

Factors Affecting Faculty of Education Students' English Learning Motivations

DOI: 10.26466/opus.557244

*

Mehmet Özcan*

*Dr. Öğretim Üyesi, Nevşehir Hacı Bektaş Veli Üniversitesi, Eğitim Fakültesi
E-Mail: mehmetozcan79@hotmail.com

ORCID: [0000-0002-5451-0773](https://orcid.org/0000-0002-5451-0773)

Abstract

This study aimed to investigate factors affecting faculty of education students' English learning motivations in terms of gender, department, classroom grade, and obligation/necessity beliefs. The study group of this study consists of 225 faculty of education students studying at a state university in Turkey departments of Physical education, social sciences, and Turkish language education range from 1st grade to 4th grade in the 2018-2019 academic year. For this research 225 data collection forms were filled by participants in two weeks time by hand . 12 scale forms filled without attention were taken out of analyse. Scale forms were collected in 15 days. 12 scale forms filled without attention were taken out of analyse. As a data collection tool, motivation scale in English language learning scale was used. Data of the research were analyzed by Mann-Whitney U test and Kruskal-Wallis H test. According to research results, the study group's mean score of learning English motivation is 3.48. There is no significant difference in faculty of education students' motivations at gender and department variables. There is a significant difference in faculty of education students' learning English motivations between 1st and 2nd grades and 2nd and 4th grades. In addition, there is a significant difference in faculty of education students' learning English motivations at obligation/necessary belief.

Keywords: Learning English, Motivation, Student, University

Eđitim Fakóltesi Öğrencilerinin İngilizce Öğrenme Motivasyonlarını Etkileyen Faktörler

*

Öz

Bu arařtırma eğitim fakóltesi öğrencilerinin İngilizce öğrenme motivasyonlarını cinsiyet, bölüm, sınıf düzeyi ve İngilizce öğrenmenin zorunluluk ya da gereklilik olması açısından arařtırmayı amaçlamaktadır. Çalışma grubu 2018-19 eğitim öğretim yılında beden eğitimi, sosyal bilgiler eğitimi ve Türk dili eğitimi bölümlerinin tüm sınıf düzeylerinde kayıtlı olan 225 öğrenciden oluşmaktadır. 225 Ölçek formu 15 gün süre içinde ve elden toplanmıştır. Özensiz doldurulan 12 ölçek formu analiz dışı bırakılmıştır. Arařtırmada İngilizce öğrenme motivasyon ölçeđi kullanılmıştır. Veriler Mann-Whitney U testi ve Kruskal-Wallis H testi ile analiz edilmiştir. Arařtırma sonuçlarına göre çalışma grubunun İngilizce öğrenme motivasyonları ortalama puanı 3.48 bulunmuştur. Katılımcıların cinsiyet ve bölüm deđişkenlerine göre İngilizce öğrenme motivasyonlarında anlamlı bir farklılık bulunmamıştır. Katılımcılar arasında 1. ve 2. Sınıf düzeyi ile 2. ve 4. Sınıf düzeyi arasında İngilizce öğrenme motivasyonları arasında anlamlı bir farklılık bulunmuştur. Ayrıca katılımcıların verdikleri cevaplar incelendiđinde İngilizce öğrenme inançlarının zorunluluk ya da gereklilik olması açısından anlamlı bir farklılık bulunmuştur.

Anahtar Kelimeler: İngilizce öğrenme, Motivasyon, Öğrenci, Üniversite

Introduction

Today, life is challenging and people are needed to be successful in many fields such as career, education, technology, science, finance and social and cultural issues. To be successful, people need development in these fields. For development, there are some factors effecting the speed, strength and endurance of people. These factors motivate people to be successful. Motivation has an important role in people's life. People with correct motivation follow success and most probably become successful at the end of role. Because of this vital effect of motivation, many researches and definitions were done by researchers. Motivation is a cognitive and psychological duration of activating people to perform behavior (Klein, 1999; Hodgetts, 1991). Motivation is a power of activating, maintaining and directing behavior (Pintrich and Schunk, 1996). Motivation is a need or wish to activate people's behavior (Johnstone, 1997). When the definitions are examined, it is seen that motivation is a power of activating people to a role or duty to success it.

People usually learn better if they wonder or pay attention. To get the attention or wonder, motivation factors are needed to use. Motivations can be intrinsic or extrinsic. People who are intrinsically motivated behave without any expectations. Intrinsically motivated people behave in natural environment with success feelings (Ryan and Deci, 2000). With intrinsic motivation people learn behaviour for inward-oriented such as being happy, having pleasure and fun without any force (Middleton and Spanish, 1999). People who are behaving for success, excitement, fun, attention and excitement are intrinsically motivated (Rigby, Deci, Patrick, and Ryan, 1992). Intrinsically motivated people feels totally free and believe that their behaviours explain them. Students intrinsically motivated learn for personal improvement without expecting any reward. Intrinsic motivation is a personal motivation and sources directly from content and related with the nature of behaviour. Intrinsic motivation covers attention of behaviour, independence at job, importance of job, participation to work, responsibility, diversity, creativity, opportunity to use ability and skills, feedbacks about behaviors (Mottaz, 1985). Intrinsic motivation is reactions of person's needs such as wonder, need to know,

being enough, improvement and success. Intrinsic motivation is related with academic experience. Students intrinsically motivated maintain a behaviour for own satisfaction (Naccarato, 1988). Learning with intrinsic motivation is not a mean but an aim. Students encouraged by intrinsic motivation at the beginning of education period maintained learning with same way.

There are four basic features of motivating people intrinsically (Ryan and Deci, 2000). Challenging which refers difficult objectives and success is not guarantee, control and autonomy which refer students' effects on learning, curiosity and innovation which refer to students new ideas and aesthetics value which refers to students' emotional reactions.

Extrinsic motivation is taking part in actions for extrinsic values and rewards (Deci, Vallerand, Pelletier, and Ryan, 1991). Arranging behaviours extrinsically is controlling behaviours with social rewards and fines. Extrinsic motivation can be explained by competition, better scores, and rewards. Extrinsic motivation reasons are not personal reasons but environmental. Extrinsic motivation comprises by reward or fine provided by others to complete behaviour and rise with a factor (Uzun, 2012). Behaving for a reason is extrinsic motivation (Pelletier, Fortier, Vallerand, Tuson, Brière, and Blais, 1995). An extrinsic motivation is strength or reinforces affecting behaviour in a positive or negative way, changing frequency of repeating behaviour and having material or sentimental value. Rewards could be either material or sentimental such as distil, compliment or pride (Konter, 1995). Extrinsic motivation comprises pay rise, better salary, promotion and status.

Students need to be successful during their academic life to have better standards for the future. For that aim they start education and continue mostly up to bachelor degree. To be successful education life students need to be successful and for this aim they need to be highly motivated. To raise students' motivation there are four factors of learning centered classroom environment (Jacobson, Eggen, and Kauchok, 1989). Self regulatory students which refers to students determine goals and use metacognitive strategies, teacher characteristics which refers to teachers who are willing and enthusiastic, school and classroom environment which refers to a suitable classroom design, entertaining, promoting classrooms and school and classroom environment which refers

to students' role on decision (Öncü, 2004). Learning a foreign language in the global world is one of the most important necessities for career development, social and cultural issues and personal development. People need learning a foreign language as many international corporations are becoming popular day by day (Sözer, 1984). Learning a foreign language is one of the most important issues of the students. Almost all future career plans need a foreign language. Students after bachelor degree start a career search and have advantage in case of having foreign language degree. For this reason, students are aware of learning a foreign language and start studying seriously at university education process.

One of the students' first motivations for language learning is students' attitudes and behaviours towards foreign language culture and society (Acat and Demiral, 2002). Students' background information on a culture and country also effect language learning motivation. Students who know the positive effects of having foreign language knowledge will be positively motivated. For this aim some international student change programs should be more effective and used for student motivation. Erasmus program is one of the international mobility programs which provide to university students and academicians foreign language practice and learning different cultures and societies in many countries with corporation (National agency, 2019). Students who have positive attitudes towards foreign language will be easily motivated.

Foreign language learning is one of the main goals of education systems for integration with world. For this aim national education systems cover foreign language learning courses in their programs. The issue at this stage is how to teach a foreign language. There are many researches on foreign language learning subject. Language learning strategy is a conscious learning process (Cohen, 2003). Language learning strategy is specific activities, behaviours and techniques to improve language learning abilities (Oxford, 1999). Language learning strategies are learners' private and self regulated techniques (Riding and Rayner, 2002). There are two types of language learning motivational tendency. One of which is integration with language society which is related with language learning demand and the other is having better career (Gardner and Lambert, 1972).

This research aims to investigate factors affecting faculty of education students' English learning motivations with the questions;

1. Does the gender difference affect students' English language learning motivations?
2. Does the department difference affect students' English language learning motivations?
3. Does grade difference affect students' English language learning motivations?
4. Does obligation or necessity affect students' language learning motivations?

Methodology

As method of this research; research model, study group, data collection tool and data analysis were presented.

Research Model

This is a quantitative research designed as survey model. Survey models present a situation with its' existing conditions (Karasar, 2010). Quantitative research design claims that social realities are phenomena which are observable, assessable and explicable by numbers (Glesne ve Peshkin, 1992). The aim of the quantitative research is to reach information which is generalisable cause-effect relations (Türnüklü, 2001). With the research model of this study, factors affecting faculty of education students' English learning motivations according to gender, department, grade and obligation or necessity belief of students' learning English variables were investigated..

In this study the method is chosen as quantitative to identify observable, assessable and explicable findings by numbers. This study is designed as survey model. Students' motivations of English language learning was aimed to present with their existing conditions such as gender, department, grade and belief.

Study Group

Study group of this research consists of 225 faculty of education students. From four grades and three departments which are department of physical education, social sciences and Turkish language education at a university in Turkey in 2018-2019 academic year. Study group of the research is randomly selected. At table 1, students' statistical information of participants' gender, department, grade and obligation or necessity belief of learning English variables is given

Table 1. Statistical of Faculty of Education Students' Gender, Department, Grade and Obligation or Necessity of Learning English Belief Variables

	Category	n	%
Gender	Female	153	68
	Male	72	32
Departments	Physical education	77	34.2
	Social sciences	81	36
	Turkish language	67	29.8
Grade	1 st grade	56	25.5
	2 nd grade	52	23.6
	3 rd grade	47	21.4
	4 th grade	65	29.5
Belief of learning English	Obligation	34	28.4
	Necessity	161	71.6

According to Table 1, 225 students participated to research and 153 (68%) of the participants are female and 72 of the participants (32%) are male. Data is collected from different departments of the faculty of education students. According to department variable 77 (34.2%) of the students study at department of physical education, 81 (36%) of the students study at department of social sciences, 67 (29.8%) of the students study at department of Turkish education. Students from different grades participated to this research. According to grade variable from 1st grade 56 (25.5%) students, 2nd grade 52 (23.6%) students, 3rd grade 47 (21.4%) and 4th grade (29.5%) students participated to this research. Among participants 34 (28.4%) of the students believe that they learn

English since it is obligatory and 161 (71.6%) of the students believe that they learn English since it is necessity.

Data collection and data collection tool

In this study data of the research is collected by data collection tool. For this research 225 data collection forms were filled by participants in two weeks time by hand . 12 scale forms filled without attention were taken out of analyse. Data collection tool is consisted of 2 parts. Personal information of the participants which are gender, department, grade and learning English belief take place in first part of the tool. Second part of the data collection tool is consisted of learning English motivation scale (Mehdiyev, Uğurlu, and Usta, 2017). Data collection tool is designed as 5 likert type and include 16 items aims determine faculty of education students English learning motivations according to variables. Kaiser Mayer Olkin (KMO) value of the scale is .857 and Bartlett test result is 2274.545. In this research data collection tool has two sub-dimensions and explains 61% of the total variance. The internal consistency coefficient (Cronbach Alpha) of the scale is .83.

Data analyse

Research data was analysed by statistical program. For Normality distribution of the data Kolmogorov-Smirnov test and for homogeneity of the variance Levene statistics were used. Students' of faculty of education motivations data for learning English distributed non-parametric. According to results of distribution normality test and data homogeneity test, Mann-Whitney U test, Kruskal-Wallis H tests were used to analyse the data. Descriptive statistics were used and significance difference level of the analysis was determined as .05.

Findings

In this part of the study statistical information and analyse results were submitted according to research data.

Table 2. Descriptive Statistics of Faculty of Education Students' Learning English Motivations

	N	mean	p	K _y	B _s	S _s
Learning English motivations	225	3.48	.000	.171	.062	.752

Motivation Kolmogorov-Smirnov Z score 1.45; p=.29

According to Table 2, faculty of education students' motivation mean score is 3.48 and Kolmogorov-Smirnov Z score is 1.45. Following these results each variables were analysed to examine students' motivations for learning English. At table 3, faculty of education students' motivations of learning English was examined according to gender variable.

Table 3. Mann-Whitney U Test Results of Faculty of Education Students' Learning English Motivations According to Gender Variable

	Category	N	\bar{X}	\bar{X}_{rank}	Σ_{rank}	Z	r	U	p
Gender	Female	153	3.49	115.82	17720.50	-	-	5076.500	.343
	Male	72	3.44	107.01	7704.50	.948	.063		

According to Table 3, faculty of education students' learning English motivations do not significantly differ (p=.343) with regard to gender variable. In other words, gender is not a factor affecting faculty of education students' learning English motivations. At table 4 below, faculty of education students' motivations of learning English was examined according to department variable.

Table 4. Kruskal Wallis H Test Results of Faculty of Education Students' Learning English Motivations According to Department Variable

	Category	N	\bar{X}_{rank}	Sd	X ²	p
Department	Physical Education	77	124.05	2	5.707	.058
	Social sciences Education	81	99.83			
	Turkish language Education	67	116.23			

According to Table 4, faculty of education students' motivations of learning English do not differ significantly (p=.058) with regard to de-

partment variable. In other words, department differences are not a factor affecting faculty of education students' learning English motivations. At table 5, faculty of education students' motivations of learning English was examined according to grade variable.

Table 5. Kruskal Wallis H Test Results of Faculty of Education Students' Learning English Motivations According to Grade Variable

	Category	N	\bar{X}_{rank}	Sd	X ²	p
Grade	1 st grade	56	95.14	3	13.510	.004
	2 nd grade	52	128.19			
	3 rd grade	47	127.59			
	4 th grade	65	97.22			

According to Table 5, 220 out of 225 students filled the 'grade' independent variable question of the scale form and faculty of education students' learning English motivations significantly differ ($p=.004$) with regards to grade variable. In other words, grade difference is a factor affecting faculty of education students learning English motivations. At Table 6, to determine between which two grades' learning English motivations significantly differ Mann-Whitney U test was used.

Table 6. Mann-Whitney U Analyse Results of Faculty of Education Students' Learning English Motivations According to Grade Variable

	Category	N	\bar{X}	\bar{X}_{rank}	Σ_{rank}	Z	r	U	p
Grade	1 st grade	56	3.29	46.42	2599.50	2.786	.268	1003.500	.005
	2 nd grade	52	3.67	63.20	3286.50				
	2 nd grade	52	3.67	68.20	3546.50	-2.626	.242	1211.500	.009
	4 th grade	65	3.37	51.64	3356.50				

According to Table 6, faculty of education students' learning English motivations significantly differ with respect to grade variable. When research data was analysed, the significant differences were found pair group between 1st grade and 2nd grade ($p=.005$) and pair group between 2nd grade and 4th grade ($p=.009$). Faculty of education students' motivations of learning English were in favour of 2nd grade students. At table 7 below, faculty of education students' motivations of learning English were analysed according to obligation or necessity belief.

Table 7. Mann-Whitney U Analyse Results of Faculty of Education Students' Learning English Motivations According to Obligation or Necessity Belief

Category	N	\bar{X}	\bar{X}_{rank}	Σ_{rank}	Z	r	U	p	
Learning English belief	Obligation	64	3.64	127.14	8137.00	-2.05	.137	4247.00	0.40
	Necessity	161	3.41	107.38	17288.00				

According to Table 7, faculty of education students' motivations of learning English significantly differ ($p=.040$) with regards to obligation or necessity belief. In other word, obligation / necessity belief is a factor affecting faculty of education students' learning English motivations in favour of faculty of education students' obligation belief.

Discussion and Conclusion

Students today need to improve themselves to compete with challenging world. They need to be successful at exams, career choice, social and cultural issues, technological innovations, personal developments. These issues all important and students should learn a foreign language especially English to start a better career. Learning a foreign language is a difficult and challenging process and need motivation. This study aimed to search faculty of education students' learning English motivations. Faculty of education students' mean score of learning English is 3.48. This mean score explains that students' motivation is higher than moderate level.

First finding of this research reveals that faculty of education students' learning English motivations do not significantly differ with regard to gender variable. In other words, gender difference is not a factor affecting faculty of education students' learning English motivations. According to previous studies gender variable significantly differ in favour of female students (Acat and Demiral, 2002). Academic motivations of the students significantly differ in favour of male students (Eyüp and Bozer, 2015). Success of learning English feeling highly motivates female prep-class students than male students (Şad and Gürbültürk, 2009). High school students learning English motivations significantly differ in favour of female students (Yılmaz, 2012). Female students' motivations

of learning English are higher than male students (Wigfield and Eccles, 1992). Female students had greater motivations of learning English compared to male students (Sung and Padilla, 1998). Female students had significantly higher motivation scores of learning target language than male students (Dörnyei and Clement, 2001). Female students studying English motivations were higher than male students (Mori and Gobel, 2006). Girls have slightly higher degree of positive attitudes and motivation comparable to the boys on language learning (Hashwani, 2008). Female students were more motivated to learn English than male students (Shaaban and Ghaith, 2000).

Second finding of this research reveals that department difference is not a factor affecting faculty of education students' learning English motivations. Students participated to this research were studying physical education, social sciences education and Turkish language education and department difference do not affect students' learning English motivations. Petroleum Engineering students have positive motivation towards learning English (Al-Tamimi and Shuib, 2009). Students studying at department of English language teaching have high level of learning English motivation because of career choice (Topkaya and Uztosun, 2012). Students at department of business in Thai are highly motivated to learn English (Degang, 2010). Students in china had high motivations of learning English (Wang, 2008). In china students had high English learning motivations (Kyriacou and Zhu, 2008).

Third finding of the research reveals that grade difference is a factor affecting faculty of education students' learning English motivations. The significant difference is between 1st and 2nd grades and 2nd and 4th grades. In other words, 2nd grade students' motivations are higher to learn English than 1st and 4th grade students. Reason of this difference could be students at 2nd grade start to search international programs such as Erasmus to study abroad a term or a year. 4th grade students had better study strategies and abilities in general (Bay, Tuğluk, and Gençdoğan, 2005).

Fourth finding of this research revealed that obligation or necessity belief is a factor affecting faculty of education students' learning English motivations. Factor affecting students' learning English motivations is in favour of obligation belief. Students in Malaysia believe that they could

learn people and culture by reading and speaking English (Zubairi and Sarudin, 2009). Students learn English to find a better career opportunity (Truitt, 1995).

As seen at this and previous studies, English is one of the most important issue for students together with the issues such as studying at university, academic success, exams and career plan. Students want to learn English for different and rational reasons. Learning English is a long and challenging process. To reach success at learning English, educational programs are developed with different techniques and strategies. One of the necessary issues of the programs is motivation of students for learning English. Students motivated with true techniques will reach to success in a short while and easy way. At this study some motivational factors which are gender, department, classroom grade and obligation/necessity belief variables were searched. Researches in the future can increase the number of variables.

English is the most common international language on the world and people are in competition of learning it. To be able to learn English actively language researchers have been studying on techniques and methods. Motivation is also another subject of research on language learning. This study aimed to determine factors affecting faculty of education students' English learning motivations. As result of the research gender and department of faculty of education students English learning motivations do not significantly differ. In other words gender and department are not a factor of affecting faculty of education students' learning English motivations. Grade and obligation or necessity belief significantly differ. 1st and 2nd grades and 2nd and 4th grades learning English motivations significantly differ. In other words, motivation is a factor of learning English between these pair groups. Obligation or necessity belief of learning English significantly differ according to this research. That means motivation of learning English affect students belief of learning English.

Motivation is an important factor in many areas such as health, learning and social life. Language learning is an important phase of a person's life and today people try to learn language for career, social and cultural knowledge, travel, economical reasons and so on. To be successful at these areas, learning English has an important effect. To learn English

better, there are some factors affecting learning. By finding out these factors, learning English would be much joyful, quick, easy and active. This research aimed to investigate these factors.

Researchers studying on motivation, language learning and methodology can also pay attention of the findings of this research. Reseachers, while studying on language learning can consider the importance of motivation and affects on belief of learning English. Teachers while teaching English can pay attention the importance of motivation and plan the lessons with applicable and concrete activities, teaching methods can be chosen to motivate learning, assessment and evaluation methods also can be chosen by paying attention to students motivation of learning.

Kaynakça / References

- Acat, B. M. and Demiral, S. (2002). Türkiyede yabancı dil öğreniminde motivasyon kaynakları ve sorunları. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 8(3), 312-329.
- Al-Tamimi, A. and Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. *Journal of Language Studies*, 9(2), 29-52.
- Bay, E., Tuğluk, M. N. and Gençdoğan, B. (2005). Üniversite öğrencilerinin ders çalışma becerilerinin incelenmesi. *Elektronik Sosyal Bilimler Dergisi*, 4(14), 94-105.
- Cohen, A. D. (1998). *Strategies in learning and using a second language*. Harlow: Longman.
- Deci, E. L., Vallerand, R. J., Pelletier, L.G., and Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26, 325– 346.
- Degang, M. (2010). *Motivation toward English language learning of the second year undergraduate Thai students majoring in Business English at an English-medium university*. (Unpublished master thesis). Srinakharinwirot University, Bangkok.
- Dörnyei, Z. and Clément, R. (2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. *Motivation and Second Language Acquisition*, 23, 399-432.

- Eyüp, Y. and Bozer, E. N. (2015). Akademik motivasyon ölçeğinin Türkçeye uyarlanması. *Gaziantep University Journal of Social Sciences*, 14(3), 669-685.
- Gardner, R. C. and Lambert, W. E. (1972). *Attitudes and motivations in second language learning*. Massachusetts: Newbury House.
- Glesne, C. ve Peshkin, A. (1992) *Becoming Qualitative Researchers: An Introduction*. London: Longman
- Hashwani, M. S. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2), 212-144.
- Hodgetts, R. M. (1991). *Organizational behaviour theory and practice*. New York: MacMillan Publishing.
- Jacobson, D., Eggen, P., and Kauchok, D. (1989). *Methods for teaching: A skill approach*. Ohio: Merrill Publishing.
- Johnstone, A.H. (1997). Know how your pupils learn, and teach them accordingly. D.L. Thompson (Ed). *Monitoring Change In Education: Science Education In 21st Century*. Arena:Hants.
- Karasar, N. (2010). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayıncılık.
- Klein, H. J. (1999). An Integrated control theory of work motivation. *Academy of Management*, 14(2), 150-172.
- Konter E, (1995). *Sporda motivasyon*. İzmir: Saray Tıp Kitapevi.
- Kyriacou, C. and Zhu, D. (2008). Shanghai pupil's motivation towards learning English and the perceived influence of important others. *Educational Studies*, 34(2), 97-104.
- Mehdiyev, E., Uğurlu, C. T. and Usta, H. G. (2017). İngilizce dil öğreniminde motivasyon ölçeği: geçerlik ve güvenilirlik çalışması. *The Journal of Academic Social Science Studies*, 54, 21-37.
- Middleton, J. A., and Spanias, P. A. (1999). Motivation for achievement in mathematics: Findings, generalizations, and criticisms of the research. *Journal for research in Mathematics Education*, 30(1), 65-88.
- Mori, S. and Gobel, P. (2006). Motivation and gender in the Japanese EFL classroom. *System*, 34(2), 194-210.
- Mottaz, J. C. (1985). The relative importance of intrinsic and extrinsic rewards as determinants of work satisfaction. *The Sociological Quarterly*, 26(3), 365-385.

- Naccarato, R. W. (1988). *Assessing learning motivation: A consumer's guide*. office of educational research and improvement. USA: Washington.
- National Agency. (2019). Erasmus+ Program. Retrieved from <http://ua.gov.tr/programlar/erasmus-program%C4%B1/y%C3%BCksek%C3%B6%C4%9Fretim-program%C4%B1> on 12.04.2019.
- Öncü, H. (2004). Motivasyon. L. Küçükahmet (Ed.). *Sınıf yönetimi*. Ankara, Nobel Yayınevi.
- Oxford, R. (1999). 'Style wars' as a source of anxiety in language classrooms. D. J. Young (ed). *Affect in foreign language and second language learning* (p.216-237). Boston: MacGraw-Hill.
- Pelletier, L.G., Fortier, M.S., Vallerand, R.J., Tuson, K.M., Brière, N.M., and Blais, M.R., (1995). Toward a new measure of intrinsic motivation, extrinsic motivation, and a motivation in sports: the sport motivation scale. *Journal of Sport & Exercise Psychology*, 17, 35-53.
- Pintrich, P. R. and Schunk, D. H. (1996). *Motivation in education: Theory, research and applications*. Prentice Hall: Englewood Cliffs.
- Riding, R. and Rayner, S. (2002). *Cognitive styles and learning strategies understanding style differences in learning and behaviour*. London: David Fulton Publishers.
- Rigby, C.S., Deci, E.L., Patrick, B.C., and Ryan, R.M. (1992). Beyond the intrinsic-extrinsic dichotomy, self-determination in motivation and learning. *Motivation and Emotion*, 16(3), 165 – 185.
- Ryan, R. and Deci, E. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54 - 67.
- Şad, S. N. and Gürbüzürk, O. (2009). Analyzing the self-determination levels of english prep students by some variables (İnönü University case). *Educational Administration: Theory and Practice*, 15(3), 421-450.
- Shaaban, K. A. and Ghaith, G. (2000). Student motivation to learn English as a foreign language. *Foreign Language Annals*, 33(6), 632-644.
- Sözer, E. (1984). Amerika Birleşik Devletleri'nde yabancı dil öğretmeni yetiştirme. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 1(1), 131-146.

- Sung, H. and Padilla, A. (1998). Student motivation, parental attitudes, and involvement in the learning of Asian languages in elementary and secondary schools. *The Modern Language Journal* 82, 205–216.
- Topkaya, E. Z. and Uztosun, M. S. (2012). Choosing teaching as a career: Motivations of pre-service English teachers in Turkey. *Journal of Language Teaching and Research*, 3(1), 126-134.
- Truitt, S. N. (1995). Beliefs about language learning: A study of Korean University students learning english. *Texas Papers in Foreign Language Education*, 2(1), 2-16.
- Türnüklü, A. (2001). Eğitim bilim alanında aynı araştırma sorusunu yanıtlamak için farklı araştırma tekniklerinin birlikte kullanılması. *Eğitim ve Bilim*, 26(120) 8-13.
- Wang, F. (2008). Motivation and English achievement: an exploratory and confirmatory factor analysis of a new measurement for Chinese students of English learning. *North American Journal of Psychology*, 10(3), 633-646.
- Wigfield, A. and Eccles, J. (1992). The development of achievement task values: a theoretical analysis. *Developmental Review* 12, 265–310.
- Yılmaz, E. (2012). Lise öğrencilerinin İngilizce dersi motivasyon düzeylerinin ve motivasyon tiplerinin belirlenmesi. *Karaelmas Eğitim Bilimleri Dergisi*, 1, 139-139.
- Zubairi, A. M. and Sarudin, I. H. (2009). Motivation to learn a foreign language in Malaysia. *Journal of Language Studies*, 9(2), 73-87.

Kaynakça Bilgisi / Citation Information

Özcan, M. (2019). Factors affecting faculty of education students' learning english motivations. *OPUS–International Journal of Society Researches*, 11(18), 1356-1372. DOI: 10.26466/opus.557244