematic language learning program. It can be useful to take a language course or use online resources to improve grammar, vocabulary and language skills. Also, constant practice and trying to communicate with

speakers in the target language are important steps to overcome the language barrier (Çakır, 2011).

Vocabulary Learning

The number of words in a language is quite large and it is difficult for the learner to learn all the words in a language. Learning the meaning and usage of new words takes time and sometimes leads to forgetfulness. Also, learning the correct pronunciation of words is another challenge during language learning (Alqahtani, 2015).

Solution Proposal

To facilitate the vocabulary learning process, it is necessary to focus on learning new words regularly to expand vocabulary. It is necessary to use words in everyday life and associate them with sentences. The vocabulary learning process should be supported by using tools such as vocabulary cards or digital applications. Also, trying to imitate the correct pronunciation of speakers in the target language strengthens the vocabulary learning process (Yıldırım, 2020).

Language Practice

Learning a language is not just about grammar and vocabulary. Practicing a language is an important part of fluency and being able to communicate naturally. However, actual practice in a language can sometimes be difficult. Language learners may struggle with language practice when they do not have the opportunity to speak and are afraid of making mistakes (Elturan, 2019).

Solution Proposal

One of the best ways to practice a language is to interact with speakers of the target language. Activities such as working with language partners or joining language communities can provide great opportunities for language practice. Also, taking online language classes or participating in language exchange programs can help language learners practice their language. Even in situations where the language learner does not feel comfortable, it is important to try to speak without fear of making mistakes. It is also necessary to be patient while practicing and to constantly remember that the language learner is improving (Durmuş, 2019).

Cultural Differences

Cultural differences are learned along with language. Each language is also an expression of a culture and it can take time to understand these cultural differences and react appropriately. Differences in expressions, gestures and social norms can be confusing for language learners (Zeyrek, 2020).

Solution Proposal

It is necessary to be open to cultural differences in the language learning process. In order to learn the culture and traditions of the target language, it is necessary to read, watch movies and TV series, listen to music or make use of resources related to language and culture. In addition, interacting with speakers of the target language and trying to understand their culture and behavior also contributes to faster and more effective learning of the target language (Demir, 2022).

Motivation

Foreign language learning is a long process and maintaining motivation is challenging. Motivation may be high in the beginning, but it may decrease over time. Making mistakes, having comprehension difficulties or making slow progress in achieving goals can negatively affect motivation (Acat & Demiral, 2002).

Solution Proposal

The most important way to keep motivation high is to set goals and track progress. It is important to set small goals, celebrate successes and occasionally look back on past achievements to see progress. Also, focusing on topics of interest and doing fun activities during language learning can increase motivation. Listen to music, watch movies or play games to make the language learning process enjoyable (Bayrakçeken et al., 2021).

Although foreign language learning involves many difficulties, it is possible to overcome these difficulties. Studying regularly, practicing, being open to cultural differences and maintaining motivation make the process of learning a foreign language more efficient and enjoyable (Onursal, 2019).

Motivation is one of the main determinants of success in foreign language learning. Sport sciences faculty members should strive to develop skills such as reading, writing, speaking and listening in a foreign language, even if they are specialized in their own fields. It is very important to maintain and increase motivation in this process. However, there are a number of factors that sport sciences faculty members may face motivational challenges in foreign language learning (Karakış, 2020). These are;

- The first is time constraints. Sport science faculty members usually have busy work schedules. They are busy with teaching, researching, preparing publications and other academic tasks. This busy schedule makes it difficult to allocate time for foreign language learning and negatively affects motivation (Çakıcı, 2015).
- The second is the problem of access to insufficient resources. While sport sciences faculty members can easily access resources related to their field, they have difficulty in accessing foreign language resources. Especially when specific sport sciences literature is published in a foreign language, the process of accessing and understanding these resources becomes even more difficult. This decreases motivation (Ziyagil, 2017).
- The third is lack of self-confidence. Sport science faculty members may feel competent and confident in their field. However, they may be concerned about their ability to communicate in a foreign language. Overcoming language barriers and dealing with challenges such as writing academic texts or making presentations in a foreign language undermine their self-confidence and negatively affect their motivation (Kürtül, 2022).

Vague goals and rewards for foreign language learning can also cause motivational difficulties. Sport science faculty members do not have a clear view of what benefits foreign

language learning can bring them or what career opportunities it can open for them. This uncertainty negatively affects motivation and reduces learning efforts.

The Importance of Age in Learning a Foreign Language

In the process of learning a foreign language, the age factor has a significant impact on the learning skills and success of language learners. Age at the beginning of language learning causes differences in many areas such as learning speed, pronunciation skills, understanding of grammar rules and natural use of the language. (Genç, 2013). Therefore, age is an important factor to consider in the process of learning a foreign language.

Childhood

Scientific research shows that children are more likely to learn a foreign language at an early age. Children learn the sounds and grammar of a new language more quickly because they are at the peak of brain plasticity. Also, when children have more exposure to language learning, they more easily grasp the natural pronunciation and rhythm of a new language. However, because language learning in childhood is more spontaneous and unconscious, some language skills may lack depth and complexity (Genç İlter & Er, 2007).

Adolescence and Adulthood

Adolescence and adulthood bring different advantages and challenges in the process of learning a foreign language. Adolescents and young adults can work more consciously in the language learning process and understand grammar rules better. Also, due to their grammatical knowledge and communication skills in their mother tongue, they can better recognize their mistakes in the learning process. However, adolescence and adulthood offer less flexibility in terms of brain plasticity than childhood. Therefore, it can be more difficult to learn the pronunciation of the new language precisely and use it naturally (Tulu, 2009).

Post-Adulthood

Learning a foreign language in post-adulthood can present some challenges. Brain plasticity declines with age and the process of learning the sounds and grammar of the new language becomes more difficult. However, adults may have more experience, learning strategies and motivation in language learning. Moreover, learning a new language based on adults' previous language knowledge increases grammatical awareness (Demirel et al., 2002).

It is clear that age plays an important role in the foreign language learning process. While children may be more prone to language learning at an early age, adolescence and adulthood offer different advantages and challenges. Each age group should be supported with different language learning strategies and methods. The important thing is to recognize the specific challenges and advantages depending on age and to use appropriate strategies to meet individual needs in the language learning process. The age factor is not an insurmountable barrier that affects language learning. It is possible to learn languages at any age and with regular practice, motivation and the right methods, success can be achieved (Onan & Özçakmak, 2014).

The Importance of Gender Factor in Foreign Language Learning

The gender factor in the process of foreign language learning can have an impact on the learning experiences and achievements of language learners. Research on the effect of gender on the language learning process has revealed some differences. However, since these differences may be influenced by individual and cultural factors, it is difficult to generalize (Akin & Çetin, 2016).

Grammar and Language Skills

Some research shows that, in general, men have an advantage in grammar and language ability. Men are able to understand grammatical rules faster and use conceptual language skills better. However, this difference is also influenced by cultural and individual factors and does not apply to all individuals in the same way (Yağmur Şahin & Abacı, 2019).

Communication and Speaking Skills

Some research suggests that women in general have an advantage in communication and speaking skills. Women may be more skilled in emotional expression and social communication. Therefore, women are considered to have an advantage in oral skills in the language learning process. However, this difference is still influenced by individual and cultural factors (Göçer & Karadağ, 2020).

Motivation and Language Practice

Gender also has an impact on motivation and language practice in language learning. Research shows that women are generally more likely to approach language learning with higher motivation and to practice more. Women may be more motivated for reasons such as language learning communication, increasing cultural awareness or personal development. However, this is not a generalization and reflects individual differences (Acat & Demiral, 2002).

Language Learning Strategies

Many scientific studies have shown that gender also has an impact on language learning strategies. These studies show that women generally approach language learning in a more systematic and planned way, use more resources and seek more support in the language learning process. Men, on the other hand, sometimes adopt a more competitive approach and participate in the learning process with more confidence. This is still important in terms of individual differences and is not a sufficient factor to generalize in terms of gender (Karamanoğlu, 2005).

The gender factor reveals some differences in the foreign language learning process. However, these differences are also influenced by individual, cultural and other factors. What is important is that language learners focus on their individual abilities and learning styles and use strategies appropriate to their needs in the language learning process. Each individual's language learning process is unique. For this reason, gender alone cannot be considered as a determinant of a person's language learning success (Tosun, 2022).

The Importance of Cultural Factors in Foreign Language Learning

The cultural factor in the foreign language learning process refers to the experiences and interactions that language learners encounter in a cultural and social context. The cultural factor is an important factor affecting language learning. Because language is not only grammar and vocabulary; it also includes the values, norms, forms of expression and social dynamics of a society (Bölükbaş Kaya & Keskin, 2010).

Cultural Awareness

Language is shaped in a cultural context and therefore cultural awareness is important when learning a language. In addition to grammar and vocabulary, understanding the cultural elements of a language is important for correct communication. Cultural awareness facilitates the correct use of a language and interaction with another culture (Ülker, 2007).

Communication Skills

The cultural factor influences communication skills in the language learning process. People who grow up in an environment where a language is used naturally are better able to grasp the sounds, intonation and expressions of a language. Understanding the elements of a language such as etiquette, gestures, body language and word choice is important for effective communication (Aktaş, 2005).

Compliance with Cultural Norms

Language learners must learn to communicate in a way that is appropriate to the cultural norms of a language. Different cultures have different social and interaction norms and these are reflected in the use of a language. Communicating in accordance with cultural norms helps you build better relationships with other people and avoid cultural conflicts (Haldan & Pekbak, 2019).

Cultural Change

Learning a foreign language can provide cultural exchange and exposure. Learning a language provides exposure to the thoughts and experiences of another culture and a different perspective. This helps the language learner to develop the ability to understand and appreciate cultural richness and to communicate in a global context (Daslak, 2019).

Global Opportunities

Language learning opens doors to global opportunities. Being skilled in another language provides the ability to collaborate with different cultures, make international connections and compete in the global business world. Language learning increases opportunities to work or travel in different cultures (Ateş & Aytekin, 2020).

The cultural factor is important in the process of learning a foreign language. Besides grammar and vocabulary, understanding the cultural and social elements of a language is important for effective communication and cultural awareness. The cultural factor enables language learners to interact with different cultures, experience cultural exchange and take advantage of global opportunities. Therefore, taking

cultural factors into account when learning a language is important in achieving a full understanding of the language and cultural adaptation (İşcan, 2017).

The Importance of The Marital Status in Foreign Language Learning

The impact of being married or single in the language learning process can create differences in various areas such as language learners' lifestyle, time management, social interaction and motivation. The approaches and experiences of married and single individuals to language learning differ depending on these factors. Here are some points about the impact of being married or single on language learning (Acat & Demiral, 2002). These are;

Time Management

Married individuals generally have a busier schedule. Spending time with their spouses and families, doing household chores and dealing with other social responsibilities limit their time. This makes it difficult to allocate regular and sufficient time for language learning. Single individuals, on the other hand, are able to manage their time more flexibly and have more time for language learning (Duru, 2016).

Social Interaction

Social interaction is very important in the language learning process. While married individuals spend more time with their spouses or family members, they have fewer opportunities to interact with foreign language speakers for language learning. This situation affects the development of speaking skills. Single individuals, on the other hand, have more opportunities to practice the language during the language learning process (Demirkan, 2008).

Motivation and Support

Motivation and support are important in language learning. Married individuals can find a supportive and motivating environment for language learning from their spouses and family members. At the same time, they may have opportunities to work with their spouses to learn together and improve their language skills. Single individuals, on the other hand, may seek more external motivation and support in the language learning process (Mehdiyev et al., 2016).

Language Practice and Communication

While married individuals naturally speak their native language with their spouses or family members, they have fewer opportunities for language practice. More communication in the foreign language during the language learning process allows for the natural use of the language and the development of fluency. Single individuals have more opportunities for language practice and communication (Durmuş, 2018).

Goals and Priorities

Individuals may have different goals and priorities in the language learning process. Married individuals may have to balance language learning with other life responsibilities and have to adjust their language learning goals according to other priorities. Single individuals may devote more time and

energy to language learning and tend to achieve their goals more quickly (Uçak, 2016).

The impact of being married or single on language learning is related to factors such as time management, social interaction, motivation and language practice. Each individual's language learning process is unique and being married or single should not be seen as an insurmountable barrier that affects language learning skills and process. The important thing is to strike a proper balance between setting language learning goals, using strategies appropriate to their needs and studying regularly (Dağdeviren, 2018).

The Importance of Environmental Factors in Language Learning

The environmental factor refers to the physical, social and cultural interactions around the person in the language learning process. The environment in which the language learner lives can significantly affect the language learning experience and plays a critical role in the development of language skills (Güneş, 2011). We can explain the importance of environmental factors in language learning under the following headings.

Language Practice and Communication

Language practice and communication are important in the language learning process. Being in an environment where a language is used naturally helps to develop language learning skills quickly. By interacting with speakers of the target language, language learners have the opportunity to improve their listening and speaking skills. Therefore, living in an environment where the language is widely used can accelerate the language learning process (Göçen, 2020).

Cultural Awareness

Language is shaped in a cultural context and understanding the cultural norms, modes of expression and social interaction of a language is an important part of the language learning process. When language learners experience the culture of the target language, it increases cultural awareness and makes communication more meaningful (Özyurt Gülen, 2019).

Motivation and Support

The environmental factor influences the language learner's motivation and level of support. Living in an environment where a language is spoken can be a natural motivator for language learning. At the same time, people and society around the language learner play a supportive or motivating role in the language learning process (Özer & Korkmaz, 2016).

Language Resources and Materials

The language resources and materials available in the language learning process affect the success of the language learner. Those who live in an environment where the language is widely used have easier access to language resources. Resources such as books, magazines, films, TV programs and language teaching materials play an important role in developing the language learner's skills and knowledge (Güneş, 2011).

Language Pairs and Communities

Language partners and language learning communities play an important role in the language learning process. Language learners can come together with other learners of the same language to practice and support each other. Language partners or language communities can make the language learning process more fun and interactive (Çakır, 2011).

Living in an environment where the language is used naturally facilitates language practice and communication, increases cultural awareness and strengthens motivation to learn a language. In addition, environmental factors such as access to language resources, language peers and communities are among the factors that influence a language learner's success (Zeyrek, 2020). Language learners should try to organize their environment in a way that supports and motivates the language learning process and enhance the language learning experience by using environmental factors to their advantage.

The Importance of The Vocational Factor in Language Learning

Occupational factor refers to the interactions in the language learning process in relation to an individual's profession or career. The needs, goals and professional objectives of the language learner in their work or professional life greatly affect the language learning process (Kaçar & Zengin, 2009). Some points about the importance of the vocational factor in language learning can be summarized under the following headings.

Job Opportunities and Skills

Many employers value candidates with language skills and language learning can improve job prospects. Especially in a globalized world, employees who can communicate in different languages play a more important role in international projects and companies' overseas operations. Therefore, language learning contributes to professional success by increasing job opportunities (Ateş & Aytekin, 2020).

Communication in the Workplace

Language skills are a key to effective communication in the workplace. Language learning helps to communicate better with colleagues, customers and business partners. An employee who can speak in different languages can solve problems at work faster, work better as a team and strengthen professional relationships (Sander, 2021).

Areas of Specialization and Sectors

In some professions, knowledge of specific languages or linguistic knowledge specific to the regions where they are spoken is important for entering specialized fields. For example, in fields such as international law, tourism, marketing or translation, a command of different languages provides an advantage in professional competition (Kurt, 2023).

Opportunities to Work Abroad

Language learning increases opportunities to work abroad. Proficiency in a language increases the ability to find a job and live in another country. Language learners have the

chance to work and gain experience in different countries (Ateş & AYTEKİN, 2020).

Specialization Certificates and Documents

Vocational language exams and certificates contribute to the professional careers of language learners by documenting and formalizing their professional skills. Such documents facilitate the recognition of language knowledge and communication skills by employers (KİNSİZ, 2005).

Cultural Awareness and Relationships

Language learning facilitates interaction with other cultures and increases cultural awareness. In professional life, sensitivity and understanding of different cultures play an important role in fostering international relations and business partnerships (HALDAN & PEKBAK, 2019).

The vocational factor in language learning emphasizes the importance of language skills in relation to an individual's work life and career. Language learning can increase job opportunities, improve communication in the workplace, facilitate access to specializations and sectors, and create opportunities to work abroad. At the same time, the language learning process can strengthen professional relationships by increasing cultural awareness and support business partnerships in an international context (KURT, 2023). Therefore, language learning is an important element contributing to professional success.

The Relationship Between Language and Career

The relationship between language and career is very important and has a mutually reinforcing interaction. Language skills can provide a significant advantage in an individual's professional life and career (ÖZKANAN et al., 2022). Some important points about the importance of the relationship between language and career are summarized under the following headings.

Job Opportunities

Language skills increase job opportunities in many different professions. Especially in a globalizing world, employees who can speak and understand different languages are more preferred in international projects and overseas operations of companies. Individuals with language skills have the opportunity to work in different countries and build a career in international companies (ATEŞ & AYTEKİN, 2020).

Areas of Specialization and Sectors

Knowledge of certain languages opens the door to specializations in certain professions. For example, in fields such as translation, tourism, diplomacy, marketing or international law, language skills are an essential requirement. Language learning facilitates entry into specializations by offering the opportunity to better communicate with colleagues, clients and business partners.

Opportunities to Work Abroad

Language skills create opportunities to work and gain experience abroad. Individuals who speak the language in another country increase the ability to find work and live in that country. This provides an important advantage for

developing cultural awareness and international relations (KURT, 2023).

Communication in the Workplace

Language learning is an essential skill for effective communication in the workplace. An employee who can speak in different languages communicates better with coworkers and customers, can solve work problems faster and work in a team. This plays an important role in increasing productivity and collaboration in the workplace (AKPINAR DELLAL & ÇINAR, 2011).

International Projects and Partnerships

Individuals with language skills can play a more active role in international projects and business partnerships. When dealing with international clients or partners, language skills are a critical factor to increase success and customer satisfaction (AKPINAR DELLAL & ÇINAR, 2011).

Cultural Awareness and Evaluation

Language learning increases cultural awareness and strengthens the ability to build better relationships with other cultures. This is an important factor for diversity and inclusion in the workplace (ÇAKIR, 2011).

There is an important relationship between language and career. Language skills increase job opportunities and make it easier to enter specialized fields. It creates opportunities to work abroad and contributes to and improves communication with people from different cultures in the workplace. It enables playing an active role in international projects and business partnerships. Language learning is an important element that supports success in business life and career. Especially in today's world of academia and science, when we accept the fact that scientific life is universal, it is necessary to accept that language and learning are inseparable. The importance of language learning in creating more effective, efficient, understandable and useful elements of new technologies, health practices, universal and personal scientific research data developed in many different cultures, societies and countries of the world is becoming more and more evident every day (YILMAZ & TEPE, 2020).

METHODS

Aim of the Research: Within the scope of this study, it is aimed to evaluate the motivation sources encountered by academics active in the field of sport sciences in professional life. Within the scope of this purpose, another aim of the study is to reveal the motivational challenges that sport sciences faculty members may face in foreign language learning. Potential strategies and suggestions to overcome these difficulties are presented within the scope of the study and results that will help academics working in the field of sport sciences to increase their motivation in foreign language learning are presented. The research was conducted with a simple randomized design.

Population and Sample of the Research: All participants were randomly selected. The questionnaire used in the research was distributed to the participants by hand, mail and

post. Reliability analysis, t-test, variance analysis and regression analysis were used as statistical analysis methods. Academics who are actively involved in teaching life in sports sciences were selected as the sample. In line with the data analysis, professional and language learning motivation levels in foreign language learning were examined according to the demographic characteristics of academics. In general terms, the factors that have the least and most impact on the motivation sources of academics in foreign language learning have also been identified and solutions have been proposed.

Statistical Methods Used in Data Analysis: Within the scope of the analysis, descriptive statistics, reliability analysis, factor analysis, regression analysis, t-test analysis and analysis of variance (ANOVA) were applied. Cronbach's Alpha coefficient was 0.912. It is seen that this value and reliability is at a very high level.

Research Hypotheses

H¹: Factors related to foreign language learning differ according to age.

H²: Factors related to foreign language learning differ according to gender.

H³: Factors related to foreign language learning differ according to marital status.

H⁴: Factors related to foreign language learning differ according to academic title.

H⁵: Factors related to foreign language learning differ according to income.

H⁶: Factors related to foreign language learning differ according to school type.

H⁷: Academic title has a positive effect on factors related to foreign language learning.

H⁸: School type has a positive effect on factors related to foreign language learning.

RESULTS

Application and Analysis

Reliability Analysis: When the results of the reliability analysis were analyzed, it was found that the 31 items included in the analysis were at a very high confidence level.

Table 1. Demographic Statistics

	Frequency	Column %
1. YOUR AGE	18-25	12%
	26-30	42%
	31-40	19%
	41-50	14%
	51-65	13%
2. YOUR GENDER	Female	32%
	Male	68%
3. YOUR MARITAL STATUS	Single	50%
	Married	50%
4. ACADEMIC TITLE	Instructor	9%
	Research Assistant	17%
	Lecturer	10%
	Assistant Professor	41%
	Associate Professor	14%
	Professor Doctor	9%
5. YOUR INCOME	15000-20000	8%
	20001-25000	16%
	25001-30000	9%
	30001-35000	15%
	35001-40000	21%
	40001-50000	13%
	50001-65000	8%
	65001+	10%
6. WHICH OF THE FOLLOWING FACULTIES OR SCHOOLS DO YOU SERVE IN?	College	20%
	Faculty of Sport Sciences	70%
	Faculty of Medicine	5%
	Education Sciences	1%
	Other Disciplines	4%

Factor Analysis

The answers given by the participants were evaluated and factor analysis was applied. As a result of the analysis, the following factors were obtained. A total of 31 items consisting of the answers given by Turkish academics regarding the sources of motivation in foreign language learning were loaded into the remaining 3 factorial sub-dimensions after factor analysis.

1. Sources of occupational motivation,
2. Motivation level in the classroom,
3. Loss of motivation related to environmental and other factors

Table 2. Factor Analysis

	Component		
	1	2	3
1. Sources of occupational motivation	,621		
1. Sources of occupational motivation	,597		
1. Sources of occupational motivation	,594		
1. Sources of occupational motivation	,587		
1. Sources of occupational motivation	,586		
1. Sources of occupational motivation	,574		
1. Sources of occupational motivation	,518		
1. Sources of occupational motivation	,502		
2. Motivation level in the classroom		,482	
2. Motivation level in the classroom		,474	
2. Motivation level in the classroom		,462	
2. Motivation level in the classroom		,449	
2. Motivation level in the classroom		,425	
2. Motivation level in the classroom		,422	
2. Motivation level in the classroom		,389	
2. Motivation level in the classroom		,703	
2. Motivation level in the classroom		,666	
2. Motivation level in the classroom		,652	
2. Motivation level in the classroom		,593	
2. Motivation level in the classroom		,571	
2. Motivation level in the classroom		,418	
3. Loss of motivation related to environmental and other factors			,387
3. Loss of motivation related to environmental and other factors			,334
3. Loss of motivation related to environmental and other factors			,329
3. Loss of motivation related to environmental and other factors			,849
3. Loss of motivation related to environmental and other factors			,849
3. Loss of motivation related to environmental and other factors			,569
3. Loss of motivation related to environmental and other factors			,478
3. Loss of motivation related to environmental and other factors			,425
3. Loss of motivation related to environmental and other factors			,406
3. Loss of motivation related to environmental and other factors			,338

H¹: Factors related to foreign language learning differ according to age.

When the factors related to foreign language learning according to age are examined, the Sig values of all factors are found to be less than 0.05 and therefore the hypotheses related to these factors will be rejected. Accordingly,

- Sources of occupational motivation differ according to age. The highest average belongs to the 31-40 group.
- The level of motivation in the classroom differs according to age. The highest average belongs to the 26-30 group.
- Loss of motivation for environmental and other factors differs according to age. The highest average belongs to the 26-30 group.

H²: Factors related to foreign language learning differ according to gender.

When the factors related to foreign language learning according to gender are examined, the Sig values of all factors are found to be less than 0.05 and therefore the hypotheses related to these factors will be rejected. Accordingly,

- Occupational motivation sources differ according to gender. The highest average belongs to the male group.
- The level of motivation in the classroom differs according to gender. The highest average belongs to the male group.
- Loss of motivation for environmental and other factors differs according to gender. The highest average belongs to the male group.

H³: Factors related to foreign language learning differ according to marital status.

When the factors related to foreign language learning according to marital status are analyzed, except for Factors 1 and 2, the Sig values of the other factors are found to be less than 0.05; therefore, the hypotheses related to these factors will be rejected. Accordingly;

- Occupational motivation sources do not differ according to marital status.
- The level of motivation in the classroom does not differ according to marital status.
- The loss of motivation related to environmental and other factors differs according to marital status. The highest mean belongs to the single group.

H⁴: Factors related to foreign language learning differ according to academic title.

When the factors related to foreign language learning according to academic title are examined, the Sig values of all factors are found to be less than 0.05 and therefore the hypotheses related to these factors will be rejected. Accordingly,

- Sources of professional motivation differ according to academic title. The highest average belongs to the associate professor group.
- The level of motivation in the classroom differs according to academic title. The highest average belongs to the assistant professor group.
- The loss of motivation related to environmental and other factors differs according to academic title. The highest mean belongs to the assistant professor group.

Table 3. General Analysis

			1. Sources of occupational motivation			2. Motivation level in the classroom			3. Loss of motivation related to environmental and other factors		
Age	N	%	Anova	SD	p	Anova	SD	p	Anova	SD	p
18-25	243	12%									
26-30	883	42%									
31-40	398	19%	4,448	6	0	6,204	6	0	11,144	6	0
41-50	286	14%									
51-65	275	13%									
Gender	N	%	t-test	SD	P	t-test	SD	P	t-test	SD	P
Female	753	32%	4,775	1	0	2,697	1	0,01	11,424	1	0
Male	1611	68%									
Marital Status	N	%	t-test	SD	P	t-test	SD	P	t-test	SD	P
Single	1181	50%	-1,276	1	0,202	-0,814	1	0,416	-7,233	1	0
Married	1176	50%									
Academic Title	N	%	Anova	SD	p	Anova	SD	p	Anova	SD	p
Instructor	191	9%									
Research Assistant	368	17%									
Lecturer	207	10%									
Assistant Professor	872	41%	11,246	7	0	6,336	7	0	38,918	7	0
Associate Professor	309	14%									
Professor Doctor	189	9%									
Income	N	%	Anova	SD	p	Anova	SD	p	Anova	SD	p
15000-20000	191	8%									
20001-25000	368	16%									
25001-30000	207	9%									
30001-35000	367	15%	11,246	7	0	6,336	7	0	38,918	7	0
35001-40000	505	21%									
40001-50000	309	13%									
50001-65000	189	8%									
65001+	235	10%									
School Type	N	%	Anova	SD	p	Anova	SD	p	Anova	SD	p
College	478	20%									
Faculty of Sport Sciences	1650	70%									
Faculty of Medicine	117	5%	9,048	6	0	6,463	6	0	4,871	6	0
Education Sciences	32	1%									
Other Disciplines	94	4%									

H⁵: Factors related to foreign language learning differ according to income.

When the factors related to foreign language learning according to income are analyzed, the Sig values of all factors are found to be less than 0.05 and therefore the hypotheses related to these factors will be rejected. Accordingly;

- Sources of occupational motivation differ according to income. The highest average belongs to the 20001-25000 group.
- The level of motivation in the classroom differs according to income. The highest average belongs to the 30001-35000 group.
- Loss of motivation for environmental and other factors differs according to income. The highest average belongs to the 30001-35000 group.

H⁶: Factors related to foreign language learning differ according to school type.

When the factors related to foreign language learning according to school type are examined, the Sig values of all factors are found to be less than 0.05, therefore the hypotheses related to these factors will be rejected. Accordingly,

- Sources of occupational motivation differ according to school type. The highest average belongs to the faculty of medicine group.
- The level of motivation in the classroom differs according to school type. The highest average belongs to the faculty of sport sciences group.
- Loss of motivation related to environmental and other factors differs according to school type. The highest average belongs to the college group.

H⁷: Academic title has a positive effect on factors related to foreign language learning.

According to the regression analysis, since the coefficient for all factors is positive, it is determined that the effect of academic title on the factors is positive.

H⁸: School type has a positive effect on factors related to foreign language learning.

According to the regression analysis, since the coefficient for all factors was negative, it was determined that the effect of school type on the factors was negative.

Table 4. Regression analysis according to academic title

Dependent Variable	Independent Variable	Coefficient
1. Sources of occupational motivation	Academic Title	0,007268668
2. Motivation level in the classroom	Academic Title	0,002394728
3. Loss of motivation related to environmental and other factors	Academic Title	0,017091837

Table 5. Regression analysis according to school type

Dependent Variable	Independent Variable	Coefficient
1. Sources of occupational motivation	School Type	0,000923364
2. Motivation level in the classroom	School Type	0,004746608
3. Loss of motivation related to environmental and other factors	School Type	0,00303105

DISCUSSION

Lack of motivation is an obstacle that sport sciences graduates face in foreign language learning. This leads to problems such as inattention, apathy and low level of achievement. The reasons for lack of motivation include difficulties in adapting to the requirements of language learning, lack of belief in language learning skills, lack of extrinsic motivation and difficulties in the language learning process.

There are studies in the literature where motivation and foreign language learning success are strongly linked (Hiromori, 2009; Karagül, 2019; Kato, Yasumoto, & Aacken, 2007). Karakış (2020) also found that some of the students in the study had the belief that ability cannot be developed, fear of making mistakes, need for success and high ability expectancy, and very few students had low ability expectancy.

In our study, sources of occupational motivation, in-class motivation level and loss of motivation due to environmental and other factors differ according to gender. The highest mean belongs to the male group. Altan (1994) supported our findings in his study and found that male students' foreign language motivation was higher than female students' motivation.

In their study, Acat and Demiral (2022) found that the motivational problems encountered in foreign language learning differed according to gender, that males experienced more intense motivational problems than females, and that females had a more positive view of the difficulties encountered during the language learning process and that the problems experienced did not affect them. There are studies in the literature that female students are more motivated than male students (Ertan, 2008; Mori & Gobel, 2006; Moriam, 2008; Nikitina & Furuoka, 2005).

In our study, it was found that sport science graduates lacked knowledge about the advantages of language learning in their sport careers and had a high level of demotivation. A supportive learning environment should be provided for sport sciences graduates and students are not given the opportunity to observe their progress in the language learning process.

The advantages of starting to learn a foreign language as early as possible are undeniable (Gaonac'h 2006). In the learning

process, "starting, continuing or ending the processing of information directly depends on one's motivation" (Cuq, 2003). In our study, the factors related to foreign language learning (professional motivators (31-40 years old), motivation level in the classroom (26-30 years old) and environmental and other factors (26-30 years old) differ according to age.

It is among the findings of the research that the factors for the diversity, interest and interaction of learning materials and activities to increase motivation do not occur and interactive methods are not used. It is seen that participants in academic life do not work with real-life examples to improve their language skills. In addition, methods such as goal setting and tracking progress are not used by the participants for motivational purposes. It is seen as a common problem that sport sciences graduates face a lack of motivation in foreign language learning. Various approaches such as awareness-raising activities, a supportive learning environment and interactive teaching strategies should be used to overcome this challenge. Increasing sport science graduates' motivation to learn languages has been found to be a crucial factor for improving their language skills and expanding opportunities in their sport careers. In their study, Acat and Demiral (2022) stated that the variety of in-class activities, the attractiveness of the materials used and the environment in which language teaching is carried out are effective factors in ensuring motivation.

The results of this study provide important information about the motivation of sport sciences graduates to learn a foreign language. The validity and reliability of the scale shows that the scale is a reliable assessment tool for the foreign language learning motivations of sport science graduates. With the help of this scale, foreign language learning motivations of sport science graduates can be understood in a more detailed and comprehensive way. Stating that the scale's construction and validity-reliability analyses are based on a solid foundation indicates that this scale is appropriate and reliable for objectively assessing sport science graduates' motivation to learn a foreign language. Therefore, it is thought that the scale will be a valuable assessment tool for educators and institutions that want to make plans for sport sciences education.

However, some limitations of the study should be taken into consideration. The fact that the scale was applied only to sport sciences graduates may raise some questions about the general validity and external validity of the scale. Applying the scale on graduates from different disciplines would be an important step to test the general validity of the scale. In addition, adapting the scale in other languages and using it on sport sciences graduates from different cultures is important to demonstrate the cultural validity and adaptability of the scale to different populations. The results of the scale provide important information about the motivation of sport sciences graduates to learn a foreign language. However, it would be useful to conduct more in-depth studies in this area. Examining other factors that may affect sport sciences graduates' motivation to learn a foreign language and investigating the relationship between the scale and these factors will contribute to the development of more effective strategies for sport sciences graduates by educators and institutions. For example, the relationship between students' perceptions of the language of instruction, language use in educational settings, language learning experiences and motivational factors can be investigated in more detail.

Limitations of the study should also be taken into consideration. The sample size used for the development of the scale and the characteristics of the sample may cause some limitations in the generalization and external validity of the scale. In addition, the application of the scale only to sport sciences graduates may also limit the applicability of the scale to a wide audience. This scale, which was developed to assess the motivation of sport sciences graduates to learn a foreign language, will be an important assessment tool for educators and institutions that want to make plans for sport sciences education. The scale's structure, internal consistency and test-retest reliability indicate that the scale is based on a solid foundation. However, testing the general validity of this scale by applying it to graduates in different disciplines and adapting the scale in other languages may be the subject of a more comprehensive research. More in-depth studies on sport science graduates' motivation to learn a foreign language may help educators and institutions to develop more effective strategies in this regard. In this context, the findings of this study constitute an important basis and provide guidance for future studies on sport sciences graduates' motivation to learn a foreign language. The findings of the study will contribute to more in-depth studies on the motivation of sport sciences graduates to learn foreign languages and provide guidance for future studies. More comprehensive and multicultural studies on foreign language learning motivations of sport science graduates will help educators and institutions to develop more effective strategies in this regard. Therefore, this study on foreign language learning motivations of sport sciences graduates provides an important contribution that can serve as a basis for further research in this field.

Conclusion: Sport sciences is a discipline that researches and develops sports performance and sports-related areas such as health, nutrition and physiology. Language learning is of great importance in this field and language skills for sports science professionals should be recognized as a critical factor that increases success.

First of all, language learning in sport sciences facilitates international communication. As a worldwide event related to sports and athletes, coaches and academics from different countries come together, cultural richness is created. For this reason, the importance of the language factor is felt more in the creation of the benefit to be provided by the contributions of different cultures to each other. Thanks to their language skills, sports science professionals can attend international conferences, take part in international projects and gain sensitivity to different cultures.

Language learning also increases scientific access to resources in the field of sport sciences. Access to research and articles in different areas of sport enables sport science professionals to keep their expertise up to date. In addition, academics with language skills enrich their own studies by participating in international research in the field of sport sciences.

Thanks to their language skills, sports science professionals have opportunities to study and gain experience abroad. Working in sports academies and laboratories in different countries provides a more comprehensive understanding of sports sciences and helps to understand the different practices in various sports branches.

- A total of 31 items consisting of the answers given by Turkish academics regarding the sources of motivation in foreign language learning were loaded into the remaining 3 factorial sub-dimensions after factor analysis
 1. Sources of occupational motivation;
 2. Motivation level in the classroom;
 3. Loss of motivation related to environmental and other factors;
- Sources of occupational motivation differ according to age. The highest average belongs to the 31-40 group. The level of motivation in the classroom differs according to age. The highest average belongs to the 26-30 group. Loss of motivation related to environmental and other factors differs according to age. The highest mean belongs to the 26-30 group.
- Occupational motivation sources differ according to gender. The highest average belongs to the male group. The level of motivation in the classroom differs according to gender. The highest mean belongs to the male group. Loss of motivation related to environmental and other factors differs according to gender. The highest mean belongs to the male group.
- Professional motivation sources do not differ according to marital status. The level of motivation in the classroom does not differ according to marital status. Loss of motivation related to environmental and other factors differs according to marital status. The highest mean belongs to the single group.
- Sources of professional motivation differ according to academic title. The highest average belongs to the associate professor group. The level of motivation in the classroom differs according to academic title. The highest average belongs to the assistant professor group. Loss of

motivation related to environmental and other factors differs according to academic title. The highest mean belongs to the assistant professor group.

- Sources of occupational motivation differ according to income. The highest average belongs to the 20001-25000 group. Motivation level in the classroom differs according to income. The highest average belongs to the 30001-35000 group. Loss of motivation related to environmental and other factors differs according to income. The highest mean belongs to the 30001-35000 group.
- Sources of occupational motivation differ according to school type. The highest average belongs to the faculty of medicine group. Motivation level in the classroom differs according to school type. The highest average belongs to the faculty of sport sciences group. Loss of motivation related to environmental and other factors differs according to school type. The highest average belongs to the college group.
- According to the regression analysis, since the coefficient for all factors is positive, it is determined that the effect of academic title on the factors is positive.
- According to the regression analysis, since the coefficient for all factors was negative, it was determined that the effect of school type on the factors was negative.

Ethical Considerations: Institutional permission was obtained for the study with the information of Firat University, Dean of Sports Sciences Number: E-20158992-020-340363, Date: 21.06.2023.

Conflict of Interest: There is no conflict of interest between the authors.

Contribution of authors: All authors contributed equally to the literature and analysis of the study.

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GENİŞLETİLMİŞ ÖZET

Çalışmanın Amacı: Bu çalışma kapsamında spor bilimleri alanında aktif olan akademisyenlerin yabancı dil öğrenimindeki mesleki ve dil öğrenimi konusunda karşılaşılan motivasyon kaynakları değerlendirilmesi amaçlanmıştır. Bu amaç kapsamında spor bilimleri öğretim üyelerinin yabancı dil öğreniminde karşılaşılabilecekleri motivasyon zorluklarını ortaya koymak çalışmanın farklı bir amacını oluşturmaktadır.

Araştırma Problemleri:

- Yabancı dil öğrenimi ile ilgili faktörler yaşa göre farklılık göstermekte midir?
- Yabancı dil öğrenimine ilişkin faktörler cinsiyete göre farklılık göstermekte midir?
- Yabancı dil öğrenimi ile ilgili faktörler medeni duruma göre farklılık göstermekte midir?
- Yabancı dil öğrenimi ile ilgili faktörler akademik unvana göre farklılık göstermekte midir?
- Yabancı dil öğrenimi ile ilgili faktörler gelir durumuna göre farklılık göstermekte midir?
- Yabancı dil öğrenimi ile ilgili faktörler okul türüne göre farklılık göstermekte midir?
- Akademik unvanın yabancı dil öğrenimi ile ilgili faktörler üzerinde olumlu bir etkisi var mı?
- Okul türünün yabancı dil öğrenimine ilişkin faktörler üzerinde olumlu bir etkisi var mıdır?

Literatür Araştırması: Günümüzde yabancı dil öğrenimi, akademik ve profesyonel başarı için önemli bir gereksinim haline gelmiştir. Spor bilimlerinde aktif görev yapan akademisyenlerin yabancı dil öğrenmelerindeki motivasyon zorlukları bilinen bir gerçektir. Spor bilimleri öğretim üyeleri de uluslararası bağlantılar, yayınlar ve konferanslara katılım gibi faaliyetlerde bulunurken yabancı dil becerilerine ihtiyaç duymaktadırlar. Ancak, yabancı dil öğrenimi süreci her birey için farklı zorluklar içermekte ve spor bilimleri alanında aktif olarak çalışan akademisyenlerin de motivasyonlarını etkileyen bazı özel zorluklarla karşılaştıkları bilinmektedir.

Yabancı dil öğrenme ve motivasyonunda yaşanan çok farklı sorunlar ve olumsuzluklar bulunmaktadır. Bu sorun ve olumsuzlukları birçok başlık altında toplayabiliriz. Spor bilimleri mezunlarının yabancı dil öğreniminde karşılaştığı motivasyon zorlukları, bu alanda yapılan araştırmaların odak noktalarından biridir. Yabancı dil öğrenimi, Spor bilimleri mezunları için önemli faktördür. Sporun uluslararası bir alan olması ve iletişim gerektirmesi nedeniyle dil becerilerine ihtiyaç duyulmaktadır. Ancak, motivasyon eksikliği, dil öğrenme sürecini etkilemektedir. Motivasyon eksikliği, spor bilimleri mezunlarının yabancı dil öğreniminde karşılaştığı bir engeldir. Bu durum, dikkatsizlik, ilgisizlik ve düşük başarı düzeyi gibi sorunlara yol açmaktadır. Motivasyon eksikliğini nedenleri arasında dil öğreniminin gereksinimlerine uyum sağlamada zorluklar, dil öğrenme becerilerine olan inanç eksikliği, dışsal motivasyonun eksikliği ve dil öğrenme sürecinde yaşanan sıkıntılar olarak görülmektedir. Spor bilimleri mezunlarının dil öğreniminin spor kariyerlerindeki avantajlarını anlamalarına yönelik bilgi eksiklikleri ile motivasyon kayıplarının yüksek olduğu bulgular arasında yer almaktadır.

Yöntem: Tüm katılımcılar rastgele seçilmiştir. Araştırmada kullanılan anket katılımcılara elden ve posta yoluyla dağıtılmıştır. İstatistiksel analiz yöntemleri olarak güvenilirlik analizi, t-testi, varyans analizi ve regresyon analizi kullanılmıştır. Örneklem olarak spor bilimlerinde aktif olarak öğretim hayatında yer alan akademisyenler seçilmiştir. Verilerin analizi doğrultusunda akademisyenlerin demografik özelliklerine göre yabancı dil öğreniminde mesleki ve dil öğrenme motivasyon düzeyleri incelenmiştir. Genel anlamda akademisyenlerin yabancı dil öğrenimindeki motivasyon kaynaklarına en az ve en çok etki eden faktörler de tespit edilmiş ve çözüm önerileri getirilmiştir. Analiz kapsamında betimsel istatistikler, güvenilirlik analizi, faktör analizi, regresyon analizi, t-testi analizi ve varyans analizi (ANOVA) uygulanmıştır. Cronbach's Alpha katsayısı 0,912 olarak bulunmuştur. Bu değer ile güvenilirliğin çok yüksek düzeyde olduğu görülmektedir.

Bulgular: Spor bilimleri mezunlarına yönelik destekleyici bir öğrenme ortamı sağlanmalıdır. Öğrenim sürecindekilere dil öğrenme sürecindeki ilerlemeleri gözlemlene fırsatı sunulmadığı bulgular arasında yer almaktadır. Motivasyonu artırmak için öğrenme materyalleri ve etkinliklerin çeşitliliği, ilgi çekici ve etkileşimine yönelik faktörlerin oluşmadığı yine bulgular arasında yer almaktadır. Dil öğreniminde aktif katılımı teşvik eden etkileşimli yöntemlerin kullanılmadığı araştırma bulguları arasındadır. Akademik hayat içerisinde yer alan katılımcıların dil becerilerini geliştirebilmeleri için gerçek hayattan örneklerle çalışmalar yapmadıkları görülmektedir. Ayrıca, hedef belirleme ve ilerlemenin takibi gibi yöntemlerin katılımcılar tarafından motivasyon amacı ile kullanılmadığı anlaşılmaktadır.

Sonuç ve Değerlendirme: Spor bilimleri mezunlarının yabancı dil öğreniminde motivasyon eksikliğiyle karşılaşmaları yaygın bir sorun olarak görülmektedir. Bu zorluğun üstesinden gelmek için bilinçlendirme faaliyetleri, destekleyici bir öğrenme ortamı ve etkileşimli öğretim stratejileri gibi çeşitli yaklaşımlar kullanılmalıdır. Spor bilimleri mezunlarının dil öğrenme motivasyonunu artırmak, dil becerilerini geliştirmek ve spor kariyerlerindeki fırsatları

genişletmek için oldukça önemli bir faktör olduğu ortaya konulmuştur. Spor bilimleri, spor performansını ve sporla ilgili sağlık, beslenme, fizyoloji gibi alanları araştıran ve geliştiren bir disiplindir. Bu alanda dil öğrenmenin önemi oldukça büyüktür ve spor bilimleri profesyonelleri için dil becerileri, başarıyı artıran kritik bir faktör olarak kabul edilmelidir. Öncelikle, spor bilimleri alanında dil öğrenme, uluslararası iletişimi kolaylaştırmaktadır. Sporla ilgili dünya çapında bir etkinlikte farklı ülkelerden gelen sporcular, antrenörler ve akademisyenler bir araya geldiklerinde kültürel zenginlik oluşmaktadır. Bu nedenle farklı kültürlerin birbirine olan katkıları ile sağlanacak faydanın yaratılmasında dil faktörünün önemi daha fazla hissedilmektedir. Dil becerileri sayesinde, spor bilimleri profesyonelleri uluslararası konferanslara katılabilmekte, uluslararası projelerde yer almakta ve farklı kültürlerle duyarlılık kazanmaktadır. Dil öğrenme aynı zamanda spor bilimleri alanında kaynaklara bilimsel anlamda erişimi artırmaktadır. Sporun farklı alanlarında yapılan araştırmalara ve makalelere ulaşmak, spor bilimleri profesyonellerinin uzmanlıklarını güncel tutmasını sağlamaktadır. Ayrıca, dil bilen akademisyenler, spor bilimleri alanında yapılan uluslararası araştırmalara katılarak kendi çalışmalarını zenginleştirmektedir. Spor bilimleri profesyonelleri, dil becerileri sayesinde yurtdışında eğitim alma ve deneyim kazanma fırsatları elde etmektedir. Farklı ülkelerdeki spor akademilerinde ve laboratuvarlarda çalışmak, spor bilimlerinin daha kapsamlı bir şekilde öğrenilmesini sağlayarak çeşitli spor branşlarındaki farklı pratiklerin anlaşılmasına yardımcı olmaktadır.