Exploring Motivation Types and Study Habits of Turkish Adult English Language Learners

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Abstract

Personal factors and thoughts on how a learner learns a language are observed as substantial issues for foreign language learning. The aim of this study is to examine motivation types, study habits, and main reasons for taking language courses. To this end, qualitative and quantitative methods were adopted. The participants encapsulated (102 Turkish adult EFL learners attending a language course. Furthermore, 11 learners were chosen randomly to participate in the interview. The instruments embraced a motivation questionnaire developed by Wimolmas (2013) and Palsan and Sharm Study Habits Inventory (1989). The data for the qualitative phase was gathered by an open-ended semi-structured interview developed by the researcher. The validity and reliability were ensured. The data were evaluated by descriptive statistics. Qualitative data was analyzed by means of the content analysis method. The obtained results revealed the main reason for taking language courses is to find a suitable/better job. The participants have a high level of motivation and integrative motivation is higher. Learners' study habits are at the average level, the component of Budgeting Time has the highest mean score, and the Physical Condition component has the lowest mean score. In the qualitative stage, responses were categorized into main reasons, learning English for using abroad, English in professional situations, and general activities to practice English.

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Introduction

Language education is one of the most stimulating tasks one has to handle. This enduring process evidently encompasses educational and professional assistance along with personal systematic, attentive, and conscious engagements in the language learning process. Consequently, personal factors and thoughts on how one learns a language are observed as essential for academic mastery of the foreign language. The characteristics of students in applied linguistics have conventionally been inspected in the framework of individual differences (IDs) which are perceived as features that mark an individual as a distinct and unique human being. Obviously, individuals vary from each other in numerous qualities. ID aspects take into account consistent and regular departures from a normative framework (Dornyei, 2007).

The vast scope of individual differences has made it difficult for researchers to investigate all variables that might affect the teaching and learning process. Teachers must recognize that everyone has their own innate assets and capabilities that can either foster or hinder their attempts in language learning. Thus, it can be argued that distinct social, cognitive, and affective factors are believed to affect the foreign language acquisition process. Among these issues, motivation is the crucial issue impacting EFL learners' achievement (Derakhshan et al., 2021; Pawlak et al., 2021).

The major problem of the present study is that EFL learners and teachers need to get a deeper understanding of the affective elements and their impression on the learning process. When they get to know the applicability of personal and affective factors, they can use their knowledge to promote and improve learning performance and avoid inhibiting feelings which may decrease the quality of learning outcomes. As declared by Seven (2020), one of the most challenging dimensions of teaching is by what means we can motivate a language learner. The secret lies in recognizing the learners' motivation and then making the lesson applicable and pleasant. He added that most people learn English since they think that it will bring some sort of advantages for them in one manner. They wish to receive more money to fulfill definite education necessities, to encounter extra individuals with the assistance of English or to travel abroad. Lacking robust motivation, learners will be unsuccessful in their endeavor and their expectations of learning. It is additionally possible to improve language learning by taking into justification the study habits and various learning tactics that students employ. The main external factors that speed up the study process are study habits, which incorporate thorough

study routines that take into account how frequently a student participates in study sessions, clarifying the material, reviewing the material covered in class, self-assessing, practicing, and studying in a supportive environment (Mahmoud Ahmad, 2018). Therefore, by selecting proper, applicable, and encouraging methods and styles of language learning, learners can not only expand their language proficiency but also increase their motivation levels throughout language learning.

Many studies have been directed in this regard, examining dissimilar aspects of motivation in EFL contexts and their effects on the expansion of language abilities (Babaee, 2012; Cheng & Dorneyi, 2007; Hamilton, et al., 2012; Marszalek, Balagna, Kim & Patel, 2022; Quan, 2014; Weger, 2013). Moreover, study habits have been investigated profoundly in the literature and they are regarded as predictive factors of academic performance (Ebele & Olofu, 2017; Looyeh, Fazelpour, Masoule, Chehrzad & Leili, 2017; Atsiaya Siahi & Maiyo, 2015). These studies considered various aspects and models of motivation and learning styles among learners of dissimilar age groups and proficiency levels. Nevertheless, a review of the related literature confirms a scarcity of research examining motivation types and study habits and their relationship among adult language learners in Turkiye. Therefore, despite numerous studies that investigated individual discrepancies and personality traits, the present study attempted to explore the motivation types and study habits of Turkish adult EFL learners.

Since the reasons for learning foreign languages, especially among adult learners, greatly affect their motivation, the first intention of this research is to identify and inspect the reasons why adult learners in Turkiye participate in English classes. Moreover, it is crucial to identify their reasons for improving their English as a foreign language. The central aim of the study is to investigate motivation; therefore, it is crucial to determine the learners' reasons for improving their foreign language skills. Additionally, the study aims to identify Turkish adults' study habits, as these are momentous for learners to maintain and enhance their learning based on their motivation. Furthermore, identifying learners' motivation can help uncover their preferred study habits and materials, as they may select their learning strategies, materials, and habits based on their motivation. Another goal of the study is to clarify potential elements affecting adult foreign language learners' motivation.

Based on the above-mentioned important factors, in order to achieve the objective of the study, the succeeding research questions have guided this study:

1)   What are the most important reasons for taking English courses among Turkish EFL learners?

2)   What are the Turkish EFL learners' motivation types?

3)   What are the Turkish EFL learners' study habits?

4)   What are the perceptions of Turkish EFL learners toward learning a foreign language?

Methodology

Research Design

A mixed-method design was executed to gather quantitative data to obtain in-depth information about learners' motivation types and study habits and qualitative data to reveal diverse perceptions of individuals toward taking English courses.

Participants

The participants of the study included 102 Turkish adult EFL learners (49 males and 53 females) who were learning English as a foreign language in Ankara city. They were required to participate in the quantitative phase of the present study by responding to the questionnaire items about motivation type and study habits. They were randomly chosen from different language classes at different class hours through convenience sampling. Furthermore, 11 of them were chosen randomly on a voluntary basis to participate in the interview stage to gather data for the qualitative phase. The participants in both quantitative and qualitative stages were from both genders. Their age group range was from 18 to 39.

Data Collection Tools

The instruments of the study in the quantitative stage enclosed motivation type and study habits questionnaires. The motivation-type questionnaire consisted of two parts revised and adopted from Wimolmas (2013).

Part I of the questionnaire aimed at collecting demographic information of participants. These factors were gender, age, occupation, major, and possessing any English certificate or not. Four age groups were present in the questionnaire including 18-25 years, 26-32 years, 33-39 years, and +40. The occupation had two options employed and student. Major included the options of international relations, economics, medicine, engineering, law, education, and

others. The English certificate part consisted of yes or no choices, and participants were asked to announce their score in case of possessing an English certificate or degree.

The second part (Part II) of the questionnaire embodied a 20-item motivation scale developed by Wimolmas (2013). These items were designed in two sections, half of which were used to determine the participants' instrumental motivation (1 to 10) and the second half (11 to 20) were used to determine the integrative motivation of the participants. Each statement was checked based on a five-point Likert-type scale, where 1 indicates 'strongly disagree', 2 'disagree', 3 'neither agree nor disagree', 4 'agree', and 5 'strongly agree'. The reliability was assessed through Cronbach's alpha and the validity was ensured through content validity.

The study habit variable is connected to the other tool of the quantitative stage. The Palsan and Sharm Study Habits Inventory (PSSHI), generated by Palsan and Sharm (1989) and built using a three-point Likert scale, was the tool utilized in this study. Within the eight categories of budgeting time, physical condition, reading ability, note-taking, memory, learning motivation, taking exams, and health, this measure has 45 statements.

In this questionnaire, '0 = seldom or never,' '1 = sometimes,' and '2 = always or mostly' were the ratings for the points. Better study habits are indicated by a higher score. The items 6, 9, 13, 15, 24, 26, 34, 36, 37, 41, and 42 had their scores reverted because of the way they verbally interpreted these negative things. Ninety is the greatest possible score. Better study habits are indicated by a higher score. Cronbach's alpha was used to evaluate the reliability, while content validity was used to guarantee validity.

After completing the questionnaires, 11 participants were asked to further contribution via attending an open-ended semi-structured interview. Fairly employed in applied linguistic qualitative research, semi-structured interviews are at the middle point of two extremes: "There is a set of pre-prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner" (Dornyei, 2007, p. 136). The data gathered for the qualitative stage was scrutinized through the content analysis method. The questions and topics of the interview phase were related to the reasons for learning the English language and the activities to improve their language level.

Data Analysis

To answer the first research question, descriptive statistics were administered to designate the frequency and percentage of the items that learners selected as the main reasons

for attending English classes. The second and third research questions were answered by using mean scoresand standard deviation to reveal the status of the learners' motivation type and study habits obtained from the questionnaires. The data with regard to the qualitative stage was gathered through a semi-structured interview developed by the researcher. The data were analyzed and categorized grounded on content analysis to reveal the obtained points of the responses offered by the learners. Accordingly, the researchers analyzed the participants' answers one by one based on the stages proposed by Bengtsson (2016) comprising the decontextualization, the recontextualization, categorization, and compilation stages.

Results and Discussion

RQ1: What are the most important reasons for taking English courses among Turkish EFL learners (participating in the study)?

The following table demonstrates the results related to the learners' reasons fortaking language courses.

Table 1. Frequency Distribution of the Most Important Reasons for Taking Language Classes

Rank	Reason	Frequency	Percent
1	To find a good/better job	77	75.5
2	To speak good English	76	74.5
3	To communicate with foreigners	73	71.6
4	To improve English	72	70.6
5	To go abroad	67	65.7
6	To pass YDS/ TOEFL	67	65.7
7	For a beautiful future	56	54.9
8	Being interested in English	55	53.9
9	To listen to English	50	49
10	To increase my self-confidence	45	44.1
11	To see English movies	43	42.2
12	Good for studies and tests	37	36.3
13	To learn more for graduation	34	33.3
14	English being a requirement for my job	32	31.4
15	For job hunting	32	31.4
16	To enjoy the new learning environment	32	31.4
17	American movies being funny	29	28.4
18	To become graduate students	27	26.5
19	To play computer games	21	20.6
20	For post-graduate studies	19	18.6
21	Realizing what has been learned is limited	17	16.7
22	Teachers being interesting and not stiff	8	7.8

Based on the information in Table 1, 22 discrete factors are found to be the most important reasons for taking language courses for Turkish EFL learners in the present study. These reasons are as follows: 77 (75.5%) learners learn English to find a suitable/better job, 76 (74.5%) learners want to speak English better, 73 (71.6%) of the participants take language courses so as to make connections with foreigners and 72 (70.6%) of them learn English with the aim of improving their English level.

Based on the outcomes, it can be stated that the majority of the participants in the current study, learn English for professional reasons and find better jobs, communicate in English, make connections with foreigners and improve their English level. English is the global language of communication, making it essential for study, work, international communication, and travel and tourism. English is habitually a prerequisite for many jobs and academic programs in Turkey. Many Turkish universities, schools, and workplaces require a definite level of English proficiency for admission. It is hard to downplay or ignore the prominence of English in today's linked and globalized world since it is the language spoken by the majority of people in the world. With the development of more advanced technological tools, English has become the primary language. Thus, it can be declared that English is the language of international business and education, and proficiency in English is crucial for success in the global domains. People learn this language for different reasons including personal interest, professional reasons, and social and cultural benefits. In this regard, Crystal (1997) declared that English acquisition could guarantee the obtainability of occasions to employment, greater education, traveling, and even a superior life.

Effective communication is a vital skill for success in the business. The capacity for both written and verbal communication to be clear and concise is essential for a successful job. Given that English is the language used in business context the most, it is imperative for job seekers to have a functional command of the language. Proficiency in written and spoken English is highly valued in professional settings. There are more requirements for using good English than just knowing how to construct items with proper syntax. It comprises not just interpersonal skills in the target language but also presenting, exchanging, and persuading abilities.

The answers to the initial research question are consistent with Goktepe's (2014) study, which found that professional needs are the main source of inspiration for students. Many of the participants are studying the language because of their obligations, despite the fact that

everyone is expected to learn it and has a strong predisposition to recognize its relevance. Additionally, they expressed a desire to go to English-speaking nations in order to interact with people and become familiar with their cultures.

In line with the findings, Akther (2022) revealed that enhanced English communication skills could outcome in extra occasions for social interaction and employment in the future. While lacking proficiency in the English language does not guarantee success in the workplace, possessing the requisite language abilities and knowledge will help one excel in any line of work. English language competency is a requirement for efficient communication since it is essential to communicate succinctly and effectively in professional contexts as well as during job interviews. English language proficiency has a significant impact on our businesses and professions. Whatever the differences in geography, society, politics, or religion, English has become the language of choice for anyone doing business internationally.

RQ2: What are the Turkish EFL learners' (participating in the study) motivation types?

The following table demonstrates the results related to the learners' motivation status and its different types.

Table 2. Frequency Distribution of the Motivation Status and its Different Types

Variables	N	Mean	Std. Deviation	Skewness	Min	Max	Range	Percent
Instrumental	102	3.56	0.3	0.07	2.8	4.3	1.5	71.2
Integrative	102	4.34	0.24	-0.52	3.5	4.9	1.4	84.8
Total	102	3.95	0.2	0.16	3.5	4.45	0.95	79

According to Table 2, it can be noticed that the mean score of instrumental motivation among the participants is 3.56 with a standard deviation of 0.3 and skewness of 0.07. As the results reveal the lowest score is 2.8 and the highest is 4.3. The status of instrumental motivation of EFL learners is higher than the mean score (71.2%). In addition, the mean score of integrative motivation among Turkish EFL learners is 4.34 with a standard deviation of 0.24 and skewness of -0.52. As the results expose the lowest score is 3.5 and the highest is 4.9. The status of integrative motivation of EFL learners is at a high level of 84.8%. In total, it can be seen that the mean score of motivation among the participants is 3.95 with a standard deviation of 0.2 and skewness of 0.16. Based on the results, the lowest score is 3.5 and the highest is 4.45. The motivation of Turkish EFL learners is at a high level of 79%. The following figure demonstrates the status of the learners' motivation.

The findings of the second research question presented that the participants have a high level of motivation and considering the type of motivation, the integrative motivation of the participants was at a greater level compared to the instrumental motivation. That is to say, the participants of the current study are motivated to learn English to be able to comprehend English books, movies, pop music etc., to gain a deeper comprehension and appreciation of native English speakers' lifestyles, behave like native English speakers, and to be competent to keep in touch with foreign contacts. They also believed that learning English could empower them to converse in English on engaging subjects with individuals of different nationalities, appreciate English arts and literature, and transfer knowledge to other people. Moreover, by learning English they can participate liberally in social, educational, and professional activities amongst other cultural groups. Achieving maximum proficiency in English can also help learners to be open-minded and outgoing individuals, which is one aspect of being an integrative motivated learner.

The urge to pick up the language with the intention of interacting with community members is referred to as integrativeness. Integrativeness, according to Gardner (2007), is characterized by a sincere yearning to acquire a second language to transform oneself into a more integrated into the community of speakers of that language. This suggests, on the one hand, that one is accepting of and respectful of many cultural groups and lifestyles. At its most extreme, this could mean total community identification (and even breaking away from one's original group), but integration into both communities is more likely to occur.

The findings are not in line with the study of Goktepe (2014), which showed that Turkish first-year university learners learn English as a foreign language frequently for instrumental motives. Correspondingly, the study by Hong and Ganapathy (2017) intended to explore the diversities concerning instrumental and integrative motivations among ESL learners. It showed that students often exhibit higher levels of instrumental motivation, driven by utilitarian goals, compared to integrative motivation, which is characterized by a desire to connect with the target language community. This finding does not corroborate Wong's (2011) study, which found that most Chinese students learn the language primarily for instrumental objectives. The majority of them study English with the intention of passing the test, improving their employment prospects in the future, or realizing how crucial English is to their accomplishments.

Additionally, Warden and Lin (2000) proposed that when considering learning a second language, students are typically driven primarily by instrumental factors. The results contradict the findings of Burcu and Carol (2012), whoexposed that students' central motivation for studying English was generally instrumental. Nevertheless, it was integrative motivation that was verified to be the most powerfully connected with successful test outcomes of ESL learning.

RQ3: What are the Turkish EFL learners' (participating in the study) study habits?

The study habits questionnaire contains 45 statements that belong to the eight components: budgeting time, physical condition, reading ability, note-taking, learning motivation, memory, taking examinations, and health. The results related to the distribution of each of these items and components are illustrated in the following tables. Table 3 demonstrates the results related to the learners' status of Budgeting Time.

Table 3. Frequency Distribution of the Time Budgeting

Items	Mean	Explanation
1. Every single day, I practice and study.	1.73	High
2. I have a specific time of day that I study.	1.42	High
3. I do my homework daily.	1.24	Average
4. I take breaks if I have to study for an extended period of time.	1.71	High
32. I allocate the time based on the type of question and the amount of information that needs to be addressed.	1.56	High
Budgeting Time	1.53	High

According to the information in Table 4, the learners acquire an overall mean score extending from 1.24 to 1.73 that spread over to average level up to a high degree of study habits concerning time budgeting. In this component, the lowest mean is related to item 24 (I do my homework daily) and the highest mean is related to item 1 (I study every day). Table 4 demonstrates the results related to the learners' status of Physical Condition.

Table 4. Frequency Distribution of Physical Condition

Items	Mean	Explanation
5. I have with me entirely the necessary course books and additional study materials and .	0.98	Average
6. During the study period, I become distracted by the surrounding environment.	0.92	Average
7. As soon as I begin studying a subject, I automatically become interested in it.	0.86	Average
8. I understand how crucial the subjects are to my future profession.	1.02	Average
9. I become distracted by other random ideas when I sit to practice.	0.9	Average
43. I believe I am able make a decent improvement to my study habits.	0.99	Average
Physical Condition	0.94	Average

According to the information in Table 5, the students receive a mean score that ranges from 0.86 to 1.02 overall, reflecting an average level of study habits concerning physical condition. In this component, the lowest mean is related to item 7 (As soon as I begin studying a subject, I automatically become interested in it) and the highest mean is related to item 8 (I understand how crucial the subjects are to my future profession). Table 5 demonstrates the outcomes connected to the learners' status of Reading Ability.

Table 5. Frequency Distribution of Ability in Reading

Items	Mean	Explanation
10. Prior to reading the text, I reread the key elements.	0.99	Average
13.Even though I am having trouble comprehending several of the terms, I keep studying.	0.92	Average
14.I thoroughly read to make sure I understood everything.	1.39	High
15. I don't ever read by myself.	0.84	Average
16.I vary and adapt my reading pace according on the significance and complexity of the material.	1.47	High
17.I pay close attention to graphs and charts whilst I read.	1.2	Average
22.When I have leisure time, whether it's at home, at school, or in college, I read books.	1.39	High
28. I frequently study in libraries.	0.87	Average
Reading Ability	1.13	Average

According to the information in Table 5, the students' overall mean score falls between 0.84 and 1.47, indicating average to advanced study habits related to reading ability. In this component, the lowest mean is related to item 15 (I never read silently), and the highest mean is related to item 16 (I vary and adapt my reading pace according to the significance and complexity of the material). Table 6 demonstrates the results related to the learners' status of Note-taking.

Table 6. Frequency Distribution of Taking Note

Items	Mean	Explanation
11. I make notes whilst I read.	1.03	Average
18. When I'm lecturing in the classroom, I really take notes.	1.13	Average
19.I compare my notes from class with the text book notes at home.	1.1	Average
Note Taking	1.09	Average

According to the information in Table 6, the students receive a total mean score that falls between 1.03 and 1.13, indicating an average degree of note-taking study habits. In this component, the lowest mean is related to item 11 (I make notes while I read) and the highest mean is related to item 18 (When I am lecturing in the classroom, I really take notes.). Table 7 demonstrates the results related to the learners' status of Learning Motivation.

Table 7. Frequency Distribution of Motivation in Learning

Items	Mean	Explanation
20.If I do not follow anything, I ask for assistance from anybody.	1.2	Average
21.Prior to the material is taught in the classroom, I thoroughly study it at home.	0.94	Average
23.I consistently show up for school promptly.	1.79	High
24.I miss a lot of class.	1.83	High
25.I read and commit a topic to memory piece by piece if it is something I need to know by heart.	1.41	High
40.I make every effort to make up for my deficiencies in the weaker disciplines.	1.65	High
Learning Motivation	1.47	High

According to the information in Table 7, with regard to learning motivation, the students receive a total mean score that falls between 0.94 and 1.83, indicating average to advanced study habits. In this component, the lowest mean is related to item 21 (Before the topic is taught in the classroom, I thoroughly research it at home) and the highest mean is related to item 24 (I miss a lot of class). Table 8 demonstrates the outcomes connected to the learners' status of Memory.

Table 8. Frequency Distribution of Memory

Items	Mean	Explanation
12.I read the issue and attempt to remember it.	1.39	High
26.I usually cram some things while not really understanding them.	1.66	High
27.I occasionally make changes to the topic.	1.48	High
37.Following the test, I become aware that some of my written responses were incorrect or that I had overlooked some crucial information.	0.5	Low
Memory	1.25	Average

According to the information in Table 8, the students receive a total mean score that falls between 0.5 and 1.66, according to low to high levels of memory-related study habits. In this component, the lowest mean is related to item 37 (Following the test, I became aware that some of my written responses were incorrect or that I had overlooked some crucial information) and the highest mean is related to item 26 (. I usually cram some things while not really understanding them). Table 9 demonstrates the results connected to the learners' status of Taking Examinations.

Table 9. Frequency Distribution of Taking the Examinations

Items	Mean	Explanation
29. I additionally sleep through the night as normal on exam days.	0.32	Low
30. I reviewed the whole question sheet very attentively before I started writing the answers to the exam questions.	1.87	High
31. I respond to the questions in the exam by answering them sequentially.	1.9	High
33. I thoroughly read my own notes preceding the test.	1.88	High
34. I use the market-available guidelines and notes to help me study for the exams.	1.21	Average
35. Prior to writing my responses to the test questions, I create an outline of each question's replies.	0.12	Low
36. At the start of the exam, I am nervous.	0.42	Low
38. I meticulously document the outcomes of my exams.	0.47	Low
39. Using my exam scores as a guide, I identify my weaker topics.	1.29	Average
42. After the results are announced, I often compare my grades to those of other students.	0.86	Average
Taking Examinations	1.03	Average

According to the information in Table 9, the students' overall mean score falls between low and high ranges (0.12 to 1.9) in terms of their exam-taking study habits. In this component, the lowest mean is related to item 35 (Prior to writing my responses to the test questions, I create an outline of each question's replies) and the highest mean is related to item 33 (I thoroughly read my notes preceding the test). Table 10 demonstrates the results connected to the learners' status of Health.

Table 10. Frequency Distribution of Health

Items	Mean	Explanation
41.If the exam results are not good, I am dissatisfied.	0.55	Low
44.My instructors provide me advice on good study habits.	1.51	High
45.If a study habits guidance plan is set up, I will take use of it.	1.51	High
Health	1.19	Average

According to the information in Table 10, the students' overall mean score falls between 0.55 and 1.51, indicating modest to high levels of health issues in study habits. In this component, the lowest mean is related to item 41 (If the exam results are not good, I am dissatisfied) and the highest means are equally related to items 44 and 45 (My instructors provide me advice on good study habits, and If a study habits guidance plan is set up, I will make use of it). Generally, based on the results related to each component of study habits among the participants, it can be declared that the component of Budgeting Time has the highest mean score among other components and the Physical Condition component has the lowest mean score. That is to say, the learners in this study pay attention to the time of their studying and they manage it based on their routines and the amount of homework, in terms of the quantity of questions on tests, they also divide the time with reference to the subject that needs to be addressed. However, physical conditions and distractors have less importance for the learners in the present study.

In general, founded on the findings, it can be declared that the level of study habits of the learners participating in the current study is at an average level. Specifically, the participants are moderately good at budgeting time, memory, reading ability, taking notes, physical condition, learning motivation, taking the examinations, and health. Since there is a strong positive association between study habits and academic success, study habits are important. Furthermore, one useful method for projecting student achievement is understanding their study habits. A strategy can be created by educators and academic advisors to assist students in altering their study habits, which will improve their academic performance.

Contrary to the findings, Alrefaai et al., (2013) reflected that the widely held of learners study in a disorganized, disordered manner and they only cram afore examinations. Having poor study habits can similarly lead to low academic performance. Study planning habits (study plan, stable agenda, the least amount of study time every week) and study habits from an organizational and behavioral perspective (location, kind of room, library usage, study circumstances, aloneness) were measured here by De la Fuente and Elawar (2009), demonstrating the interdependence of behaviors related to study habits and academic performance.

8. What are the perceptions of Turkish EFL learners toward learning a foreign language?

Corresponding to answering the final research question, a qualitative method was directed by interviewing the participants about their perceptions toward foreign language

learning. The succeeding part is related to the qualitative stage of the study, which was conducted through open-ended questions inquiring about the learners' reasons forlearning English, and the activities they do to improve language skills and subskills. Here, 11 learners were interviewed about their perceptions of learning English. The data for the qualitative stage was gathered through a semi-structured interview. The data were scrutinized and categorized founded on content analysis to reveal the obtained themes related to the responses offered by the learners. Accordingly, the researcher analyzed the participants' answers one by one in respect to the stages proposed by Bengtsson (2016) including the decontextualisation, the recontextualisation, the categorization, and the compilation stages. The answers to the content analysis including the central themes and the related items are summarized and illustrated in the succeeding table.

Table 11. Reasons of Taking Language Courses

Main Themes	Sub-Themes
General Reasons	* Improving English * Travelling other countries, Studying at university, Reading and watching TV * Advantages of knowing more languages * Overcoming the needs * Necessity of knowing two languages * Ease of communication in any place * Improving linguistic and communicative abilities * Being able to speak like a native * Necessity of learning English for academic purposes * The possibility of finding job abroad * Liking this language * Being an important language and affecting socioeconomic status of person
Using English in Abroad	* Depending on the country and English level of its people * For communicating * In daily life and workplace * To cover basic needs * Finding friends and joining different communities * To deal with professional issues * Communicating, living, studying, and working abroad
Use of English in Professional Situations	* Using computer and electronic devices to communicate with international society * Preparing manuscripts, books, and following state-of-the-art science * Preparing contracts in international relations unit * Advertising and communicating with other companies * Using English to communicate with clients * Improving speaking to advance in career *Using in international relations * Being an official and international employee

The results of Table 11 revealed the themes of the learners' answers about their reason of attending language courses. Accordingly, the answers were categorized into general reasons,

learning English for using abroad, and English in professional situationsthat are regarded as the reasons for taking English classes. Some samples of the learners' quotes include: "Learning English is a must for my company", "I want to watch native films", "I must speak English in my trips to Europe".

Table 12. Activities and Study Habits to Improve Language Skills and Subskills

Main Themes	Sub-Themes
General Activities	* Reading, watching movies, joining English courses * Using applications and online sources * Watching movies and listening to music * Reading more magazines and newspapers * Trying to work on speaking * Listening to native speaking for improving language ability * Improving listening and speaking abilities * Knowing about new cultures * Learning about foreign history * Receiving updated news * Recognizing different traditions and customs
The Strategies and Study Habits to Practice English	* Participate in study groups * Set specific goals * Make notes during every class * Think in the language outside the classroom * Test and advance your language, receptive and productive skills by means of self-study sources and material * Create a vocabulary notebook * Joining English course and studying 1-2 hours a week

Table 13 reveals the information about general activities and study habits and strategies to improve and practice English. Some samples of the learners' quotes include: "I enjoy studying with my friends", "I use ai and applications", "I watch films to learn the cultural issues".

In general, it is true that many people take English language courses to improve their language abilities for travel, education, or residing in an English-speaking nation. The efficiency of teaching strategies and instructional resources employed in language lessons can be greatly increased by adopting positive attitudes toward learning the language. Learners can accomplish their language objectives more quickly by concentrating on both practical applications—such as travel and professional needs—and by utilizing efficient activities, techniques, and study habits. Moreover, the efficiency of instructional strategies and classroom resources can be greatly increased by having a thorough understanding of the reasons why people learn English.

Conclusion

English has turned into an international language and it is extensively used in educational and professional settings. The learners need to attain linguistic and communicative skills with the aim of achieving enhanced educational and professional visions. In this regard, individual psychological factors as the most unwavering predictors of success, assume a noticeable position in the arena of foreign language acquisition. They were considered as the major facilitators of language learning. The notion of motivation has been an important aspect of social and human studies since its emergence. The same story happened on the ground of language learning. Dominant figures in the field of language learning, such as Gardner, Lambert, Dornyei, and others introduced the notion of motivation and its impact on language learning from new perspectives. This study was conducted in order to explore the motivation types and study habits of the participants and the reasons for taking language classes along with the perspective of the learners toward language learning. The results of the research questions are presented as follows:

The findings of the first research question exposed 22 different factors as the most important reasons for taking language courses by the participants in the present study. These reasons are as follows: learners learn English to find a suitable/better job, learners want to speak English better, participants take language courses to make connections with foreigners, and learn English with the aim of improving their English level. Accordingly, it can be concluded that for learners of this study professional aims are among the most important reasons for taking language classes. They learn English to find better jobs and be promoted in their current positions.

The outcomes of the second research question exposed that the participants have a high level of motivation and considering the type of motivation, the integrative motivation of the participants was at a higher level associated with the instrumental motivation. Thus, it could be established that EFL learners of this study are motivated by an intrinsic desire to learn and understand English. This point is often associated with personal interest, curiosity, and a sense of enjoyment in learning a foreign language. Turkish culture places great worth on education and intellectual pursuits, which could contribute to higher levels of integrative motivation among EFL learners. Many Turkish EFL learners might have a genuine interest in the English language and culture, leading to a strong stage of motivation to acquire. The teaching methods and approaches employed in Turkish EFL classrooms might raise integrative motivation by

highlighting the prominence of language learning for personal growth and enjoyment. Learners with great points of integrative motivation are more likely to be engaged in their language learning and actively seek out opportunities to practice.

The findings of the third research question revealed that the participants are at a good level of using different study habits. Furthermore, based on the results related to each component of study habits among the participants, it could be declared that the module of Budgeting Time has the highest mean score among other components and the Physical Condition component has the lowest mean score. Budgeting time effectively is crucial for language learning as it ensures consistent practice and exposure to the language. Proper time allocation helps learners expand their language learning goals and avoid procrastination. Moreover, effective time management can reduce stress and anxiety related to language learning, creating a more positive learning environment. Therefore, it can be concluded that Budgeting Time is the most significant factor inducing language learning among the components assessed. This indicates that effective time management is crucial for operative language acquisition. Hence, learners should develop effective time management strategies to ensure consistent practice and progress in language learning. While budgeting time and physical condition may be the most and least significant factors, it is likely that they are interconnected. For instance, poor physical condition can make it difficult to concentrate and manage time effectively.

To answer the final research question, a qualitative method was conducted by interviewing the participants about their perceptions toward foreign language learning. The succeeding stage is related to the qualitative stage of the study, which was conducted through open-ended questions asking about the learners' reasons for learning English, and the activities they do to improve language skills and subskills. Here, 11 learners were interviewed with regard to their perceptions of learning English. The data for the qualitative stage was gathered through a semi-structured interview. The data were scrutinized and categorized founded on content analysis to reveal the obtained themes related to the responses offered by the learners. Accordingly, the researcher analyzed the participants' answers one by one based on the stages proposed by Bengtsson (2016) including the decontextualisation, the recontextualisation, the categorization, and the compilation stages. Accordingly, the answers were categorized into main reasons, learning English for using abroad, and English in professional situations are regarded as the reasons for taking English classes and the information about general activities and study habits and strategies to improve and practice English.

The Conflict of Interest Statement

We hereby declare that we have no conflicting interests with respect to any parties involved in this investigation.

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The Research and Publication Ethics Statement

Data collection for this study was initiated after obtaining ethical approval fromthe University's Social and Humanities Ethics Committee on 07.03.2023.

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